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CHAPTER I

THE PROBLEM AND ITS SETTING

Prevalence of Early School Leaving

The early chronological age and the low grade attainment at which children leave school are of concern to many educators. These problems are recognized by school authorities at the national, state and local levels.

Early school leaving a nation-wide problem.-- Elimination from school is almost negligible up to the sixth grade. Beginning with the seventh grade elimination becomes very noticeable. ¹

Blose and Foster have given nation-wide statistics on school enrollments for non-institutional school population as of October 1947. They considered ages six to thirteen, inclusive, normal ages for elementary school children of grades one to eight, inclusive. Of the non-institutional population in this age group 97.9 per cent were enrolled in school. For the age group fourteen to seventeen years inclusive, only 79.3 per cent were enrolled in school. This is the normal age group for high school grades nine to twelve, inclusive. ²

¹ David T. Blose and Emery M. Foster, "Children not in School," School Life, 31 (February, 1949), 3.

² Ibid., p. 3.

Enrollment in full time public secondary schools reached 6,700,000 in 1940-41, an all-time high, and has decreased about sixteen per cent since that time. The enrollment was even lower during the war, dropping to approximately 5,600,000.³

In 1947-48 high school enrollments increased 300,000. Increasing birth rates during the last ten years indicate that high school enrollments may continue to increase. The secondary school enrollment for the nation by 1954-55 may exceed that of 1939-40, one of the peak years, and even reach 11,000,000 by 1965.⁴

In 1938 Douglass presented a tabular summary of the extent of early school leaving throughout the nation, beginning with 1907 and continuing through 1936, and including data from studies made in several intervening years (Ayres, 1909; Strayer, 1911; Bonner, 1920; Phillips, 1924). The tabulation as presented by Douglass is reproduced in Table 1.⁵

³ David T. Blose and Emery M. Foster, "Statistics of State School Systems," Biennial Survey of Education in the United States, Office of Education, pp. 9-11. Washington: Government Printing Office, 1950.

⁴ United States Office of Education, "Statistical Summary of Education," Biennial Survey of Education, 1944-46, pp. 9-11. Washington: Government Printing Office, 1950.

⁵ Aubrey A. Douglass, Modern Secondary Education, p. 49. Boston: Houghton Mifflin Company, 1938. As found in E. L. Thorndike, Bureau of Education Bulletin, 1907, No. 4, pp. 11-47. Also, as found in L. P. Ayres, Laggards in Our Schools, p. 71. New York: Charities Publishing Company, 1909. Also, as found in G. D. Strayer, Bureau of Education Bulletin, 1911, No. 5, pp. 6, 135-136. Washington: Bureau of Education, 1911. Also, as found in H. R. Bonner, Bureau of Education Bulletin, 1920, No. 11, p. 31. Washington: United States of Education, 1920. Also, as found in F. M. Phillips, Bureau of Education Bulletin, 1924, No. 38. Washington: Government Printing Office, 1930. Also, as found in E. M. Foster, "School Survival Rates," School Life, 22 (September, 1936), 13.

TABLE 1

PERCENTAGE OF PUPILS WHO ATTAIN VARIOUS GRADE LEVELS
AS SUMMARIZED BY DOUGLASS FROM CERTAIN STUDIES

Grade	Thorndike 1907	Ayres 1909	Strayer 1911	Bonner 1920	Phillips 1924	Foster 1936
1	100	100	100	100	100	100
2	100	100	100	No data	No data	No data
3	100	100	100	No data	No data	No data
4	90	100	100	No data	No data	No data
5	81	100	95	86	100	100
6	68	90	74	73	83	94
7	54	70	63	64	71	85
8	40	50	51	58	63	81
9	27	40	39	32	34	74
10	17	20	22	23	26	62
11	12	12	18	17	18	52
12	8	10	14	14	15	46

This tabulation of the findings of these studies shows that only eight per cent of the children entering the first grade eleven years prior to the time of Thorndike's study entered the twelfth grade in 1907. According to Foster's study in 1936 of the 100 children who had entered the fifth grade seven years earlier forty-six were then in the twelfth grade. The studies made during the intervening years showed a constant increase in the percentage of children who continued in school to attain the higher grades.

In 1933 Kline concluded from his study that there had been a significant postponement of school leaving during the years immediately preceding that date. He stated that pupils continued in school two and one-half years longer in 1928 than in 1900. He found that a greater problem of elimination at the time of his study (1933) was faced by the senior high school than by the junior high school.⁶

Early school leaving in Alabama.--- Letson made a study, based only on enrollment figures in consecutive years, of the holding power of Alabama public schools for a twelve-year period in 1944.⁷ The author gave no statistics regarding children of school age who may not have enrolled in school at all. He does not mention that the Mobile County and City Schools are organized on an eleven-grade basis. This would account for some of the pupil loss from grade twelve.

⁶ E. J. Kline, "Curve of Elimination," Journal of Educational Research, 26 (April, 1933), 608-616.

⁷ J. W. Letson, "Holding Power of the Schools," Alabama School Journal, (October, 1946), 30-31.

In 1933 there were enrolled in the first grade in the white public schools of Alabama 78,856 children. Eleven years later, in 1944, only 12,255 children enrolled in the twelfth grade. The enrollment in the twelfth grade in 1944 represents only approximately fifteen per cent of the enrollment in the first grade eleven years earlier.

Figures for the Negro public schools present a situation far more serious. In 1933 there were 60,300 Negro children enrolled in the first grade of the public schools of Alabama. Eleven years later, in 1944, only 2,598 children enrolled in the twelfth grade. Only approximately four per cent of the Negro children enrolled in the first grade in 1933 continued in school to enroll in the twelfth grade in 1944.

Combining the figures for the two races there were 139,156 children enrolled in the first grade in the public schools of Alabama in 1933. Of this number only 14,853, or approximately eleven per cent, enrolled in the twelfth grade in 1944. During the decade 1930-40 the population of Alabama increased from 2,646,248 to 2,832,961.

Early school leaving in Covington County.-- The data for the Covington County Schools given in this paragraph are based on net registration for Alabama.⁸ The system of reporting net registration for Alabama excludes transfers from one school to another within the school system and includes pupils who may have transferred from other

⁸ Office of the County Superintendent of Education, "Annual Report, Part I, Attendance in Public Day Schools of Covington County, for years 1937-38." Andalusia, Alabama.

school systems within Alabama. The true net registration for the local school systems is not compiled for reporting annually to the State Department of Education. This information is not available for the Covington County Schools due to loss of some annual reports from some of the local schools.

The statistics cited in Table 2 are taken from the Alabama state reports. Even after due allowance is made for duplications due to faulty reporting, this information indicates the seriousness of early school leaving in Covington County Schools during the period from 1937 to 1948.

Of the 923 white children accounted for in the first grade in 1938-39 only 154 are accounted for in the twelfth grade eleven years later. Although the data for white schools are appalling, those for the Negro schools are much more so.

Net registration in the county schools in the first grade for Negroes in 1938-39 was 416. During the eleven succeeding years the net registration in the Negro schools constantly declined (except for 1940-41) for the consecutive grades. In 1949-50 only thirty-five Negro children were accounted for in the twelfth grade.

The total net registration for white and Negro schools in the first grade in 1938-39 was 1,339. In 1949-50 only 189 pupils of both races are accounted for in the twelfth grade. If the data given in Table 2 are reduced to percentage values it will be seen that the holding power for Negro schools is far less than for white schools.

TABLE 2

NET REGISTRATION FOR COVINGTON COUNTY SCHOOLS IN SUCCESSIVE
GRADES FROM 1938-39 to 1949-50, INCLUSIVE

Year	Grade	Net Registration		
		White	Negro	Total
1938-39	1	923	416	1,339
1939-40	2	788	181	969
1940-41	3	732	190	912
1941-42	4	648	169	817
1942-43	5	576	155	731
1943-44	6	519	123	642
1944-45	7	541	107	648
1945-46	8	406	88	494
1946-47	9	275	70	345
1947-48	10	207	56	263
1948-49	11	174	40	214
1949-50	12	154	35	189

The holding power for white schools during this period was 16.7 per cent; for Negro schools, 8.4 per cent; for both races combined, 14.1 per cent.

It may be that a greater per cent of children in the first grade fail to be promoted than in other grades. If so, this may account for part of the apparent loss between grades one and two.

In 1938-39 the total number of children accounted for in Covington County Schools under net registration as reported in Alabama was 7,642. After that there was a decline in the net registration for each succeeding year except the last year of the period. The net registration for 1949-50 was only 6,037.

Immediately preceding World War II, and during the war, there was an exodus of people from the rural areas of Covington County, the over-all population of the county decreasing from 42,417 in 1940 to 40,333 in 1950. During this period the urban population of Covington County increased from 13,063 to 17,115, making a net decrease of 6,136 in the rural population between 1940 and 1950. Some of the children enrolled in the first grade in 1938-39 may have been included in this exodus. If so, this would account for some of the apparent loss from this group during the succeeding eleven years.⁹

⁹ Andalusia Star-News, "Population of Andalusia and Covington County," Andalusia Star-News, October 25, 1951. Andalusia, Alabama: Andalusia Publishing Company, as quoted from Merrill C. Loftin, Regional Director of United Department of Commerce, Atlanta, Georgia.

Statistics reveal that nationally attendance improved steadily before World War II but declined during the war and immediately thereafter. The factors which were causing attendance to decline throughout the nation may have been affecting attendance in Covington County during the same period.¹⁰

¹⁰ David T. Blose and Emery M. Foster, "Statistics of State School Systems," Biennial Survey of Education in the United States 1946-48, Office of Education, pp. 9-11. Washington: Government Printing Office, 1950.

Definition of the Problem

There are three sets of factors which help to determine whether a pupil will continue in school or drop out before graduation. The first is a set of personal characteristics including race, nationality of parents, place of birth, sex, age, condition of health, intelligence, transfers, retardation, desire for social approval and interest in school.¹¹

¹¹ David T. Blose and Emery M. Foster, "Children Not in School," School Life, 31 (February, 1949), p. 3.

Harold J. Dillon, Early School Leavers: A Major Educational Problem, pp. 23-24. New York: National Child Labor Committee, 1949.

H. R. Douglas and Kate Wind, "Factors Related to Withdrawal from Junior High Schools in Minneapolis," Elementary School Journal, 37 (January, 1937), 375-80.

J. R. Edmondson, "Study of Elimination from School in Reform, Alabama." Unpublished Master's thesis, University of Alabama, 1934. Pp. 33.

Amy Hews, "Why Pupils Leave School," Educational Digest, 11 (March, 1946), 52-54.

Aslang Novde, "A Study of Withdrawals from High School," California Journal of Secondary Education, 16 (May, 1941), 297-8.

Shaffer F. Jarrell, "A Study of Certain Factors Associated with Pupil Elimination from Newman, Georgia High School, 1935-40." Unpublished Master's thesis, University of Alabama, 1940. Pp. vi / 92.

Claude Mitchell, "Prognostic Value of Intelligence Tests," Journal of Education Research, 28 (April, 1935), 577-581.

O. R. Neilson, "Texas Study of Secondary Education," School Review, 55 (October, 1947), 441-2.

Emily G. Palmer, "Why Pupils Leave School," Vocational Guidance Magazine, 9 (April, 1931), 295-303.

Mary E. Roberts, Elimination from the Public High Schools of New Jersey, pp. 16-17, 167-201. Philadelphia: University of Pennsylvania, 1930.

Joseph K. Van Denberg, Causes of Elimination of Students in Public Secondary Schools of New York City, p. 78. New York: Teachers' College, Columbia University, 1911.

A second set involves the home and community and includes socio-economic status, adjustments within the home, occupation of parents, occupation of older siblings, and attitude of parents and the community toward school attendance.¹² The third set is connected with the school environment and includes administrative organization of attendance units, curriculum organization and practices, programs of student activities, guidance, pupil-teacher relationships, grade placement and failure in school and

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John C. Carlisle and L. A. Williams, "What Pupils Are Being Eliminated," Clearing House, 13 (December, 1938), 233-4.

H. R. Douglass and Kate Wind, "Factors Related to Withdrawal from High Schools in Minneapolis," Elementary School Journal, 37 (January, 1937), 375-80.

Aubrey A. Douglass, Modern Secondary Education, pp. 53-67. Boston: Houghton Mifflin Company, 1938.

J. R. Edmondson, "Study of Elimination from Schools in Reform, Alabama." Unpublished Master's thesis, University of Alabama, 1934. Pp. 33.

Amy Hewes, "Why Pupils Leave School," Education Digest, 11 (March, 1946), 52-54.

Aslang Hovde, "A Study of Withdrawals from High School," California Journal of Education, 16 (May, 1941), 297-98.

Gladys M. Little, "For Those Who Drop Out," Nation's Schools, 21 (January, 1938), 18-21.

W. H. McMurry, "Study of Certain Factors in Relation to Elimination in the Ensley (Alabama) High School." Unpublished Master's thesis, University of Alabama, 1938. Pp. 33-36.

Emily G. Palmer, "Why Pupils Leave School," Vocational Guidance Magazine, 9 (April, 1931), 295-303.

H. H. Funke, "Home and Family Background of High School Pupils," School Review, 44 (December, 1936), 597-607.

Joseph K. Van Denberg, Causes of Elimination of Students in the Secondary Schools of New York City, p. 78. New York: Teachers' College, Columbia University, 1911.

W. Lloyd Warner, Marchia Meeker and Kenneth Eells, Social Class in America, pp. 25-31. Chicago: Science Research Associates, Inc., 1949.

size of school.¹³

Every pupil possesses to some degree the characteristics mentioned above and he is subjected to a home and community environment and a school environment possessing some of the characteristics enumerated in the preceding paragraph. These factors with varying intensities act upon both those pupils who remain in school and those who leave school. In turn, each pupil reacts differently toward the several factors.

This makes the identification of the factors determining continuance and discontinuance in school very complicated. Great difficulty is encountered when one attempts to isolate the causes of elimination and assign to each its relative importance.¹⁴

¹³ D. Brookaw, "Youth's Evaluation of Present Day Educational Offerings," Clearing House, 17 (October, 1942), 85.

Mabel A. Buckner, "A Study of Pupil Elimination in the New Haven High School," School Review, 39 (September, 1931), 532-41.

Harold J. Dillon, Early School Leavers: A Major Educational Problem, pp. 48-63. New York: National Child Labor Committee, 1949.

Amy Hewes, "Why Pupils Leave School," School Review, 63 (April, 1935), 287-94.

Shaifer F. Jarrell, "A Study of Certain Factors Associated with Pupil Elimination from Newnan, Georgia, High School, 1935-40." Unpublished Master's thesis, University of Alabama, 1940. Pp. vi + 92.

Gladys M. Little, "For Those Who Drop Out," Nations Schools, 21 (January, 1938), 18-21.

C. R. Neilson, "Texas Study of Secondary Education," School Review, 55 (October, 1947), 441-2.

W. G. Patterson, "Appropriate and Worthy Education for All Youth," Bulletin National Association of Secondary School Principals, 31 (November, 1947), 5-21.

¹⁴ Aubrey A. Douglass, Modern Secondary Education, Boston: Houghton Mifflin Company, 1938. Pp. 53-67.

The problem undertaken here is to identify certain factors which differentiate school leavers of the Covington County Public School System from those pupils who continue in school. It is not the purpose of this study to isolate each of the factors by which school leavers are differentiated from those who remain in school, nor to determine the relative intensity of action of these factors.

The areas of the school involved in this study are:

1. Organization of attendance units
2. Curriculum organization and practices
3. Programs of student activities
4. Guidance services
5. Attendance practices
6. Transportation
7. Continuous growth of teachers

Purpose of Study

The purpose of this study is to determine the extent of school leaving in the schools of Covington County in grades five to twelve, inclusive, to identify certain characteristics which differentiate school leavers from those pupils who continue in school, to seek evidence concerning factors which may affect school leaving, and to use this information as a basis for recommending adjustments which, if put into practice, may improve continuance in school thereby extending educational facilities to a greater number of children over a longer period of time.

Scope of the Study

Location and time.-- This study is limited to the pupils who were enrolled in grades five to twelve, inclusive, in the schools of Covington County, Alabama, between May 15, 1950 and May 14, 1951. The three independent city school systems in Covington County were not included. Reasonable effort was made to study every school leaver but only those who could be positively identified as school leavers were included in the study. Also, reasonable effort was made to obtain all data, as proposed here, on each school leaver. However, such data as were obtained on a given pupil are included in the analysis of those factors, even though he is not included in the analysis of all factors due to lack of further data on the pupil.

Factors considered.-- In this investigation race, sex, age, intelligence, attitude toward school, school attendance, incidence of transfer, school achievement, transported or non-transported, socio-economic status, participation in extra-curricular activities, and grade placement as factors probably associated with early school leaving were studied.

Justification of the Study

Conditions in the South.-- The most recent Biennial Survey of Secondary Education in the United States to combine certain data for seventeen southern states and the District of Columbia was that of 1937-38. In these states and the District of Columbia separate schools are maintained for the white and Negro races. In 1938, in this area 80.7

per cent of the Negro population, five to seventeen years of age, inclusive, were enrolled in school. The corresponding percentage for white children was 85.9. This indicates that Negro children left school earlier than white children at that time. In the United States as a whole 84.4 per cent of the population of five to seventeen years of age, inclusive, were enrolled in the public schools.¹⁵

When one considers that the South is predominantly Protestant and that there are few parochial schools as compared to the nation as a whole, a true picture of enrollment is not given. If the enrollment in parochial schools were included, the South would undoubtedly appear to still less advantage.¹⁶

In this same year 14.8 per cent of white children in school were in the first grade; 3.9 per cent, in the twelfth grade. The percentages of Negro children enrolled were 28.4 in the first grade; 1.2, in the twelfth grade.¹⁷

¹⁵ David T. Bloese and Henry F. Alves, "Statistics of Public High Schools, 1937-38," Biennial Survey of Secondary Education in the United States, Bulletin 1940, No. 2, pp. 52-72. Washington: Federal Security Agency, United Office of Education, 1940.

¹⁶ David T. Bloese and Henry F. Alves, "Statistics of Public High Schools, 1937-38," Biennial Survey of Secondary Education in the United States, Bulletin 1940, No. 2, p. 54. Washington: Federal Security Agency, United States Office of Education, 1940.

¹⁷ Ibid., pp. 138-39.

The ratio of the number of children enrolled to the population five to seventeen years of age, inclusive, for the continental United States in 1939 was 0.844. Of the seventeen southern states and the District of Columbia, ten ranked below the nation as a whole. Again, these ratios must be interpreted in the light of comparatively few non-public schools in the South.¹⁸

Concerning the seriousness of early school leaving, Dillon says,

Among the many problems confronting the public schools of America is the very serious one of determining ways by which youth might be encouraged to complete a full high school program. It is not a new problem. Its solution will not be based on some magic formula. It will require continuous and vigorous study and adaptation to develop in the schools a type of educational program that will be attractive to youth and will help them in their adjustment to life and living.¹⁹

In a further discussion of the problem he presents certain interesting and significant facts. In the average school system fifty per cent of the pupils entering high school drop out before graduation. About one and a quarter million children are dropping out of the schools of our country annually without finishing high school. He presented figures compiled from the United States Office of Education showing that of each one thousand pupils entering grade five in 1933-34 only 462 remained to graduate from high school in 1941.

¹⁸ David T. Blose and Henry F. Alves, "Statistics of Public High Schools, 1937-38," Biennial Survey of Secondary Education in the United States, Bulletin, 1940, No. 2, pp. 76-7. Washington: Federal Security Agency, United States Office of Education, 1940.

¹⁹ Harold J. Dillon, Early School Leavers: A Major Educational Problem, pp. 2-9. New York: National Child Labor Committee, 1949.

The peculiar needs of the small high school are recognized by Frank W. Cyr. He says,

Probably the chief need in the field of the small secondary school is a careful analysis and definition of the problems peculiarly characteristic of it.... This analysis should separate the problems of the small school due to size from those due to the particular methods and techniques which have come to be accepted in American education, due largely to their success in large schools. Such a definition of the problems would provide the basis for a broad program of experimentation with methods and techniques which are adapted to the needs of the small school in the rural community. ²⁰

Counts says,

It is clear that a thorough study of the high school population is fundamental to the solution of all problems of organization and administration. The high school student should furnish the point of departure for the wise determination of all policies and practices. ²¹

The South presents many educational problems peculiar to the region due to its relatively large ratio of child population, its dual system of schools, its economic life and its sparsity of private and parochial schools. The South has a higher ratio of children of school age to the total population than any other section. Often school facilities and services are duplicated in a given area in order to provide separate schools for the white and colored races. Southern economy is still basically agricultural. The very nature of cotton cultivation

²⁰ Frank W. Cyr, "The Smaller Secondary Schools in the National Survey," Educational Administration and Supervision, 22 (February, 1936), 141-148.

²¹ George S. Counts, The Selective Character of American Secondary Education, p. 2. Chicago: University of Chicago Press, 1922.

requires much seasonal hand labor. Many children leave school to meet this demand. Relatively few children in the South attend private and parochial schools. This places a relatively heavier burden on public school revenues.

In 1916 the Alabama State Department of Education made a comparative study of education in the 67 counties and in eight states including Alabama.²² Although this is an old study it presents some facts pertinent to this topic. Alabama had only 63.3 per cent of its children of school age enrolled in school, as compared to 79.8 per cent for the United States. Alabama ranked lowest among five southern states in terms of percentage of enrollment of children of school age. In percentage of children enrolled the states were ranked as follows: Tennessee 85.5, Mississippi 82.1, Florida 73.5, Georgia 68.9, Alabama 63.3.

In a study of pupil elimination from the Andalusia, Alabama, High School, Wilson found that in 1934-35, 13.25 per cent of all white pupils enrolled in the Andalusia schools were in the first grade. Only 2.94 per cent were in grade twelve.²³

Alabama typical southern state.-- The ratio of the Negro population to the total population in Alabama is approximately one to three.

²² Alabama. Department of Education. Alabama's Public School System: A Comparative Study, pp. 2-3. Montgomery: State Department of Education, 1916.

²³ James A. Wilson, "The Operation of Certain Factors in Pupil Selection and Elimination in the Andalusia (Alabama) High School," Unpublished Master's thesis, University of Alabama, 1936. Pp. v / 70.

This compares closely with the ratio of the races in the seventeen southern states.²⁴ In 1940 ninety-two and four-tenths per cent of the population of Alabama ages seven to thirteen, inclusive, were enrolled in school. For the seventeen southern states the percentage was 90.4. The percentage enrollment of the other age groups in Alabama compares closely with that of the other southern states. In 1940 the median years of school completed by persons twenty-five years of age and older in Alabama was 7.1 as compared to 7.8 for the entire southern region. During the same year approximately twenty-four per cent of the population of Alabama was enrolled in the elementary and secondary schools. This compared closely with a percentage of twenty-two for the entire South.²⁵

From these facts it seems that the total population and the school population of Alabama compare closely with the corresponding populations of the entire South.

Covington County a typical area.-- In 1916 Covington County was ranked forty-third among the sixty-seven counties on the basis of nine school factors. These factors were: enrollment, attendance, length of term, expenditure per pupil, salaries, grade of certificates, literacy, pupils per teacher, and school plant.²⁶ This is below the state median.

²⁴ Bureau of the Census, Statistical Abstracts of the United States, 1944-45, pp. 18-19. Washington: Government Printing Office, 1945.

²⁵ Bureau of Census, Ibid., pp. 7, 226, 231.

²⁶ Alabama. State Department of Education. Alabama's Public School System: A Comparative Study, p. 23. Montgomery: State Department of Education, 1916.

At that time Covington County was one of the most sparsely settled areas of the state. A large portion of the county was covered with forests of virgin pine, with here and there a pioneer settler exploiting the virgin timber or bent on its destruction in order to turn the land to the plow.

In 1940 sixty-seven per cent of the population of Covington County was rural.²⁷ This compares closely with the percentage of rural population for the state of Alabama, which was seventy.²⁸

These same sources reveal that the Negro population of Covington County is about one-sixth of the entire population, while the proportion of Negroes to whites for the entire state is about one to three.

In 1940 ninety-two and one-tenth per cent of the population, ages seven to thirteen, inclusive, were enrolled in school. This is practically the same percentage as for the state as a whole, namely, 92.4.²⁹

From these facts it may be seen that the total population and the school population of Covington County are fairly typical of Alabama. These populations of Alabama are rather similar to those of the entire

²⁷ Alabama University, Alabama County Statistical Abstracts, p. 87. University, Alabama: University of Alabama, 1943.

²⁸ Bureau of Census, op. cit., p. 14.

²⁹ Alabama University, op. cit., p. 88.

South.

Other studies in the field.-- Sixty-eight studies in the field have been examined. These might be characterized as follows: Twenty dealt with enrollment figures in consecutive years, thirty-five found certain characteristics common to the school leavers, ten made comparisons between school leavers and those remaining in school, and three gave no statistics but seemed to be opinions and casual observations.

If the twenty studies dealing with enrollment figures are omitted, the remaining forty-eight studies may be grouped as follows: Thirty included only large cities; four were concerned with small cities; eleven dealt with rural areas; and three gave no statistics or places.

Twenty-two of the sixty-eight studies were reported prior to 1930, forty-six since.

Omitting the twenty studies based on enrollment figures, fourteen of the remaining studies were made in the South, thirty-four in other sections of the nation. Each of the studies made in the South included relatively few pupils.

Inadequacy of other studies.-- A study of elimination of pupils from school might be rather adequate for the particular setting of time and place and yet be wholly inadequate for other situations. Elimination is dependent on local conditions. This is clearly indicated by Douglass in summarizing the findings of certain studies. In San Francisco and Berkeley practically all children eighteen years of age and under are enrolled in school. In Baltimore and Chicago the percentage of children enrolled eighteen years of age and under is far less. He presents

figures to show that urban schools retain children longer than rural schools. In some areas the percentages of boys of a given age group enrolled in school may vary widely, while the percentage for the corresponding age group for girls may be approximately the same.³⁰

Enrollment in consecutive years **gives** only a general view of the situation. Such figures are often taken from selected areas which may not be comparable to other areas in matters of pupil populations and economic life.

Douglass says, "To understand his own problem of elimination and to meet the conditions growing out of it, the school administrator will find it advisable to make a study of his own school system."³¹

Definition of Terms as Used in the Study

With one exception, in defining terms used in this study Good's Dictionary of Education has been carefully followed.³²

An attitude scale is a series of discriminating statements or questions intended to reveal certain attitudes or personality characteristics of the respondent.

A drop-out is a pupil who leaves school before the completion of

³⁰ A. A. Douglass, Modern Secondary Education, pp. 51-53. New York: Houghton Mifflin Company, 1938.

³¹ Ibid., p. 51.

³² Carter V. Good, Dictionary of Education, New York: McGraw-Hill Book Company, Inc., 1945.

a grade or before graduation. A drop-out leaves school permanently.

Elimination is the act or process of dropping a pupil or student from membership in a class or school, usually by reason of failure or expulsion.

Grade placement is the allocation of pupils to a specified grade, year, or level of school work.

Grade level is a measure of educational maturity stated in terms of the school grade attained by an individual pupil or a group of pupils at a given time.

A general intelligence test is a test made up of parts that have been found empirically to correlate with some practical indirect measure of intellectual ability, such as success in school.

A school leaver is one who leaves school permanently.

Socio-economic status is the level indicative of both the social and the economic achievement of an individual or a group.

Transfer is the act of a pupil withdrawing from one grade, school, or system and enrolling in another grade, school, or system. A transfer is a pupil who has withdrawn from one grade, school or system and has enrolled in another grade, school, or system.

Good defines withdrawal as the act of leaving school permanently. The term withdrawal as used in this study includes both transferring to another school, leaving a grade for promotion or demotion, and dropping out of school. It also designates one who transfers, who is promoted or demoted or who drops out of school.

A continuous enrollee is a pupil who remains in school until the

end of the period covered by this study. Such a pupil may have enrolled in the schools of Covington County during the period of the study as an original entry or as a transfer from another school system.

Procedures

Selection of factors investigated.-- The factors to be investigated in this study have been selected on the basis of factors considered in related studies, brief preliminary studies of the schools in the county and personal acquaintance with the schools resulting from more than twenty years of service in the school system. They are race, sex, age, intelligence, attitude toward school, school attendance, incidence of transfer, school achievement, transportation, socio-economic status and grade placement.

Conclusions from other studies.-- On page 21 of this report the writer stated that sixty-eight studies in the field had been examined. A number of these studies have been cited in the footnotes of preceding sections of this chapter. From the conclusions of these studies the writer has selected those which are believed to be applicable to this study. They are:

1. Elimination from school is almost negligible up to the sixth grade.

This study proposes to include the fifth grade because the studies indicate a more serious problem of early school leaving in the South, and particularly in rural areas.

2. The studies are in general agreement that age, sex, race,

intelligence, school attendance, school achievement, attitude toward school, grade placement and socio-economic status are factors associated with elimination from school.

It is assumed that these may be associated with school leaving in Covington County because such factors seem to be common to all school populations. Very limited preliminary investigations of the school records of the county indicate that age, sex, race and intelligence may be associated with early school leaving.

The wide deviation of school achievement from grade placement is a serious problem in Covington County.

No preliminary investigations of school attendance, attitude toward school and socio-economic status as probable factors in early school leaving were made in the schools of Covington County. School attendance, especially in the early fall and late spring, is rather poor. Many pupils are absent to assist with farm work. There is not an adequate program of guidance to acquaint the pupil with the values of school and to assist him better to adjust himself to the school program. Most educators, economists and sociologists recognize that the socio-economic conditions of southern rural areas are far below the general level of the nation. For these reasons it is assumed that school attendance and socio-economic status may be associated with elimination from school.

3. Nationality and occupations of parents have been found to be associated with early school leaving by many investigators.

These are assumed to have no particular application to this study because practically the entire population is native American stock

engaged in agriculture.

4. Several studies have concluded that health, temperament, attitude of parents toward attendance, vocational aims, attractiveness of school environment and curriculum are factors associated with elimination from school.

No assumption is made regarding the probable association of such factors with dropping out in the schools of this county. Any study is necessarily limited, and it is here proposed to place these probable factors outside the limits of this study due to inadequacy of records.

5. Harold J. Dillon found that early school leavers made frequent transfers from one school to another.

Although a preliminary investigation of the school leavers from the Straughn High School did not indicate that transferring was a cause of early school leaving it is proposed that this factor be investigated. The majority of the pupils in Covington County do transfer one or more times during their elementary and high school careers. This is due to the organization of the schools and the attendance areas. Due to the moving incident to farm tenancy many pupils find it necessary to transfer from school to school.

Since many pupils in this county spend more than two hours per day on the busses it is assumed that this may be a factor associated with elimination from school. A brief study of transported and non-transported pupils in this county, already referred to, indicates that transportation may be a factor in early school leaving.

Investigation of records.--- Some data bearing on this study were obtained through the examination of the school records.

The records investigated include school records on the level of the local school, the county and the state. The local school records examined include teacher's registers and pupils' cumulative records. The school records examined at the county level include school census reports, age-grade tables, summaries of the results of county-wide achievement tests, reports to the state superintendent of education bearing on attendance and transportation, and the record of transfers. Records in the State Department of Education which were investigated are annual reports of attendance issued by the Department and attendance and transportation reports from certain selected counties. The economic index of ability to support education was used as one criterion for selecting counties to be compared with Covington County.³³

Mental ability testing.--- Mental tests were given to most of the pupils included in this study. The Otis Quick Scoring Mental Ability Tests were used. In grades five to nine, inclusive, the Beta Test, Form A, was used; in grades ten to twelve, inclusive, the Gamma Test, Form AM, was used.

Frederic Kuder, Professor of Psychology, Duke University, gives several desirable features of this test.³⁴ Among such features are

³³ Francis G. Cornell and Roe L. Johns, "Alabama's New Index of Local Ability to Pay for Education," reprinted from The School Executive, (June, 1941).

³⁴ Oscar K. Buros, Third Mental Measurements Yearbook, pp. 249-250. New Brunswick, New Jersey: Rutgers University Press, 1949.

(1) the ease of administration and scoring, (2) satisfactory reliability for group prediction or appraisal, (3) the selection of items on the basis of per cent of "passes" by groups of pupils making rapid progress against those making slow progress. In another review of the test in Buros Mental Measurements Yearbook, 1938, other good features of the test are given, namely, (1) reasonable cost, (2) acceptable validity, and (3) the inclusion of several non-verbal items.³⁵

On the above bases, this test was used as a measure of mental ability.

Attitude scale.-- F. H. Gillespie's High School Attitude Scale, Form A, was administered to practically all pupils, grades eight to twelve, inclusive, included in this study. The scale was administered near the end of the 1949-50 school term, immediately before promotions were made. Pupils who were in the seventh grade at that time normally were promoted to the eighth grade. Most of the seventh grade pupils included in the study were in the sixth grade at the time the scale was administered to the high school pupils. The scale was not administered to the pupils in the sixth grade near the end of the 1949-50 school term, and these pupils in a large measure constitute the seventh grade group included in the study.

The possible scores on the High School Attitude Scale, Form A range from 0.6 to 10.8, a higher score reflecting a more wholesome attitude toward high school.

³⁵ Oscar K. Buros, Mental Measurements Yearbook, 1938, p. 106. New Brunswick, New Jersey: Rutgers University Press, 1938.

Achievement testing.-- In grades five to nine, inclusive, Stanford Achievement Tests, Form E, Intermediate and Advanced Batteries were used. Form D had been used previously in this school system.

These batteries include materials from most of the skill and content areas in the course of study for the schools of Covington County. The administration of the tests is simple. While the scoring is not entirely objective it is rather simple.

Walter W. Cook, Professor of Education, University of Minnesota, writing in Buros' Third Mental Measurements Yearbook, lists certain good qualities of the tests. Among these are: (1) In selecting the materials of the test the Library of Congress and the Office of Education were used in making an analysis of curricular, courses of study, and textbooks and the items were evaluated by subject-matter specialists. (2) The difficulty and discrimination power of the items selected were determined by extensive original try-outs. Increase in per cent passing from grade to grade was the criterion. This procedure resulted in highly reliable tests in the skill areas (mostly above .90). (3) The Manual provides means for easy interpretation of test scores. (4) Survey functions have been emphasized. The comparison of the achievement of the individual with the achievement of the class, the class with the school grade, the school with the school system, and the school system with the national norms is made easy.³⁶

³⁶ Oscar K. Buros, Third Mental Measurements Yearbook, pp. 32-33. New Brunswick, New Jersey: Rutgers University Press, 1949.

Ralph C. Preston, Associate Professor of Education, University of Pennsylvania, says,

The care with which the Stanford Achievement Tests have been constructed places them among the very best of comparable tests. Most of the items in this second revision are new and have passed rigorous scrutiny.... Those who administer the tests will appreciate the brevity, simplicity, and clarity of the instructions to the pupils. 37

For testing in grades ten to twelve, inclusive, Progressive Achievement Tests, Advanced Battery, Form A, were used.

In reviewing this test in The Third Mental Measurements Year-book, Paul A. Witty, Professor of Education, Northwestern University, says,

This battery continues to employ the five subject headings, but includes content in 21 subtests to reveal students' specific strengths and weaknesses at high levels of learning. These tests are designed to serve as a basis for remedial work and constructive educational guidance The test is of value in disclosing the range of high school pupils and shows clearly certain strengths and weaknesses in fundamental skills. Reliability co-efficients are adequate; scoring keys and materials are simple and easy to use.... It is clear that the selection of basal abilities at the higher levels is a difficult and controversial issue. Yet the selection of items for this test seems justified by the criterion of helpfulness in diagnosing the general needs of high school pupils.... These batteries are admirably constructed and well standardized. At the present time these tests have no equal as practical survey and diagnostic instruments. 38

This test is selected because of (1) its simplicity in administering and scoring, as mentioned above, (2) its adaptability to survey purposes, (3) its range of abilities in the fundamental skills, and (4) subject matter content, which is common to the course of study in Covington County.

37 . Ibid., p. 15.

38 . Ibid., p. 15.

Measurement of socio-economic status.-- The Sims Score Card for Socio-Economic Status, Form C, was used for measuring socio-economic status.³⁹

This score card was selected because of (1) its simplicity of administering and scoring, (2) its recommendation by authorities, (3) its combination of items relating to social participation and economic assets, and (4) its special fitness for Covington County, as judged by the writer.

The score card is designed for children in the fourth grade and above. It can be administered to a class group in about thirty-five minutes, and scored readily. Remmers considers this scale as one of the three best scales.⁴⁰ One of the scales referred to by Remmers, The American Home Scale by Kerr and Remmers, is permanently out of print.⁴¹ Dr. Paul Irvine of the Research Interpretation Service, Alabama Polytechnic Institute, says, "I know of no better scale in print than the Sims Scale with its norms for southern homes."⁴²

³⁹ Verner M. Sims, Sims Score Card for Socio-Economic Status, Bloomington, Illinois: Public School Publishing Company, 1927.

⁴⁰ H. H. Remmers, Educational Measurement and Evaluation, p. 434. New York: Harper and Brothers, 1943.

⁴¹ The writer has on file a letter from Science Research Associates, 228 South Wabash Avenue, Chicago, Illinois, former publishers of The American Home Scale, stating that the scale is permanently out of print. This correspondence is dated September 9, 1949.

⁴² This statement is taken from a letter written by Dr. Irvine to the writer. This letter, dated September 12, 1949, was a reply to an inquiry regarding the relative values of socio-economic scales for rural Covington County.

The Sims Score Card for Socio-Economic Status includes items relating to social participation and status characteristics. According to Warner, Meeker and Bells both groups of characteristics should be considered.⁴³ This score card includes items relating to institutional membership, education of parents, reading materials in the home, and recreation. Other items relate to parental occupation, source of income (work, ownership of own business), and type of residence and home conveniences.

The items included in the Sims Scale seem to be more closely related to the social and economic conditions of Covington County than do the items of other scales examined. Among the scales examined are (1) W. H. Sewell's A Scale for the Measurement of the Socio-Economic Status of Oklahoma Farm Families, and (2) the very complicated social and economic ratings suggested by Warner and Others in Social Class in America.

Selection of personnel for administering tests and scales.--

Tests and scales were administered by personnel who have had some training and experience in this work. The tests were administered by the writer, the three supervisors of instruction, six principals and eight class room teachers. All these people hold the master's degree, have had courses in tests and measurements, and have had experience in administering tests.

⁴³ W. Lloyd Warner, Marchia Meeker, and Kenneth Bells, Social Class in America, pp. 34-43. Chicago: Science Research Associates, Inc., 1949.

Tests and scales were scored by teachers. Those persons administering the tests and scales and those scoring them received full instructions as a group and individually as needs arose.

Analysis of data.-- In the analysis of the data, answers were sought to the following questions:

1. How does the percentage of withdrawals in Covington County compare, on the bases of race and sex, with those in,
 - a. Three selected Alabama counties by grades?
 - b. State of Alabama in grade groups one to six, seven to nine, and ten to twelve, inclusive?
2. Who are the school leavers in Covington County in terms of race, sex, age, intelligence, attitude toward high school, school attendance, transfers or non-transfers, school achievement, transported or non-transported, socio-economic status and grade placement?
3. What is the status of those who remain in school as to race, sex, age, intelligence, attitude toward school, school attendance, transfers or non-transfers, school achievement, transported or non-transported, socio-economic status and grade placement?
4. How does the percentage of school leavers compare,
 - a. In race groups?
 - b. In sex groups?
 - c. In sex groups within race groups?
 - d. In age groups within race and sex groups?
 - e. In transfer and non-transfer groups?
 - f. In transported and non-transported groups?

5. How do the school leavers compare with the continuous enrollees within race and sex groups,
 - a. In intelligence scores?
 - b. In attitude toward high school as indicated by scores on an attitude scale?
 - c. In percentage of attendance during the study?
 - d. In socio-economic status as indicated by scores on socio-economic status scales?
 - e. In deviation of achievement (based on standardized test scores) from grade placement?
6. If differences in school leavers from continuous enrollees are identified, which differences, if any, are significant as determined by statistical techniques?
7. Through comparison of similar data for the school leavers and the continuous enrollees answers to the following questions were sought:
 - a. Does it appear that either the general organization of the schools or the overlapping of attendance areas, which often require transferring from one school to another, is a deterrent to continuance in school?
 - b. Does it appear that curriculum organization and practices are factors associated with early school leaving? If so, what changes if effected might improve these conditions?
 - c. Would an improved program of student activities improve continuance in school?

d. Do the attitudes of school leavers indicate a need for guidance services? If so, what is the nature of these services and when should they be provided? If attitudes toward school are associated with early school leaving how may these attitudes be changed toward more favorable ends?

e. Is poor attendance associated with early school leaving? If so, through what means can attendance at school be improved?

f. Is transportation associated with early school leaving? If so, how may this situation be improved?

g. Is lower socio-economic status associated with early school leaving?

h. Is inability to do the work of the grade in which the pupil is placed so discouraging as to be a factor in early school leaving? If so, how may this situation be improved?

i. What information do school personnel need, and what action should they take to improve continuance in school?

In determining the significance of the difference, if any, between the means of the several categories the method given by Garrett was used.⁴⁴

Development of conclusions.-- As the data were presented and analyzed in each chapter or section, such conclusions as seemed warranted were incorporated at that point in the report. After all data which had been included in the study had been analyzed, and conclusions presented

⁴⁴ Henry E. Garrett, Statistics in Psychology and Education, pp. 197-204. New York: Longmans, Green and Company, 1950.

at the end of the respective chapters or sections, these conclusions were summarized in the final chapter. In this final summary of the conclusions, an effort was made to ascertain any new relationships which appeared as a result of the consideration of them as a whole.

Recommendations for the improvement of school practices.--

Recommendations for the improvement of school practices were made concerning those factors which were found to differentiate school leavers and continuous enrollees and on the basis of those findings which appeared to be particularly significant to early school leaving or continuance in school. In recommending changes in school practices for the improvement of continuance in school consideration was also given to the extent of need and the probability of being able to effect such changes.

Organization of the Study

The study was organized and the data were presented in a manner to aid in,

1. Defining the problem, limiting its scope, and indicating the need for the study.
2. Surveying related literature, especially as it had bearing upon the problem at hand.
3. Describing the status of schools in Covington County with particular attention to those areas of the school program which may be involved in the study.
4. Comparing the extent of withdrawal in Covington County with that of three selected Alabama counties and the state of Alabama as a whole.

5. Determining the extent of school leaving in Covington County and ascertaining the extent or degree to which certain characteristics are found among school leavers.

6. Determining the status of school enrollment in Covington County and ascertaining the extent or degree to which certain characteristics are found among those continuously enrolled.

7. Comparing the extent or degree to which certain characteristics are possessed by school leavers and continuous enrollees.

Finding the significance of any differences in the extent or degree to which these characteristics prevail among school leavers and continuous enrollees.

Determining whether or not the areas listed in the purpose of this proposed study are involved in early school leaving.

8. Drawing valid conclusions. Recommending feasible and practicable procedures which if effected might improve continuance in the schools included in the study.

CHAPTER II

SURVEY OF RELATED LITERATURE

In this chapter a summary has been made of a number of studies and professional discussions closely related to the present problem, namely, the identification of certain factors, which differentiate the school leavers from those who continue in school in the schools of Covington County, and the identification of certain areas of the school program which may affect continuance and discontinuance in school.

Extent and Persistency of School Leaving

Recent studies of school leaving indicate the appalling extent to which pupils leave school before graduation. The Citizens' Committee on the Children of New York City reported that during the period 1943 to 1947 approximately 150,000 children were discharged annually from the public schools of New York City, only about thirty per cent of whom were graduates.¹

Eckert and Marshall, in a study of leaving pupils, involving 53,091 graduates, post graduates and school leavers, in 420 high schools of New York state in 1936-37 found that for every two pupils who graduated three pupils left without graduating.²

¹ Citizens' Committee on Children of New York City, Children Absent from School, pp. 90-91. New York: Citizens' Committee on Children of New York City, (date of publication not given).

² Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, pp. 36-44. New York: McGraw-Hill Book Company, 1938.

The rapid elimination of pupils from school is not an educational problem peculiar to recent years. Rather, it is a problem which has long been recognized by educators and one toward which much attention has been directed. Superintendent Soldan of the St. Louis public schools was concerned about this problem just before the turn of the present century.³ In 1938 Douglass gave a summary of the investigations which he considered to be the more important ones.⁴

Early investigations.-- With the rapid extension of secondary education during the last decades of the nineteenth century, the rapid elimination of pupils was brought into sharp focus. It was during this period that the superintendent of the St. Louis public schools called attention in his annual report to the seriousness of the problem and compared the situation in the St. Louis public schools to that in the public schools of Chicago and Boston.⁵

During the early years of the twentieth century the growth of the secondary school population continued at an accelerated pace. This rapid increase in the secondary school population brought into clearer focus the problem of pupil elimination, especially in the secondary schools.

³ F. Louis Soldan, "Age of Withdrawal from School," Annual Report of the Superintendent of Public Schools, Forty-First Annual Report of St. Louis Public Schools, 1895. St. Louis, Missouri: Board of Education, 1895.

⁴ Aubrey A. Douglass, Modern Secondary Education, pp. 49-68. Boston: Houghton Mifflin Company, 1938.

⁵ F. Louis Soldan, op. cit.

During the period 1907 to 1936, according to Douglass, there were six important studies of school leaving, Thorndike in 1907, Ayres in 1909, Strayer in 1911, Bonner in 1920, Phillips in 1924 and Foster in 1936.⁶

During this period at least three other extensive studies of school leaving were made, one by Van Denburg, another by Roberts and still another by Counts.⁷

In 1907 Thorndike made a study of school leaving based on school census figures. In the early pages of this report he stated:

The facts at the basis of this report are:

- (1) Registration statistics by grades in elementary and high school.
- (2) Registration statistics by age in elementary and high school.
- (3) Registration statistics by age and sex in high schools.
- (4) Registration statistics by grade in college.

Such facts are instructive, provided one uses them with full cognizance of their meaning and likelihood of error. Otherwise they may be seriously misleading.⁸

In a further discussion of the problem he recognized the effects of increasing population, mortality, patronage of non-public schools and a large proportion of non-promotion in the lower grades as factors affecting enrollment in successive grades over a period of years.⁹

6

Aubrey A. Douglass, Modern Secondary Education, p. 49.
Boston: Houghton Mifflin Company, 1938.

7

Joseph K. Van Denburg, Causes of Elimination of Students in the Public Secondary Schools of New York City. New York: Teachers College, Columbia University, 1911.

Mary E. Roberts, Elimination from the Public High Schools of New Jersey. Philadelphia: University of Pennsylvania, 1930.

George S. Counts, Selective Character of American Secondary Education. Chicago: University of Chicago Press, 1922.

8

E. L. Thorndike, "Elimination of Pupils from School," Bureau of Education Bulletin, 1907, No. 4, pp. 7-8. Washington: Government Printing Office, 1908.

⁹ Ibid., p. 9.

Commenting on the seriousness of early school leaving and recognizing the social, civic and economic effects of the situation he said:

At least 25 out of 100 children of the white population of our country who enter school stay only long enough to learn to read simple English, write such words as they commonly use, and perform the four operations with integers without serious errors. A fifth of the children (white) entering city schools stay only to the fifth grade. ¹⁰

Thorndike's estimate of the elimination rate in cities of 25,000 or more, of pupils entering grade 1 in 1900 was: "Of each 100 pupils entering grade 1, 90 will continue till grade 4, 81 till grade 5, 68 till grade 6, 54 till grade 7, 40 till the last grammar grade (usually the eighth, but sometimes the ninth, and rarely the seventh) 27 till the first high school grade, 17 till the second, 12 till the third, and 8 till the fourth." ¹¹

In 1909 Ayres indicated his concern regarding the problem of early school leaving. After having made a study of approximately 20,000 children in New York and other cities he stated:

In connection with our consideration of the very general rule of dropping out of school at fourteen, the influence of this failure to advance regularly is plain. It means that at the age of fourteen few pupils have reached the grade corresponding to the number of years since they entered school. Most of them are in a lower grade and, consequently, if they drop out of school at the age of fourteen, they leave with an education far less complete than they might have been

¹⁰ E. L. Thorndike, op. cit., p. 9.

¹¹ E. L. Thorndike, op. cit., p. 11.

expected to attain. Hence it is that pupils may drop out of school in no inconsiderable numbers in the fourth and fifth grades with the most fragmentary education as their equipment for life.

No minute analysis of the figures showing the membership of the grades is necessary to convince even the casual student of the problem that this dropping out process is serious in its effects and far reaching in its extent. ¹²

He then gave enrollment figures by grades from 386 cities for 1907 which showed an aggregate enrollment of 447,845 pupils in the first grade, and only 25,066 in the fourth year of high school. By a further analysis of these figures he showed. that of 1,000 children entering the first grade it might be expected that 723 would enter the second, 692 the third, 640 the fourth, 552 the fifth, 462 the sixth, 368 the seventh, 263 the eighth, 189 the ninth, 123 the tenth, 81 the eleventh, and 56 the twelfth.

Following rather soon after Ayres study of laggards in the schools of New York City, Strayer, in 1911, reported a study of retardation and elimination in the schools of the United States.¹³ The study was made primarily for the "light which it might throw on the problem of retardation and elimination in our schools." ¹⁴ This study was based on enrollment

¹² Leonard P. Ayres, Laggards in Our Schools, pp. 12-13. New York: Charities Publishing Company, 1909.

¹³ George D. Strayer, "Age and Grade Census of Schools and Colleges: A Study of Retardation and Elimination," Bureau of Education Bulletin, 1911, No. 5. Washington: Government Printing Office, 1911.

¹⁴ Ibid., pp. 9-13.

figures furnished to the Bureau of Education in 1908 and gave data concerning retardation and elimination for many cities of the United States which made possible a comparison among the several cities.

These data were corrected for death rate, increase of population, and retention in grade. The correction factor was derived from an age-grade study to determine the largest age group. This largest age group occurred at the ages of nine and ten and was adopted as the best estimate of the number of children entering school each year.

Strayer found that in general it may be said that there is relatively little elimination during the first four grades. The amount of elimination for these grades will, however, vary greatly from city to city. From the fifth grade on, elimination becomes a prominent factor reducing the number of children in a grade, especially the number of repeaters.¹⁵

He estimated that from one hundred pupils entering the first grade, 73 would enter the sixth, 55 the seventh, and 42 the eighth. The number entering the first year of high school varies from 35 to 50, the second year 20 to 35, the third year 14 to 24, and the fourth year 10 to 20. These data were for city schools only.¹⁶

Strayer also found that boys were eliminated from school more rapidly than girls.

¹⁵ George D. Strayer, op. cit., p. 135.

¹⁶ George D. Strayer, op. cit., pp. 136-7.

In addition to the study of school leaving reported by Strayer in 1911 another study was reported by Joseph K. Van Denburg in the same year. Van Denburg found that in 1905-06 approximately 10,000 pupils left the high schools of New York City, that one-third of them left before completing their first semester, and that more than half those leaving left before they completed their first semester. ¹⁷

In New York City at the time of Van Denburg's study each year's work was divided into two terms, as 1 A and 1 B, 2 A and 2B, making a total of eight terms. He found that the percentage of enrollment of each group leaving was: 1 A, 33.3 per cent; 1 B, 21.3 per cent; 2 A, 15.5 per cent; 2 B, 8.3 per cent; 3 A, 6 per cent; 3 B, 2.8 per cent; 4 A, 2.1 per cent; and 4 B, .5 per cent. Also, he found that the total number of eliminated pupils increased from 9,382 in 1905-06 to 13,688 in 1908-09, and that this increase in the number of leavers closely approximated the increase in enrollment.

From the data furnished the Bureau of Education by school systems of the United States, Bonner in 1920 made a study of the problem of early school leaving and high school enrollment.¹⁸ Adjustments were made

17

Joseph K. Van Denburg, Causes of Elimination of Students in the Public Secondary Schools of New York City, pp. 11-13. New York: Columbia University, 1911.

18

H. R. Bonner, "Statistics of State School Systems," Bureau of Education Bulletin, 1920, No. 11. Washington: Bureau of Education, 1920.

in the figures from grade to grade in successive years to take care of the factors of immigration, duplication, retardation, private school enrollment and deaths.¹⁹

Bonner found that in 1870 only 1.2 per cent of the pupils enrolled were in high school. The percentages which the high school pupils represent of the total school enrollment for certain years were as follows: in 1885, 1.4 per cent; in 1895, 2.5 per cent; in 1905, 4.1 per cent; in 1915, 6.7 per cent. These percentages varied from state to state.²⁰

This same report further emphasized the extent of school leaving by giving the percentage of pupils enrolled in each grade during 1917-18. These percentages are as follows: grade one, 19.97; grade two 12.27; grade three, 11.85; grade four, 11.52; grade five, 10.01; grade six, 8.78; grade seven, 7.12; grade eight, 6.48; grade nine, 4.07; grade ten, 2.51; grade eleven, 1.66; and, grade twelve, 1.33.²¹

Certain data reported by Bonner have been summarized in Table 3.²²

¹⁹ H. R. Bonner, op. cit., pp. 27-30.

²⁰ H. R. Bonner, op. cit., pp. 6-9.

²¹ H. R. Bonner, op. cit., p. 19.

²² H. R. Bonner, op. cit., p. 31.

TABLE 3
ENROLLMENT IN SUCCESSIVE GRADES FOR 1000 PUPILS ENTERING
GRADE ONE IN 1907

Grade	Enrollment	Year
1	1000	1907
2	no data	1908
3	no data	1909
4	no data	1910
5	860	1911
6	730	1912
7	639	1913
8	583	1914
9	316	1915
10	229	1916
11	166	1917
12	142	1918

From Table 3 it can be seen that the number of pupils enrolled declines sharply after the fifth grade has been reached. Of the one thousand pupils entering the first grade in 1907 only 142 entered the twelfth grade in 1918. Though not indicated in the table Bonner stated that only 131 remained to graduation.

Counts in his study of school leaving in four large cities, reported in 1922, found that for each one hundred pupils entering high school thirty-seven entered the fourth year, with the ratio varying somewhat from city to city. The rapid elimination between the sixth grade and the high school was indicated by the drop from each one hundred enrollees in the sixth grade to eighteen the first year of high school. Among the occupational groups not represented in the senior year of the high school were the printing trades, agricultural service, personal service, lumbering, mining, fishing, common labor, and public service.²³

F. M. Phillips reported his study of school leaving in the Bureau of Education Bulletin in 1924.²⁴ Certain data from Phillips' report which are pertinent to the present summary are shown in Table 4.

From Table 4 one can observe the rapid increase in high school enrollment from 202,963 in 1890 to 2,873,009 in 1922. By further

²³ George S. Counts, Selective Character of the American Secondary School, pp. 39-45. Chicago: University of Chicago, 1922.

²⁴ F. M. Phillips, Bureau of Education Bulletin, 1924, No. 38. Washington: United States Bureau of Education, 1924.

TABLE 4

NUMBER AND PERCENTAGE OF PUPILS ENROLLED IN ELEMENTARY AND
SECONDARY SCHOOLS FOR CERTAIN YEARS FROM 1890 TO 1922

Years	Total Enrollment	Elementary Enrollment Including Kindergarten		High School Enrollment	
		Number	Per Cent	Number	Per Cent
1890	12,722,481	12,519,518	98.4	202,963	1.6
1900	15,403,110	14,983,859	97.3	519,251	2.7
1910	17,813,852	16,898,791	94.9	915,061	5.1
1920	21,578,316	19,378,927	89.8	2,199,389	10.2
1922	23,239,227	20,366,218	87.6	2,873,009	12.4

examination of this table it may be seen that the elementary enrollment did not increase nearly so rapidly as the high school enrollment. The percentage columns indicate the rapid acceleration of the high school enrollment from 1.6 per cent of the total enrollment in 1890 to 12.4 per cent in 1922.

A study of early school leaving made by Roberts in 1930 revealed that high school pupils of New Jersey had a greater tendency to leave school than those of the country as a whole, the New Jersey schools carrying through 83 per cent as many of its incoming children as the country as a whole.²⁵ This study included 72,131 pupils enrolled in the high schools of New Jersey, of whom 10,184 or approximately fourteen per cent left school before graduating.

Roberts found the rate of school leaving in the counties of New Jersey during 1925-26 to vary from approximately ten per cent to approximately twenty-one per cent. Of the total number of pupils eliminated from the public high schools of New Jersey in 1925-26 their percentage distribution by grades was approximately as follows: ninth grade, forty-four; tenth grade, thirty-two; eleventh grade, seventeen; twelfth grade, seven.²⁶

²⁵ Mary E. Roberts, Elimination from the Public High Schools of New Jersey, p. 18. Philadelphia: University of Pennsylvania, 1930.

²⁶ Ibid., pp. 28-36.

E. M. Foster reported a study of school survival rates. His findings, briefly summarized, are as follows:

1. Enrollment in the last year of high school increased from 591,505 in 1926 to 1,134,567 in 1936, or 91.8 per cent.
2. Senior enrollment (estimated) in 1935 was 98.2 per cent higher than in 1925; in 1934, 105.1 per cent higher than in 1924.
3. Enrollment in grade five decreased slightly from 1924 to 1929, but in the upper grades the holding power of the schools increased.
4. The survival from grade eight to the first year of high school increased from 80 per cent in 1927 to 92.1 per cent in 1933.
5. The end of grade nine is a critical point for leaving school, but this situation improved from a holding power of only 75.8 per cent in 1928 to 84.8 per cent in 1933.
6. Survival rates for the last two years of high school decreased very slightly during the period 1930 to 1935.
7. The senior class in 1930 represented about two-thirds of the pupils who entered high school four years earlier.²⁷

Later studies.-- Since Douglass, in 1938, summarized what he considered the most important studies relating to early school leaving other rather comprehensive studies have been made.²⁸ Among these more

²⁷ E. M. Foster, "School Survival Rates," School Life, 22 (September, 1936), 13-14.

²⁸ Aubrey A. Douglass, Modern Secondary Education, p. 49. Boston: Houghton Mifflin Company, 1938.

recent studies are two, one made by Bell, the other by Eckert and Marshall and reported in 1938, the year in which Douglass made his summary.²⁹ Another related study was reported by Dillon in 1950.³⁰ The extent of the problem of early school leaving as found by these investigators will be discussed in the following paragraphs.

Howard M. Bell, in 1938, conducted a study of 13,528 youths between the ages of sixteen and twenty-four in Maryland, all of whom were interviewed. Some of his findings have a bearing on the present study. He found that more than one-third of the sixteen year old youth and more than one-half of the seventeen year old youth had left school. Three-fourths of those who were eighteen years of age had left school. Only thirty-nine per cent of these youth had completed the eighth grade and only twenty-seven per cent had completed high school.³¹

The study reported by Eckert and Marshall in 1938 included more than fifty thousand high school graduates, post graduates, and pupils leaving high school before graduation, and representing 420 high schools in New York state. They found that for every two pupils who graduated

²⁹ Howard M. Bell, Youth Tell Their Story, Washington: American Council on Education, 1938.

Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School. New York: McGraw-Hill Book Company, Inc., 1938.

³⁰ Harold J. Dillon, Early School Leavers: A Major Educational Problem. New York: National Child Labor Committee, 1950.

³¹ Howard M. Bell, op. cit., pp. 55-56.

three left without graduating. Early school leaving was far more acute in rural areas and small towns than in the large cities. Twenty per cent of the pupils left school on attaining the upper limit of the compulsory attendance age.³²

A recent study of early school leaving was reported by Dillon in 1950. This study included approximately 1300 school leavers, a ten per cent sampling from small towns of Jackson County, Michigan, Lansing, Michigan, two Ohio cities, Cleveland and Cincinnati, and Indianapolis, Indiana.³³

Early in the report Dillon stated:

Regardless of our desire to dramatize increased school enrollments - to take pride in the fact that education is being brought to many more millions of youth - the increases in enrollment are not great or significant enough to hide the fact that, after getting more young people into school, the holding power has not proved to be very great. In fact, the picture is anything but encouraging. Evidence indicates that, in the average public school system, fifty per cent of the students who enter high school drop out before graduation. School attendance laws, with higher standards and fewer exemptions under sixteen, bring more students into high school but the exodus at age sixteen, when legal compulsion ceases, is far too great.³⁴

Dillon indicated that of one thousand pupils entering the fifth

³² Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, pp. 39-44. New York: McGraw-Hill Book Company, Inc., 1938.

³³ Harold J. Dillon, Early School Leavers: A Major Educational Problem, pp. 12-17. New York: National Child Labor Committee, 1950.

³⁴ Ibid., p. 9.

grade in 1933-34 only 462 were graduated in 1941. He deplored the fact that even though a few communities have been able to enroll up to ninety-five per cent of the teen-age youth, they have been unable to interest many of them in continuing in school until they graduate from a secondary school. He maintained that the great majority of these youth who leave school before graduation could profit greatly from further school experience.³⁵

The median grade attained by the early school leavers included in Dillon's study was the tenth; the median age, sixteen.³⁶

Masters' theses.-- Six masters' theses, written at the University of Cincinnati, dealing with school leavers were examined. The number of pupils included in each study was not large, and the primary purpose was to ascertain the causes rather than the extent of elimination.

³⁵ Harold J. Dillon, Early School Leaving: A Major Educational Problem, pp. 10-11. New York: National Child Labor Committee, 1950.

³⁶ Ibid., pp. 26-27.

However, some of these studies do indicate the extent of early school leaving.³⁷

Gleason's study of pupil elimination in the high school at Graysville, Illinois, revealed that leaving was most prevalent during the first year of high school and that many pupils did not return to school after the summer vacation.³⁸

In a study involving seventy school leavers each year over a period of three years Chase found that fifteen to twenty per cent of the student body was eliminated each year, the largest percentage leaving during the second semester.³⁹

³⁷ Clarence A. Chase, "Pupil Elimination in the Morton High School, Richmond, Indiana, for Three Selected Years." Unpublished Master's thesis, University of Cincinnati, 1936. Pp. iv / 81.

Olin W. Davis, "Pupil Elimination in the Dayton, Kentucky, High School." Unpublished Master's thesis, University of Cincinnati, 1931. Pp. 81.

Elsie Lorene Gleason, "A Study of Elimination and Failure in the High School at Graysville, Illinois." Unpublished Master's thesis, University of Cincinnati, 1928.

Lucille R. Madry, "A Study of Elimination in the Jackson Junior High School, Louisville, Kentucky." Unpublished Master's thesis, University of Cincinnati, 1945. Pp. iv / 66.

Charles L. Stewart, "Pupil Elimination in the Shelby County Schools, Grades One to Twelve." Unpublished Master's thesis, University of Cincinnati, 1940. Pp. v / 61.

Dale Marshall Zeller, "A Study of Pupil Elimination in Western Hills High School, Cincinnati, Ohio." Unpublished master's thesis, University of Cincinnati, 1934. Pp. viii / 110.

³⁸ Elsie Lorene Gleason, "A Study of Elimination and Failure in the High School at Graysville, Illinois." Unpublished Master's thesis, University of Cincinnati, 1928.

³⁹ Clarence A. Chase, "Pupil Elimination in the Morton High School, Richmond, Indiana." Unpublished Master's thesis, University of Cincinnati, 1936. Pp. iv / 81.

Zeller found that approximately forty per cent of the boys and fifty-nine per cent of the girls left the ninth and tenth grades.⁴⁰

Six master's theses written at the University of Alabama during the period 1933-41 and dealing with some phase of early school leaving were read to ascertain the bearing they might have on the present problem.⁴¹

In his study of school leavers from the Newnan, Georgia, High School during the period 1935-40 the percentage of school leavers by grades as found by Jarrell was: grade eight, 33.6; grade nine, 39.3; grade ten, 20.6; grade eleven, 6.5. The average grade attained was the ninth.⁴²

⁴⁰ Dale Marshall Zeller, "A Study of Pupil Elimination in the Western Hills High School, Cincinnati, Ohio." Unpublished master's thesis, University of Cincinnati, 1934. Pp. viii / 110.

⁴¹ J. R. Edmondson, "A Study of Elimination from School in Reform, Alabama." Unpublished master's thesis, University of Alabama, 1934. Pp. 33.

Shaffer F. Jarrell, "A Study of Certain Factors Associated with Pupil Elimination from Newman, Georgia, High School, 1935-40." Unpublished Master's thesis, University of Alabama, 1941. Pp. vi / 92.

William H. McMurry, "A Study of Certain Factors in Relationship to Elimination in the Ensley High School of Birmingham (Alabama) During the School Year 1935-36." Unpublished Master's thesis, University of Alabama, 1941. Pp. vi / 107.

J. M. Richardson, "Some Selective Factors in the Elementary and Secondary Education of Pupils in Alabama City, Alabama." Unpublished Master's thesis, University of Alabama, 1933. Pp. iii / 47.

W. R. Riley, "A Study of Certain Factors Influencing the Withdrawal of Pupils from the Decatur (Alabama) Junior High School." Unpublished Master's thesis, University of Alabama, 1941.

James A. Wilson, "The Operation of Certain Factors in Pupil Selection and Elimination in the Andalusia (Alabama) High School." Unpublished Master's thesis, University of Alabama, 1936. Pp. v / 70.

⁴² Shaffer F. Jarrell, op. cit.

In the Decatur, Alabama, Junior High School during the period 1935-41 forty-two per cent of the pupils in grade seven left school. The median grade attained was the eighth month of the seventh year.⁴³

In the Ensley, Alabama, High School during the year 1935-36 the average grade level attained by the school leavers was slightly less than four of the eight semesters.⁴⁴

From 1920 to 1940, and especially during the last decade of this period, many masters' theses dealt with the problem of early school leaving.⁴⁵

⁴³ W. R. Riley, op. cit.

⁴⁴ William H. McMurry, "A Study of Certain Factors in Relation to Elimination in the Ensley High School of Birmingham (Alabama) During the School Year 1935-36." Unpublished Master's thesis, University of Alabama, 1938. Pp. vi / 107.

⁴⁵ W. O. Dewees, "High School Elimination in Fort Worth (Texas)." Unpublished Master's thesis, Colorado State College, 1928.

John William Farmer, "Probable Factors Affecting High School Elimination in Dallas County High School, Alabama." Unpublished Master's thesis, George Peabody College, 1931. Pp. 71.

Lyle J. Hanchett, "A Survey of the Extent and Causes of Elimination from White Pigeon High School." Unpublished Master's thesis, University of Michigan, 1940.

Heber U. Hunt, "A Study of Elimination from Certain High Schools in Minnesota." Unpublished Master's thesis, University of Minnesota, 1923.

Claire L. McCreight, "A Study of Pupil Elimination in the United Township High School, East Moline, Illinois, 1931-34." Unpublished Master's thesis, University of Minnesota, 1940. Pp. 167.

Orell James Mitchell, "A Study of Pupil Elimination from the Gonzaga High School from 1923 to 1937." Unpublished Master's thesis, George Washington University, 1940. Pp. 36.

Elmer J. Moore, "A Study of Factors Attending Boys Failure to Finish High School." Unpublished Master's thesis, Texas Technical College, 1940. Pp. 51.

Amelia W. Rohlfing, "Causes of Elimination in the High Schools of Gasconade County, Missouri." Unpublished Master's thesis, George Peabody College, 1928.

Guy Stantz, "A Study of Elimination from Gerstmeier High School." Unpublished Master's thesis, Indiana University, 1929.

Ivan Wiley, "A Study of Certain Pupils Who Drop out of High School Prior to Graduation." Unpublished Master's thesis, Wyoming, 1940. Pp. 157.

Other studies.-- Many studies of early school leaving, some of which deal with the extent of the problem, have been reported in professional periodicals, especially during the last quarter of a century.

Ewing's study as reported in Educational Review in 1913 was based on enrollment figures, corrected for estimated changes through death and population changes, in the twelve grades in Colorado City, Colorado, and Garden City, Kansas, and included about eighteen hundred pupils. Only fifteen per cent of the pupils were enrolled in high school, of which a mere two per cent were in the senior year.⁴⁶

From a study of 461,228 pupils enrolled in the first year of high school in 11,224 high schools during 1911-12 Pickell and Winkelblech estimated that sixty-six per cent would enter the second year in 1912-13, forty-eight per cent would enter the third year in 1913-14, and thirty-eight per cent the fourth year in 1914-15.⁴⁷

Based on the Biennial Survey of Secondary Education in 1918 and reported in School and Society in 1929 Phillips estimated that of each one thousand pupils enrolled in grade one in 1926, 262 would enroll in

⁴⁶ E. F. Ewing, "Retardation and Elimination in the Public Schools," Educational Review, 46 (1913), 252-272.

⁴⁷ Frank G. Pickell and B. F. Winkelblech, "Elimination from the Secondary Schools of the United States," School Review, 26 (January, 1918), 18-29.

the twelfth grade eleven years later, and 247 would graduate at the end of that term.⁴⁸

In 1935 Mitchell reported a follow-up study which he began in 1921 and continued for ten years, and which included 1,146 high school pupils in West Newton, Pennsylvania. He found that the highest rate of leaving occurred in the earlier years, and that sixty per cent of the leavers left school during the first year.⁴⁹

Hewes found from a follow-up study of two groups of pupils in Holyoke, Massachusetts, that about one-fourth of the pupils entering high school left before graduation.⁵⁰

Woody and Cushman made a follow-up study of the pupils completing the sixth grade in certain Denver schools in 1928. Of these pupils 43.2 per cent of the boys and 54.4 per cent of the girls graduated from high school in 1934.⁵¹

Knight conducted a state-wide study of 811 boys living in sixty-five rural communities throughout the State of Tennessee, and reported it in 1942. About two boys in every five had ended their school careers

⁴⁸ Frank M. Phillips, "Survival Rates of Pupils Entering the Public Schools," School and Society, (April 27, 1929), 537.

⁴⁹ Claude Mitchell, "Prognostic Value of Intelligence Tests," Journal of Educational Research, 28 (April, 1935), 577-81.

⁵⁰ Amy Hewes, "Why Pupils Leave School," School Review, 43 (April, 1935), 287-94.

⁵¹ Wilford H. Woody and C. L. Cushman, "A Study of Continuance and Discontinuance," Journal of Educational Research, 30 (November, 1936), 183-187.

at the upper limit of the compulsory age, namely, sixteen years.⁵²

In a study of 2,085 children in two Minnesota counties completing the eighth grade in 1941 to 1944, Ekstrom found that thirty-five per cent did not enter high school and that half of those who did enter left school early.⁵³

Gaumnitz and Tompkins in a study of holding power of high schools using statistics from the Biennial Survey of Secondary Education, 1936-38, found that for each one hundred pupils enrolled in grade five only forty-five were enrolled in grade twelve. These data were for the continental United States. In Alabama, for the same years, there were only twenty-four pupils in grade twelve for each one hundred in grade five.⁵⁴

Trends in curve of continuance in school.-- The curve of continuance in high school has been constantly upward except for a brief period during and after the Second World War, at which time it dipped slightly downward. During World War II high school enrollments decreased by 1,100,000 but began to increase soon after the war. By 1954-55 school enrollments may exceed the peak year of 1939-40, and by 1965 there may be

⁵² Ewart B. Knight, "Why Pupils Leave School," Nations Schools, 30 (October, 1942), 40.

⁵³ G. F. Ekstrom, "Why Farm Children Leave School," School Review, 54 (December, 1947), 231-37.

⁵⁴ Walter H. Gaumnitz and Ellsworth Tompkins, "Holding Power and Size of High Schools," Office of Education Circular, No. 322, pp. 1-4. Washington: Government Printing Office, 1950.

a high school enrollment of 11,000,000.⁵⁵

From United States Bureau of Education statistics Bonner, in 1920, indicated that pupils were continuing in school longer than they had during earlier years. He based this conclusion on the increasing percentage the high school enrollment was of the total enrollment. The percentage the high school enrollment was of the total enrollment for the different years was 1.2 per cent in 1870, 1.4 per cent in 1885, 2.5 per cent in 1895, 4.1 per cent in 1905, 6.7 per cent in 1915, and 9.6 per cent in 1918.⁵⁶

In 1930 Phillips gave statistical evidence showing that the trend in school continuance had been upward since 1918.⁵⁷

In a study of the secondary school population in 1932, Kefauver, Noll and Drake found that in 1928-29 seventy-five per cent of pupils entering first grade continue to grade nine. This was in sharp contrast to Thorndike's findings in 1904, at which time only twenty per cent of the pupils entering grade one continued to grade nine.⁵⁸

⁵⁵ United States Office of Education, Statistics of Public High Schools," Biennial Survey of Education, 1944-46, pp. 1-4. Washington: Government Printing Office, 1949.

⁵⁶ H. R. Bonner, "Statistics of State School Systems," Bureau of Education Bulletin, 1920, No. 11, pp. 9-19. Washington: Bureau of Education, 1920.

⁵⁷ Frank M. Phillips, "Statistical Summary of Education, 1927-28," Office of Education Bulletin, 1930, No. 3, p. 12. Washington: Government Printing Office, 1930.

⁵⁸ Grayson N. Kefauver, Victor H. Noll and C. Ellwood Drake, The Secondary School Population, Monograph No. 4, Office of Education Bulletin 1932, No. 17, p. 4. Washington: Government Printing Office, 1933.

In 1933 Kline reported a study of enrollment and elimination following the methods Thorndike had used in 1907, and obtained data from the same cities. Kline found that the average retention from the first to ninth grades for sixteen cities in 1928-29 was approximately seventy-five per cent, whereas Thorndike found retention to the ninth grade to be less than twenty per cent in 1900-1904. About sixty per cent of the urban population ages fourteen to seventeen were enrolled in the public high schools in 1929-30.⁵⁹

Using statistics from the Biennial Survey of Education in 1936-38 Blose showed that the percentage of high school pupils in the fourth year had increased from 16.5 in 1926 to nineteen in 1938.⁶⁰

In 1938 Foster found that school survival rates from the fifth to the twelfth grade had increased about forty-one per cent during the period 1930-31 to 1935-36. Enrollment in the last year of high school had increased approximately eighty per cent during the decade 1928 to 1938. Survival rates from the eighth grade to the first year of high school had increased from eighty per cent in 1927 to ninety-five per cent in 1935. School survival rates from grade five to graduation increased from 13.9 per cent in 1910-11 to 39.8 per cent in 1938. Of each one hundred pupils entering high school in 1934-35 fifty-two should

⁵⁹ E. J. Kline, "Significant Changes in the Curve of Elimination Since 1900," Journal of Educational Research, 26 (April, 1923), 608-616.

⁶⁰ David T. Blose, "Statistics of Public High Schools," Biennial Survey of Education, Bulletin 1940, No. 2, pp. 12-16. Washington: Government Printing Office, 1940.

graduate in 1938.⁶¹

Foster reported a study covering a one-year period, 1947-48, and indicated that during that period the age group fourteen to seventeen had increased in enrollment by 2.5 per cent, and that these increases had added 318,000 more pupils.⁶²

Blose and Foster reported that in October 1947, 98 per cent of elementary-school age children were in school, and that at the same time 92 per cent of the high school children within the compulsory attendance ages were in school. Any effort to increase the national percentage of children in school must be concentrated at the kindergarten, eleventh and twelfth grades and freshman and sophomore years of college.⁶³

Increasing interest in local studies.-- References were found to only a few local studies made between 1907 and 1936, the period including the studies of Thorndike, Ayres, Strayer, Bonner, Phillips and Foster, these being the six studies considered important by Douglass.⁶⁴

⁶¹ Emory M. Foster, "School Survival Rates," School Life, 23 (March, 1938), 265-6.

⁶² Emory M. Foster, "Children Not in School," American School Board Journal, 120 (April, 1950), 36.

⁶³ David T. Blose and Emory M. Foster, "Children Not in School," School Life, 31 (February, 1949), 3.

⁶⁴ Aubrey A. Douglass, Modern Secondary Education, p. 49. Boston: Houghton Mifflin Company, 1938.

About 1930 an increasing interest, on the part of graduate students, was manifested by the number of studies made of early school leaving.

An increasing interest in the problem of early school leaving was further evidenced by the greater number of studies reported in professional literature beginning about 1930. A few studies of early school leaving were reported in professional periodicals prior to 1930. Reference has already been made to some of those studies in this survey of related literature.

Many of these graduate studies as well as many of the studies reported in professional literature deal with the problem of early school leaving in a particular school or school system. Many of these studies approached the problem with a view of determining the causes of early school leaving, especially in the peculiar setting of that particular school or school system. These studies differed from many of the earlier studies in at least one respect, namely, the identification of individual pupils instead of large enrollment figures for successive years. This change in the more frequently used methods will be discussed at some length in a later section of this report.

Causes of Early School Leaving

Increasing interest in causes of early school leaving.-- Many of the studies reported in this review of related literature have been concerned with the causes as well as the extent of early school leaving. In several of the earlier studies the extent of early school leaving received greater emphasis than the causes. The trend of interest in the problem

of early school leaving as indicated by more recent studies is toward finding the causes rather than the extent.

Causes of early school leaving.-- Among the early investigators of pupil elimination from school who sought the causes as well as the extent was Stratton D. Brooks. In his study involving approximately twelve hundred early school leavers in twelve different school systems he reported over-ageness, inability to do the work of the grade and temperament as general causes of early school leaving. Among the more specific causes of early school leaving he listed ill health, work, indifference, home influence, failure in school work, truancy, bad conduct, dislike for authority and social environment of the community.⁶⁵

Thorndike found poverty, incapacity for and lack of interest in school work, mental and social qualities of pupils, kind of educational offerings and the low socio-economic status of parents to be causes of early school leaving.⁶⁶

In concluding the report of his study, Ayres said:

The net result of this study of the available data bearing on the reasons why children leave school are slight in degree and unsatisfactory in nature. Until more satisfactory statistics are gathered and careful studies made we must content ourselves with the general statement that

⁶⁵ Stratton D. Brooks, "Causes of Withdrawal from School," Educational Review, 26 (November, 1903), 262-293.

⁶⁶ E. L. Thorndike, "Elimination of Pupils from School," Bureau of Education Bulletin, 1907, No. 4., pp. 14, 18, 21, 22. Washington: Government Printing Office, 1908.

failure in school studies is frequently followed by dropping out of school as soon as attendance laws permit. This is shown by the fact that very few children repeat grades after passing the compulsory attendance period. Unless compelled to remain in school pupils who fail drop out. 67

Wagner, in the closing paragraph of his report said:

The most serious cause of elimination in the mind of the investigator is that contained in the following questions which frequently confronted him and were repeatedly asked in some form or another: "what is the use of my child going farther?" "How will the things which it get in school help in the silk mill? In the mines? In being a dress maker?" "I have sent my boy to school three years already, and all he can get to do is drive mules and tend switches. What is the use of sending him longer?" 68

Van Denburg's findings as to the causes of early school leaving may be summarized as follows: (1) There is evidence that when family resources are meager the older boys are sent to work and the younger boys and the girls remain in school, the girls being sent in the hope that they may obtain more remunerative employment and assist the family. (2) Race is a factor associated with early school leaving. (3) Girls continue in school longer than boys. (4) Pupils choosing professional careers remain in school longer. (5) Occupations of older siblings are indices of socio-economic status and are factors associated with early school leaving. (6) The pupils' attitude toward school and his intention to continue in school affect the time of leaving. (7) The older pupils

67 Leonard P. Ayres, Laggards in Our School, p. 102. New York: Charities Publishing Company, 1909.

68 Alvin E. Wagner, "Retardation and Elimination in the Schools of Mauch Chunk Township," Psychological Clinic, 3 (November 15, 1909), 164-173.

seem to leave in larger numbers. (8) Previous illnesses and defective vision do not seem to deter continuance in school.⁶⁹

Reavis found evidence that the deep-seated educational interest of a community is only slightly less important as a factor in attendance than the kind of teacher. Since the attitude of the community has a cumulative effect, the attitude of the parents toward the school affects school attendance.⁷⁰

Holley, in his study of early school leaving in Decatur, Illinois, found a decided relationship between the socio-economic advantages of the home and the number of years the child remained in school. He found, also, that work, distance from school, transfers, failure in studies, illness, dislike for school, lack of interest and lack of appreciation on the part of the parents as to the value of school are deterrents to continuance in school. Some pupils remain in school due to social pressure or the desire for social approval.⁷¹

Among the early efforts made to determine the causes of elimination of pupils from high school, Bowden conducted a state-wide study in

⁶⁹ Joseph K. van Denburg, Causes of the Elimination of Students in the Public Secondary Schools of New York, pp. 27, 36, 57, 67, 72-73, 92-95, 113. New York: Columbia University, 1911.

⁷⁰ George H. Reavis, Factors Controlling Attendance in Rural Schools, p. 14. New York: Columbia University, 1920.

⁷¹ C. E. Holley, "Relationship between Persistence in School and Home Conditions," National Society for the Study of Education, Fifteenth Yearbook, Part 2, 1916, pp. 22-25, 84-86, 109.

the high schools of South Dakota in 1910. This study was made by questionnaires sent to principals, and to be answered by pupils. The number of schools and pupils included in the study is not given. From the analysis of the information the investigator found poor attitudes of pupils, poor home environment, low mentality, lack of supervised study, lack of suitable place to study, and large family to be causes of pupil elimination from school. He concluded the study by stating:

The reasons for dropping out are various and can not be checked or accounted for by the removal of one factor. This problem of elimination touches or involves so many of our educational problems which are being brought to the surface at the present time, such as curriculum, supervised study, vocational courses and discipline. We can not in justice lay the process of elimination to any one or any one group of problems. ⁷²

Poor scholarship, to whatever causes it may be attributable, has been found frequently to be associated with early school leaving, according to Eaton's report on scholarship of early school leavers. ⁷³

In his analysis of the characteristics of the secondary school population Counts emphasized the importance of parental occupation in obtaining an extended high school education. An examination of various occupational groups represented in high schools revealed that the non-labor and professional groups occupied the most advantageous position.

⁷² A. O. Bowden, "An Investigation of Some of the Causes of Pupil Elimination from the High Schools of South Dakota," School and Society, 6 (October 13, 1917), 447-50.

⁷³ H. T. Eaton, "The Scholarship of Pupils Who Left School," School and Society, 16 (August, 1922), 220-222.

At the other end of the series were the lower grades of labor with common labor practically unrepresented.⁷⁴

Flint listed accidents and disease, minor ailments, necessity of helping at home, the desire on the part of pupils to leave school and frequent absences as contributing factors to early school leaving.⁷⁵

The factors which Koos found to have a selective influence on secondary school pupils are briefly summarized in the following statements. The intelligence quotient increases with the grade level. Although the eliminated pupils are over-age this may not be the most important factor. Boys leave school earlier than girls. The higher economic status of the family is significantly related to longer continuance in school. Membership in ethnic groups is a factor in school leaving, children of Northern and Western European parentage remaining in school longer than certain other groups. The educational and cultural background of the home is a potent factor in the length of stay in school. Race, retardation, ill health and remoteness from school are other factors.⁷⁶

As regards the causes of elimination of pupils from school, Roberts is in essential agreement with some other investigators. In this connection

⁷⁴ George S. Counts, The Selective Character of American Secondary Education, p. 141. Chicago: University of Chicago Press, 1922.

⁷⁵ Elsie M. Flint, "First Absences and Pupil Elimination," Journal of National Education Association, 15 (February, 1926), 48-60.

⁷⁶ Leonard V. Koos, The American Secondary School, pp. 121-140. Boston: Ginn and Company, 1927.

she stated:

Many factors, largely indeterminate, must be considered in estimating the holding power of a given school; for example, the convenience of location of school for the districts contributing to the high school enrollment, the cultural and economic level of the people residing within the school district, the local influences at work to entice the pupil away from the school, homogeneity of nationality, etc. Such factors, while largely subjective, are, nevertheless, of vital importance.⁷⁷

Among the specific factors of elimination of high school pupils Roberts lists the following: sex, race, age of entrance in high school, over-ageness, school progress, health, curriculum, parental occupation and socio-economic background, intelligence, and nativity of parents.⁷⁸

Among those investigators who have attributed some responsibility for early school leaving to the economic conditions and general community attitudes toward school are Eckert and Marshall, who said:

Economic conditions and general community attitudes toward continued training are undoubtedly important contributing elements, so that the attractiveness of the school program alone is not at stake. It is of utmost significance, however, in planning school programs to know that pupils in some communities are likely to meet out-of-school problems with less formal training than in other places.⁷⁹

They found leaving before graduation a more serious problem in small communities than in the metropolitan centers.

⁷⁷ Mary E. Roberts, Elimination from the Public High School of New Jersey, p. 29. Philadelphia: University of Pennsylvania, 1930.

⁷⁸ Ibid., pp. 61, 66-67, 92, 124, 132, 166-7, 221, 225.

⁷⁹ Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, pp. 40-48. New York: McGraw-Hill Book Company, 1938.

In a study of Maryland youth, Bell found the father's occupation to be the most powerful factor in the grade attainment of the child. The higher the social and economic level of the father the further the child went in school. Those children who left school early entered occupations of low economic levels. Thus the stratification continues from generation to generation.⁸⁰

Hanthorn found the major causes of early school leaving to be dislike for teachers or school, discouragement, desire to go to work, marriage, broken homes, and the need to work.⁸¹

In a study of 2,085 children in two Minnesota counties Ekstrom found the chief causes of early school leaving, as obtained by interviews, to be attitudes of parents, distance from school and lack of transportation facilities and poor preparation for the work of the grade.⁸²

Johnson and Legg reported the chief causes for early school leaving, as ascertained by interviews with 440 school leavers, in Louisville, Kentucky, to be dissatisfaction with school, economic need, the lure of jobs and marriage.⁸³

⁸⁰ Howard M. Bell, Youth Tell Their Story, pp. 92-96. Washington: American Council on Education, 1938.

⁸¹ J. N. Hanthorn, "A Study of Major Causes for Quitting High School," School and Community, 30 (October, 1944), 272-273.

⁸² G. F. Ekstrom, "Why Pupils Leave School," School Review, 54 (December, 1947), 231-237.

⁸³ Elizabeth S. Johnson and Caroline E. Legg, "Why Young People Leave School," Bulletin of the National Association of Secondary School Principals, 32 (November, 1948), 14-24.

In summarizing the causes of pupils dropping out of school

Gaumnitz and Tompkins stated:

The question of why pupils drop out of high school and when involves a wide variety of causes and forces. A few of these are: Distances from a suitable high school, the unavailability of instructional programs sufficiently differentiated to meet the specialized needs of all types of boys and girls, poor attendance records and retardation in the elementary schools, the lure of jobs, the lack of teachers and other educational specialists capable of helping youth understand themselves and the community in which they live, and the failure of so many high schools to deal with problems which are meaningful to youth or related to their experiences. ⁸⁴

In a recent study of early school leaving including approximately thirteen hundred school leavers in small towns and cities of the Middle West, Dillon found the chief causes of school leaving to fall into three general classifications. First, there were certain causes centering about the school, such as lack of interest in school, preference of work to school, inability to do the work of the school and dislike of certain courses or teachers. A second group of causes had economic implications, such as the need of more money for necessities or spending and the necessity of work at home. The third set of causes were personal and involved ill health, friends having left school and lack of encouragement in the home. ⁸⁵

⁸⁴ Walter H. Gaumnitz and Ellsworth Tompkins, "Holding Power and Size of High Schools," Office of Education Circular, No. 322, pp. 12-13. Washington: Government Printing Office, 1950.

⁸⁵ Harold J. Dillon, Early School Leavers: A Major Educational Problem, pp. 48-63. New York: National Child Labor Committee, 1949.

A study made by the counselors of the public schools of Evansville, Indiana, and reported by Snapp gives dislike of school, unfavorable social and economic conditions of the home, the need to work, discouragement and ill health as the major reasons for early school leaving.⁸⁶

In giving the reasons for early school leaving Stinebaugh stated:

Pupils leave school because the school represents duty, responsibility, effort, a challenge, and the discipline of living up to one's best.

In this respect the youth who leaves school is merely following in the steps of those adults who run away from personal responsibility, refuse to face problems, try to evade work, and limit their potentialities in life by being satisfied with lesser accomplishments.

The most important single factor affecting continued school attendance is the aspiration of the individual to improve himself. Without this urge and desire, school experience would be of little value and consequence. Therefore the problem of "early leavers" is more involved than the matter of school attendance. Basically, it is the problem of challenging youth to develop their talents by utilizing fully their opportunities for learning.⁸⁷

Also, he recognized the attitude of parents and the community toward the value of school as being a factor in school leaving.

A number of graduate studies referred to elsewhere in this review of related literature enumerate various causes of school leaving, such causes being included in those cited in preceding paragraphs of this section.

The various factors affecting early school leaving might be grouped under three general classifications. First, there is a set of personal

⁸⁶ Daniel W. Snapp, "Why They Drop Out," Bulletin of the National Association of Secondary School Principals, 35 (October, 1951), 137-141.

⁸⁷ Virgil Stinebaugh, "Why Pupils Leave School," American School Board Journal, 123 (September, 1951), 40, 87.

characteristics including race, sex, nationality of parents, place of birth, age, health, intelligence, transfer from school to school, desire for social approval, interest, truancy, dislike of authority, bad conduct, the lure of jobs, plans for marriage, chosen occupation, temperament and attitude toward school. A second set of factors involves the home and community and includes social and economic conditions, adjustments in the home, parental occupation, occupations of older siblings, attitude of parents and community toward school, opportunity and need for work and suitable places for study. A third set of factors are associated with the school and include the organization and administration of the schools, the curriculum, guidance, pupil-teacher relationship, grade placement, promotion or non-promotion, size of school, methods of discipline, supervised study, accessibility of pupil to school and attendance.

Improvement of Continuance in School

Many investigators have made specific recommendations as to means of improving continuance in school. Some of these recommendations will be set forth in this section.

Reorganization of schools.-- Several investigators of the problem of early school leaving have recommended the reorganization of the schools.

In 1903 Brooks recommended that the instructional program be reorganized and the high school be extended downward, making a 6-6 grade organization.⁸⁸

⁸⁸ Stratton D. Brooks, "Causes of Withdrawal from School," Educational Review, 26 (November, 1903), 362-393.

Counts believed that secondary education should not be conceived of as consisting of a four or six year course requiring attendance five or six hours per day, five days per week and nine or ten months per year.⁸⁹

Feingold recommended that an intermediate school be organized offering a kind of training within the grasp of pupils of low mental ability. Such a school would emphasize the practical arts and attendance therein would be voluntary.⁹⁰

As a means of improving continuance in schools, Foster recommended that the junior high school be organized as an aid to the technical high school.⁹¹

Curriculum reorganization.-- Several investigators have recommended the reorganization of the curriculum as a means of improving continuance in school. Through these means they would better adapt the work of the school to the needs and interests of the pupils. This note was sounded by early investigators of the problem, and it is still heard notwithstanding many changes have been made in the curriculum since attention was first focused on the problem of continuance in school.

Again and again Van Denburg insisted that the high schools were

⁸⁹ George S. Counts, Selective Character of American Secondary Education, pp. 149-156. Chicago: University of Chicago Press, 1922.

⁹⁰ Gustave E. Feingold, "Intelligence and Persistency in High School Attendance," School and Society, 18 (October 13, 1923), 442-450.

⁹¹ Frank K. Foster, "A Study of Elimination in a Boys' Technical High School," School Review, 36 (January, 1928), 58-66.

failing to meet the needs of boys and girls, and consequently those young people were leaving the schools. He was strongly opposed to subjecting all pupils to a college preparatory course. He regarded the high school as the people's college in its student body, and maintained that it should be in its course of study. He recommended the establishment of new courses, short, unified and graduated in difficulty, in order that re-classified pupils might be assigned suitable work. These courses should be so planned that each year's work would be a rational unit and yet so planned as to form a part of a rational whole.⁹²

Strayer believed that a reorganization of the curriculum would aid in solving the problem of early school leaving. Beyond the sixth grade there should be a differentiation of courses which will enable the child who is to work in the fields of industry or commerce to obtain from school some adequate preparation for life. He said, "The ideal of education in a democracy will be realized when it is possible for each child to work to the maximum of his capacity and to secure during those years devoted to school activity that training which will best fit him for his life's work."⁹³

⁹² Joseph K. Van Denburg, Causes of Elimination of Students from the Public High Schools of New York City, pp. 159-181. New York: Teachers College, Columbia University, 1911.

⁹³ George D. Strayer, Age and Grade Census of Schools and Colleges, Bureau of Education Bulletin, 1911, No. 5, p. 140. Washington: Government Printing Office, 1911.

Ayres recommended breaking down the whole course of study into several units and permitting a pupil to progress as rapidly as his ability and interest would permit. He believed that special classes and semi-annual promotions would aid in longer continuance in school.⁹⁴

Both Koos and Bates recommended the reorganization of the curriculum as a means of meeting the needs of pupils and extending the period of continuance in school. The same plan for improving school continuance was recommended by Counts. He held that it was the responsibility of the school to provide "adequately for individual differences in ability, aptitude and interest," and that such provision was essential to the improvement of school continuance.⁹⁵

As a means of extending the period of continuance in school and better serving youth, Roberts recommended that the curriculum be organized to provide more specifically for the needs of the pupils. Shorter, unified courses should be provided for early school leavers. Commercial and industrial courses should be reorganized on a two-year basis.⁹⁶

⁹⁴ Leonard P. Ayres, Laggards in Our Schools, pp. 193-6. New York: Charities Publishing Company, 1901.

⁹⁵ Leonard V. Koos, The American Secondary School, pp. 139-140. Boston: Ginn and Company, 1927.

William G. Bates, "A Study of Withdrawals in Richmond, Indiana," American School Board Journal, 102 (February, 1941), 66.

George S. Counts, The Selective Character of American Secondary Education, pp. 149-156. Chicago: University of Chicago Press, 1922.

⁹⁶ Mary E. Roberts, Elimination from the Public Schools of New Jersey, pp. 247-9. Philadelphia: University of Pennsylvania, 1930.

Eckert and Marshall included suggestions for the reorganization of the curriculum in their plans for longer school continuance and better service to young people. Schools were urged to modify their programs to meet local needs. They recommended a realistic evaluation of the curriculum.⁹⁷

The Citizens Committee on the Children of New York City recommended that the school program be reorganized better to meet the needs and interests of the children. Such a reorganization must include provisions for individualized instruction, which in turn rest upon the teacher's knowledge of the child beyond the classroom situation, reaching into his previous school experiences, his home and community.⁹⁸

Gaumnitz and Tompkins indicate the need for a wider variety of courses to meet the needs of young people and retain them longer in school.⁹⁹

School-work programs.-- Koos recommended that high school pupils, especially those who were prospective early leavers, be given opportunities to earn money while in school. Gaumnitz and Tompkins made a similar

⁹⁷ Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, pp. 310-13. New York: McGraw-Hill Book Company, 1938.

⁹⁸ Citizens' Committee on the Children of New York City, Children Absent from School, pp. 90-108. New York: Citizens' Committee on Children of New York City, (not dated).

⁹⁹ Walter H. Gaumnitz and Ellsworth Tompkins, Holding Power and Size of High Schools, Office of Education Circular 322, p. 13. Washington: Government Printing Office, 1950.

recommendation.¹⁰⁰

Extra-curricular activities.-- Many high schools have organized extra-curricular activities as an aid in meeting the interests and needs of young people. Roberts urged teachers to make a real effort to obtain the active interest of pupils, who are liable to leave school, in the extra-curricular activities program.¹⁰¹

Counseling.-- Among the recommendations made by investigators in the field of early school leaving the establishment and improvement of a counseling program are quite common. This has been true more particularly during the last quarter century. Koos listed this as one of the most important needs for high school pupils. About the same time Foster made a similar recommendation, particularly for those pupils interested in technical training or trades, and further, that counseling be extended to the upper elementary grades. More effective counseling was included among the recommendations made by Roberts for improving continuance in school. Strengthening and extending the counseling program were strongly recommended by Eckert and Marshall. The Citizens' Committee on children of New York City recommended a **broad** counseling program as a means of

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Leonard V. Koos, The American Secondary School, p. 140.
Boston: Ginn and Company, 1927.

Walter H. Gaumnitz and Ellsworth Tompkins, Holding Power and Size of High Schools, Office of Education Circular 322, p. 13. Washington: Government Printing Office, 1950.

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Mary E. Roberts, Elimination from the Public Schools of New Jersey, pp. 247-49. Philadelphia: University of Pennsylvania, 1930.

improving continuance in school. Among other investigators who made similar recommendations are Gaumnitz and Tompkins.¹⁰²

School selection.-- A few investigators have recommended that the secondary school, by some means, determine which pupils can be effectively served by the school and retain these. Those pupils who are unable to profit from school experiences should be dropped. Palmer held this view.¹⁰³

Counts recommended that a distinction be made between that type of education which is for all, and that which is for the few. Either the doors of the high school must be open to all children and they must be taken care of without favor, or the doors must be closed to all but a group selected on the basis of objective methods, and that group must

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Leonard V. Koos, The American Secondary School, p. 140. Boston: Ginn and Company, 1927.

Frank K. Foster, "A Study Elimination in a Boys' Technical High School," School Review, 36 (January, 1928), 58-66.

Mary E. Roberts, Elimination from the Public High Schools of New Jersey, pp. 247-49. Philadelphia: University of Pennsylvania, 1930.

Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, pp. 310-13. New York: McGraw-Hill Book Company, 1938.

Citizens' Committee on the Children of New York City, Children Absent from School, pp. 90-108. New York: Citizens' Committee on the Children of New York City, (Not dated).

Walter H. Gaumnitz and Ellsworth Tompkins, Holding Power and Size of High Schools, Office of Education Circular 322, p. 13. Washington: Government Printing Office, 1950.

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Emily G. Palmer, "Why Pupils Leave School," Vocational Guidance Magazine, 9 (April, 1931), 295-9.

be taught the social obligation.¹⁰⁴

In stating his position in this matter Snepp said:

We will never be able to eliminate all drop-outs from our schools and probably this would not be desirable as there is always a number of students whose scholastic aptitude and working habits do not measure up to even the lowest standards of achievement in the high school as now organized. However, it is the obligation of the school to hold and train the boys and girls to become an effective working force in their respective fields of endeavor.¹⁰⁵

Effective compulsory attendance laws.--- Several investigators have found a need for strengthening compulsory attendance laws if pupils are to be retained longer in school. They have usually advocated, as an adjunct to this, the improvement of the school records particularly those of child accounting.

In separate investigations of early school leaving Koos, Counts and the Citizens' Committee on the Children of New York recommended the improvement, strengthening and extension of the compulsory attendance laws. Ayres, Ewing and Roberts in their respective reports advocated not only improvement in the compulsory attendance laws but held that a better system

¹⁰⁴ George S. Counts, Selective Character of American Secondary Education, pp. 149-56. Chicago: University of Chicago Press, 1922.

¹⁰⁵ Daniel W. Snepp, "Why They Drop Out," Bulletin of the National Association of Secondary School Principals, 35 (October, 1951), 1930.

of child accounting was essential to the achievement of this end.¹⁰⁶

Ayres emphasized the importance of compulsory attendance laws in any effort to improve continuance in school. The laws should be made more adequate and plans for enforcement made more effective. Compulsory attendance laws should cover a wider age span and sufficient attendance personnel must be employed to ascertain which children are not in school and get them in school. He advocated a school census from which could be ascertained the nature of the child's attendance. According to his plan the roll of beginners should be checked against the census. He advocated the keeping of age and grade tables and the proper interpretation of them.¹⁰⁷

Health services.-- Although not generally recommended, a few investigators have felt the need for better health services through the

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Leonard V. Koos, The American Secondary School, pp. 139-140. Boston: Ginn and Company, 1927.

George S. Counts, Selective Character of American Secondary Education, pp. 149-156. Chicago: University of Chicago Press, 1922.

Citizens' Committee on the Children of New York City, Children Absent from School, pp. 90-105. New York: Citizens' Committee on the Children of New York City, (Date of publication not given).

Leonard P. Ayres, Laggards in Our Schools, pp. 186-92, 201-7. New York: Charities Publishing Company, 1909.

E. F. Ewing, "Retardation and Elimination in the Public School," Educational Review, 46 (1913), 252-272.

Mary E. Roberts, Elimination from the Public Schools of New Jersey, pp. 247-249. Philadelphia: University of Pennsylvania, 1930.

¹⁰⁷

Leonard P. Ayres, Laggards in Our Schools, pp. 185-201. New York: Charities Publishing Company, 1909.

schools as a deterrent to early school leaving. Among these investigators are Koos and Roberts. 108

Also, Ewing believed medical services for the children through the schools would greatly improve continuance in school. In regard to such services he said:

... When we have real medical inspection in our schools, when school nurses are employed in all school systems and follow-up and secure medical treatment for all cases needing medical attention, when they teach ignorant and uncleanly fathers and mothers the principles of right living, when the time arrives in which medical statistics and school censuses are used in getting results instead of being filed away in the office desks never to be seen again, retardation and elimination will be affected.... 109

Attitude of parents.-- Wagner found the attitude of parents toward the value of school to be an important factor in continuance in school. Eckert and Marshall not only found the attitude of parents toward school attendance to be an important factor, but they recommended that steps be taken to inform parents more fully concerning the aims and activities of the school. 110

108 Leonard V. Koos, The American Secondary School, pp. 139-40. Boston: Ginn and Company, 1927.

Mary E. Roberts, Elimination from the Public Schools of New Jersey, pp. 247-9. Philadelphia: University of Pennsylvania, 1930.

109 E. F. Ewing, "Retardation and Elimination in the Public Schools," Educational Review, 46 (1913), 252-272.

110 Alvin E. Wagner, "Retardation and Elimination in the Schools of Mauch Chunk Township," Psychological Clinic, 3 (November 15, 1909), 161-173.

Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School, pp. 310-13. New York: McGraw-Hill Book Company, 1938.

Financial subsidy.-- It had been shown earlier in this chapter that a lack of adequate finances, either for family support or for school attendance, is one reason frequently given for early school leaving. Investigators usually have found that there is a direct relationship between economic status and length of stay in school.

As early as 1922 Counts favored financial subsidy for poor but promising students, and that this subsidy should go beyond free textbooks and free tuition. Also, Koos favored financial subsidy to pupils where needed. Bell, in his recommendations for financial subsidy was more definite, holding that poor, worthy youth should be federally subsidized in their efforts to obtain an education through some plan similar to the old N Y A. Financial help to students as a means of lengthening the stay in school was recommended by Riley.¹¹¹

¹¹¹ George S. Counts, Selective Character of American Secondary Education, pp. 149-56. Chicago: University of Chicago Press, 1922.

Leonard V. Koos, The American Secondary School, pp. 139-40. Boston: Ginn and Company, 1927.

Howard M. Bell, Youth Tell Their Story, pp. 92-96. Washington: American Council on Education, 1938.

W. R. Riley, "A Study of Certain Factors Influencing the Withdrawal of Pupils from the Decatur (Alabama) Junior High School, 1935-1941." Unpublished Master's thesis, University of Alabama, 1941.

Methods of Investigation

The studies and discussions which have been reviewed in this chapter fall into four classifications according to the methods by which the problem of early school leaving has been approached. These methods are: (1) comparison of enrollment figures by grades over a period of consecutive years, (2) follow-up of pupils through a given period of time by means of school records, and records or interviews relating to post school experiences, (3) comparison of early school leavers with those who continue in school, including personal characteristics, environmental factors of the home and community, and certain phases of the school environment, and (4) presentation of premises, apparently based on opinions or casual observations rather than research. Some studies to which reference has been made may not fall completely within **any** of these classifications.

The present section of this report deals with these four methods and makes reference to a few studies or discussions falling in each classification.

Comparison of enrollment figures.-- Some studies of early school leaving have been based on the comparative number of children enrolled by grades in consecutive years. This method characterized a number of early studies, and has continued as one means of investigation of the problem. Several studies, using this method, have been made, some from statistics obtained by the United States Office of Education (formerly Bureau of Education), others from statistics of large school systems obtained by

questionnaires, from records or otherwise.

Among the studies made from statistics of the United States Office of Education are those of Blose, Gaumnitz and Tompkins, Pickell and Winkelblech, Strayer, Thorndike, Bonner, Phillips, Foster and Blose and Foster.¹¹²

Several investigators have made studies of early school leaving through the interpretation of enrollment figures in the various grades for consecutive years using data from one or more school systems. These studies have ranged widely in extent, some including only one small school

¹¹² David T. Blose, "Statistics of Public High School," Biennial Survey of Education in the United States, Bulletin 1940, No. 2. Washington: Government Printing Office, 1940.

David T. Blose and Emery M. Foster, "Children Not in School," School Life, 31 (February, 1949), 3.

H. R. Bonner, "Statistics of State School Systems," Bureau of Education Bulletin, 1920, No. 11. Washington: Bureau of Education, 1920.

Emery M. Foster, "School Survival Rates," School Life, 23 (March, 1938), 265-6.

Walter H. Gaumnitz and Ellsworth Tompkins. Holding Power and Size of High Schools, Office of Education Circular, No. 322. Washington: Government Printing Office, 1950.

Office of Education, "Statistics of Public High Schools," Biennial Survey of Education, 1944-46. Washington: Superintendent of Documents, 1949.

Frank G. Pickell and E. F. Winkelblech, "Elimination from the Secondary Schools of the United States," School Review, 26 (January, 1918), 18-19.

F. M. Phillips, Bureau of Education Bulletin, 1924, No. 38. Washington: Bureau of Education, 1924.

George D. Strayer, "Age and Grade Census of Schools and Colleges," Bureau of Education Bulletin, 1911, No. 5. Washington: Government Printing Office, 1911.

E. L. Thorndike, "Elimination of Pupils from School," Bureau of Education Bulletin, 1907, No. 4. Washington: Government Printing Office, 1908.

system, others including several systems or even states. Among such studies are those made by Ayres, Brooks, Citizens' Committee on the Children of New York City, Ewing, Kline, Koos, Letson, Madry, Roberts and Soldan.¹¹³

Follow-up of pupils.-- A rather widely used method of studying early school leaving has been that of following pupils through all or a part of their school careers, and in some cases extending this follow-up into post-school life. Among the studies of pupils in rural areas or combined rural-urban areas are those made by Bell, Eaton, Edmondson,

¹¹³ Leonard P. Ayers, Laggards in Our Schools. New York: Charities Publishing Company, 1909.

S. D. Brooks, "Causes of withdrawal from School," Educational Review, 26 (November, 1903), 362-393.

Citizens' Committee on the Children of New York City, Children Absent from School, New York: Committee on Children of New York City, (date of publication not given).

E. F. Ewing, "Retardation and Elimination," Educational Review, 46 (1913), 252-272.

E. J. Kline, "Curve of Elimination," Journal of Educational Research, 26 (April, 1933), 608-616.

Leonard V. Koos, The American Secondary School, Boston: Ginn and Company, 1927.

J. W. Letson, "Holding Power of the Schools," Alabama School Journal, 64 (October, 1946), 30-31.

Lucille R. Madry, "A Study of Elimination in the Jackson Junior High School, Louisville, Kentucky," Unpublished Master's thesis, University of Cincinnati, 1935. Pp. iv + 66.

Mary E. Roberts, Elimination from the Public High Schools of New Jersey. Philadelphia: University of Pennsylvania, 1930.

F. Louis Soldan, "Age of Withdrawal from School," Annual Report of Superintendent of Public Schools, Forty-First Annual Report of St. Louis Public Schools. St. Louis, Missouri: Board of Education, 1895.

Knight, and wagner. 114

The cities of the North have been fertile fields for investigations of early school leaving. Studies in this region have been made by Dillon, Gleason, Hall, Little, Mitchell, Parson and Shephard, Snepp, Woodward and others. 115

114 Howard M. Bell, Youth Tell Their Story. Washington: American Council on Education, 1938.
 H. T. Eaton, "The Scholarship of Pupils who Left School," School and Society, 16 (August, 1922), 220-222.
 J. R. Edmondson, "Study of Elimination from School in Reform, Alabama." Unpublished Master's thesis, University of Alabama, 1934. Pp. 33.
 Ewart B. B. Knight, "Why Rural Pupils Leave School," Nations Schools, 30 (October, 1942), 40.
 Alvin E. Wagner, "Retardation and Elimination in the Schools of Mauch Chunk Township," Psychological Clinic, 3 (November 15, 1909), 164-173.

115 Harold J. Dillon, Early School Leavers: A Major Educational Problem. New York: National Child Labor Committee, 1950.
 Elsie Lorene Gleason, "A Study of Elimination and Failure in the High School at Graysville, Illinois." Unpublished Master's thesis, University of Cincinnati, 1938.
 C. W. Hall, "A Study of a Group of Early Leaving High School Pupils," Ohio Research Bulletin, Ohio State University, 8 (January, 1929), 6-9, 14-18.
 Gladys M. Little, "For Those Who Drop Out," Nations Schools, 21 (January, 1938), 18-21.
 Claude Mitchell, "Prognostic Value of Intelligence Tests," Journal of Education Research, 28 (April, 1935), 577-581.
 E. D. Parson and W. H. Shephard, "Causes of Leaving School," School and Society, 3 (May, 1916), 791-793.
 Daniel W. Snepp, "Why They Drop Out," Bulletin of the National Association of Secondary School Principals, 35 (October, 1951), 137-141.
 Calvin M. Woodward, When and Why Pupils Leave School: Report of the United States Commissioner of Education. Washington, 1899-1900. Washington: Bureau of Education.

Hanthon, Johnson and Legg, Lanier, McHenry, Jarrell, and Davis have made follow-up studies in the South.¹¹⁶

Dearborn, Dynes, Hovde, and Woody and Cushman made similar studies in schools or school systems of the Middle West.¹¹⁷

A number of studies of early school leaving in cities or schools of the East have been made by Allen, Buckner, Feingold, Holbeck,

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J. N. Hanthon, "A Study of Major Causes for Quitting School," School and Community, 30 (October, 1944), 272-273.

Elizabeth S. Johnson and Caroline E. Legg, "Why Young People Leave School," Bulletin of National Association of Secondary School Principals, 32 (November, 1948), 14-24.

J. Armand Lanier, "A Study of Student Withdrawals," Education Digest, 15 (April, 1950), 34-37.

R. B. McHenry, "School Elimination Versus School Records," Industrial Arts and Vocation Education, 29 (February, 1940), 46-47.

Shaffer F. Jarrell, "A Study of Certain Factors Associated with Pupil Elimination from Newman, Georgia, High School, 1935-40." Unpublished Master's thesis, University of Alabama, 1940. Pp. vi + 92.

Olin W. Davis, "Pupil Elimination in the Dayton, Kentucky, High School." Unpublished Master's thesis, University of Cincinnati, 1931. Pp. 81.

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W. F. Dearborn, "Qualitative Elimination from School," Elementary School Teacher, 10 (September, 1910), 1-13.

John Joseph Dynes, "Relation of Retardation to Elimination of Students from High School," School Review, 22 (June, 1914), 396-406.

Aslang Hovde, "A Study of Withdrawals from High School," California Journal of Secondary Education, 16 (May, 1941), 297-298.

Wilford H. Woody and C. L. Cushman, "A Study of Continuance and Discontinuance," Journal of Educational Research, 30 (November, 1936), 183-187.

Schlichting, and Sylvester.¹¹⁸ Similar studies have been made by Bates, Chase, Hewes, and Zeller in schools of the Middle West.¹¹⁹

Comparison of school leavers and continuous enrollees.-- The causes of early school leaving have been sought by a number of investigators by a comparison of early school leavers with those who continue longer in school. Such studies were made by Douglass and Wind, Eckert and Marshall, Johnson, McCurry, Palmer, Riley, Roberts, Stewart,

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Richard D. Allen, "The Counseling Program for Voluntary withdrawals," High School Journal, 22 (May, 1939), 183.

Mable A. Buckner, "A Study of Pupil Elimination in the New Haven High School," School Review, 39 (September, 1931), 532-541.

Gustave A. Feingold, "Intelligence and Persistency in High School Attendance," School and Society, 13 (October, 1923), 443-450.

Elmer S. Holbeck, "Seven Ways to Help Prevent Drop-Outs," Nations' Schools, 45 (May, 1950), 35.

Louise A. Schlichting, "A Lariat for Opportunity," Survey 51 (December 15, 1923), 331-332.

Charles W. Sylvester, "Leaving School," Industrial Education Magazine, 28 (December, 1926), 172-3.

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William G. Bates, "A Study of Withdrawals in Richmond, Indiana," American School Board Journal, 102 (February, 1941), 66.

Clarence A. Chase, "Pupil Elimination in the Norton High School, Richmond, Indiana, for Three Selected Years." Unpublished Master's thesis, University of Cincinnati, 1936. Pp. iv + 81.

Amy Hewes, "Why Pupils Leave School," Education Digest, 11 (March, 1946), 52-4.

Marshall Dale Zeller, "A Study of Pupil Elimination in Western Hills High School, Cincinnati, Ohio." Unpublished Master's thesis, University of Cincinnati, 1934. Pp. viii + 110.

Van Denburg, and Wilson.¹²⁰

Discussions of early school leaving.-- Occasional articles

bearing on the problem of early school leaving, expressing opinions rather than furnishing scientific information, have appeared in professional literature. Such articles have been prepared by Flint, Junior Placement Office (Providence, Rhode Island, Schools), Richman, and Steinbaugh.¹²¹

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H. R. Douglass and Kate Wind, "Factors Related to Withdrawal from Junior High Schools in Minneapolis," Elementary School Journal, 37 (January 1, 1937), 375-380.

Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School. New York: McGraw-Hill Book Company, 1936.

George R. Johnson, "Qualitative Elimination from High Schools," School Review, 16 (December, 1910), 660-694.

W. H. McClurry, "Study of Certain Factors in Relation to Elimination in Ensley (Alabama) High School." Unpublished Master's thesis, University of Alabama, 1938. Pp. vi + 107.

Emily G. Palmer, "Why Pupils Leave School," Vocational Guidance Magazine, 9 (April, 1931), 295-303.

W. K. Riley, "A Study of Certain Factors Influencing the Withdrawal of Pupils from the Decatur (Alabama) Junior High School." Unpublished Master's thesis, University of Alabama, 1941.

Mary E. Roberts, Elimination from the Public High Schools of New Jersey. Philadelphia: University of Pennsylvania, 1930.

Charles B. Stewart, "Pupil Elimination in the Shelby County Schools, Grades 1-12." Unpublished Master's thesis, University of Cincinnati, 1940. Pp. v + 61.

Joseph K. Van Denburg, Causes of Elimination of Students in the Secondary Schools of New York City. New York: Teachers College, Columbia University, 1911.

James A. Wilson, "The Operation of Certain Factors in Pupil Selection and Elimination in the Andalusia (Alabama) High School." Unpublished Master's thesis. University of Alabama, 1936. Pp. v + 70.

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Elsie M. Flint, "First Absences and Pupil Elimination," Journal of National Education Association, 15 (February, 1926), 48-60.

Junior Placement Office, Providence, Rhode Island, Schools, "Problems of Drop-Outs," American School Board Journal, 115 (July, 1947), 47.

H. H. Richman, "Drop-Outs," Clearing House, 13 (May, 1939), 548-550.

Virgil Steinbaugh, "Why Pupils Leave School," American School Board Journal, 123 (September, 1951), 40, 87.

Summary of Related Literature

This review of the literature related to the present problem indicates that it is of a varied nature, broad in its scope, and in general agreement as to the findings and recommendations.

Nature of related literature.-- The problem of early school leaving has been given considerable attention through scientific studies since the beginning of the present century. Comparison of enrollment figures in the several grades was the method of study most frequently used by early investigators. Certain investigators recognized several sources of error in this method. Such errors resulted from (1) retardation due to failure and other causes, not distinguishable from school leavers, (2) lack of uniformity of classifying pupils by years, (3) failure of some schools to report continuously over a period of years, (4) effects of rapid development of high schools in some sections, (5) deaths, and (6) population increases due to normal growth and immigration. Some studies made estimated corrections for these inaccuracies.¹²²

The method of following pupils through all or a part of their school careers, and in some cases through post-school experiences, has been frequently used. Such studies usually have included data from school records, interviews by teachers and counselors, post-school interviews,

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Frank G. Pickell and B. F. Winkelblech, "Elimination from the Secondary Schools of the United States," School Review, 26 (January, 1918), 18-29.

Leonard P. Ayres, Laggards in Our Schools, pp. 55-59. New York: Charities Publishing Company, 1909.

and questionnaires. Information was sought as to school marks, intelligence quotients, attitudes, employment status, reasons for leaving school, and personal matters, such as, race, sex, age, and nationality.

Some studies have compared school leavers and continuous enrollees on many factors relating to the individuals, their home and community environment, and their school environment.

A few discussions have appeared in professional literature that recorded general observations and opinions without substantiation by research.

The problem of early school leaving has challenged the efforts, the thinking and the ingenuity of teachers and school officials, graduate students, research personnel of labor organizations and child welfare leaders. Efforts to ferret out the real causes of early school leaving have brought into play a variety of research techniques and have indicated a continuing interest in the problem and in the welfare of youth. A study of the literature reveals the exceeding complexity of the problem and indicates clearly that different factors may operate as times, places and conditions change.

Scope of related studies.--- The related literature contains brief articles based on observations or opinions or the study of a relatively few pupils, and extensive research made by employed personnel of the United States Office of Education including millions of pupils. Also, it contains reports of graduate students with limited time and means as well as reports made by staffs of large organizations well financed.

Every decade of the present century has witnessed one or more major studies relating to the problem of early school leaving. Investigations of the problem have been made in every major section of the country and have involved various sizes of communities. The more extensive studies, however, have been made in urban areas. These studies, considered as a whole, have included numerous personal items, many facets of family and community life, and various phases of the school environment.

Findings of studies.-- The findings as recorded by the several investigators have been in general agreement as to the nature and complexity of the problem, its importance to educators, its tremendous impact on society and its far reaching effects on those individuals leaving school early. Likewise these investigators have been in accord as to the causes of early school leaving and as to recommendations for removing these causes or minimizing their effects. Each research worker has focused his attention on and directed his efforts toward only a few facets of the problem, yet the total number of aspects of the problem which have been studied is rather large. The work of the persons in the field has overlapped considerably, yet there has been very little contradictory evidence presented.

Recommendations.-- Those who have studied the problem of early school leaving have made similar recommendations as to means of alleviating the problem. Inasmuch as the various investigators in the field have studied only certain aspects of the problem no one has presented a

greatly extended list of recommendations, yet the combined lists of recommendations as found in the several reports **are** rather broad. The recommendations made in the different reports frequently overlap but there is no major disagreement.

Some causes of early school leaving are due to personal characteristics, others are due to home and community factors, and still others to the school environment. Since most of the personal characteristics and many of the home and community factors are outside the province of the school and beyond its power to change immediately, most of the recommendations relate to changes in the school environment. The preponderance of recommendations relating to the school should not be construed as an indication that the investigators place the major responsibility for early school leaving on the school.

Relationship Between Previous Studies and Present Study

Other studies have dealt with the problem of early school leaving **by** national, state, or local scope. Some of those studies have emphasized the extent of the problem by the use of grade enrollment figures over a period of successive years; others have used the follow-up method; still others have compared school leavers and continuous enrollees. The present study is confined to a single rural school system, but it includes 3,653 pupils of whom 350 left school during the one-year period established for the study. It combines the follow-up method and the method of comparing school leavers and continuous enrollees.

Previous studies have revealed the highly complex nature of the problem, the exceedingly difficult task of isolating causes of early school leaving, and the impracticality of attempting to determine the relative influence of the several causes. Numerous factors associated with and many causes of school leaving have been identified in previous studies. The present study is limited to those probable phases of the problem on which reliable information could be obtained.

On the basis of the findings of his study each investigator has made certain recommendations for the improvement of existing conditions. The present study proposes certain remedial measures which seem justifiable from the findings of the study and which seem practicable under the conditions existing in this school system.

Need for Further Study

A careful examination of previous studies relating to the problem of early school leaving indicates that the problem varies somewhat from time to time and in different localities. The problem may have aspects peculiar to certain localities or to conditions prevailing at a given time. Previous studies furnish abundant evidence that the school administrator needs to study his own school system to understand the problem of early school leaving which may be peculiar to his own school system and to meet that problem effectively. The present study is an investigation of the problem of early school leaving in the writer's own school system.

The related literature which has been reviewed reveals that no study similar to the present one has been made for any county or city

school system in Alabama except on a very limited scale. Although a few investigations made in Alabama compare school leavers and continuous enrollees, only one applied statistical techniques to these differences to determine their significance, and this one study was rather limited in scope.

The present study compares school leavers and continuous enrollees on a number of factors, obtains differences between the two groups, and by statistical techniques tests those differences for significance. It is in these relatively unexplored areas that a contribution is attempted by the present study.

CHAPTER III

STATUS OF THE SCHOOLS OF COVINGTON COUNTY

The purpose of this chapter is to indicate certain factors which have influenced the development of the schools of Covington County, to present some features of these influencing factors, and to describe briefly the present status of the schools of the county.

Constitutional and statutory provisions (1) require that separate schools be maintained for the white and colored races, (2) provide for the county unit organization with independent city systems therein, (3) give financial support to a minimum school program, and (4) establish a state board of education as well as county and city boards of education with rather broad policy making powers regarding the organization of attendance areas and the development of courses of study. The constitution and laws of Alabama contain certain provisions regarding transportation of pupils, consolidation, and the training of teachers but leave much to the state and local boards of education in the administration of these matters.

The Covington County Board of Education has operated under the legal and statutory provisions of the state, and has cooperated with the state board of education in the execution of its policies. Such consolidation as has been effected during the last twenty years has been in keeping with the recommendations of the state board of education. The County Board of Education of Covington County has consistently promoted an in-service education program for teachers, provided a super-

visory staff and encouraged the development of the best possible instructional program.

The schools of Covington County have reached their present status as a result of these factors and in the face of such serious difficulties as, many inadequately trained teachers, sparsely settled areas, inadequate buildings, and insufficient financial support.

Constitutional Provisions

Segregation of races.-- The Constitution of Alabama states that, "Separate schools shall be provided for white and colored children, and no child of either race shall be permitted to attend a school of the other race."¹

County unit.-- The provisions of the constitution require the legislature to apportion the state school funds to the counties. The counties are required to apportion the school funds to the school districts and townships within their respective limits so as to provide, as nearly as practicable, school terms of equal duration in such school districts and townships.² Also the constitution provides that counties may levy special school taxes, and that the proceeds of such taxes shall be used in the school districts and townships to equalize, so far as is practicable, the duration of the school term.³

¹ State of Alabama, Constitution of the State of Alabama, 1901, Article XIV, Section 256.

² Ibid., Article XIV, Section 256.

³ Ibid., Article XIV, Section 256.

Statutory Provisions

A few of the statutory provisions of Alabama relating to public education and pertinent to the present chapter of this study are mentioned. Some of these relate to the minimum program, others to city school systems, and still others to Negro education.

Provisions for minimum school program.-- Alabama statutes define a minimum school program, provide for the financial support of such program, and delegate to the state board of education authority to administer the program.

To determine the amount of state aid for any school system it is necessary to calculate (1) the cost of the minimum school program in the local school system, and (2) the amount of support the local school system is required to provide through the levy and collection of certain taxes on real and personal property as provided for in the constitution. Four factors enter into determining the cost of the defined minimum program, namely, (1) teachers' salaries, (2) cost of transportation, (3) other current expense, and (4) capital outlay.

Allowable costs for transportation in the minimum school program are based on actual transportation costs per pupil per day throughout the state. The other three cost factors are based on the number of teacher units in each system with differentials in salaries for teachers holding various ranks of certificates. The number of teacher units is calculated from the average daily attendance with certain differentials for elementary and high schools, and schools of different sizes.

Under these legal requirements the state pays the local school

system for transportation, instructional, housing, and other services actually rendered to the pupil whether he resides within or without the boundaries of the school system providing such services....Therefore, when it is convenient for the pupil or when it is to his educational interests he may attend school in a school system other than that in which he resides and he may do so without financial loss or additional local expense to either school system concerned.

The school laws of Alabama permit incorporated cities of 2,500 population and above to establish independent school systems within a county. Covington County has within its territorial limits three independent city school systems, namely, Andalusia, Opp and Florala.⁴

Under the conditions provided by law and as set forth in the preceding paragraphs of this topic, and by mutual agreement between the boards of education concerned, the pupils in grades nine to twelve, inclusive, of Covington County residing in the general area of Opp are transported to the Opp High School by the Covington County Board of Education. These pupils are instructed, housed, and otherwise cared for by the Opp City Board of Education. Under similar arrangements, pupils in grades nine to twelve, inclusive, residing in the city of Florala are instructed, housed and otherwise served by the Covington County Board of Education.⁵

⁴ Alabama State Board of Education, Alabama School Laws, Code of Alabama, 1940, Title 52, Paragraph 148. Charlottesville, Virginia: The Michie Company, 1941.

⁵ Alabama, Code of Alabama, 1940, Title 52, Paragraph 208-215. Charlottesville, Virginia: The Michie Company, 1941.

Race segregation.-- Separate schools are maintained for white and Negro children. Boundaries of attendance areas for the children of one race are established without regard to the boundaries of attendance areas for the children of the other race.

Administration of Negro education.-- The City board of education of Florala maintains a school for Negroes in grades one to nine, inclusive. The Covington County Board of education administers the educational program for all other Negro children in Covington County including those residing in Opp and Andalusia. Under the provisions of the minimum program law this can be done without incurring any additional local expense for the Covington County Board of education and without depriving the boards of education of Opp or Florala of any funds which might be used for white schools.

These arrangements for the administration of Negro education have been made through agreements of all boards of education concerned.

Organization of Attendance Areas

The organization of attendance areas in Covington County is made more complicated due to the three city school systems within the county and the necessity of maintaining separate schools for Negro and white children.

Consolidation.-- Some consolidation of schools in Covington County had been effected prior to 1920, but at that time there were 108 schools in the Covington County School System, twenty-one of which were one-teacher schools. Consolidation gained momentum during the decade

1920-30, but its major progress has been since 1929, receiving its main impetus in that year from a survey conducted jointly by the Survey Staff of the State Department of Education and the local board of education. The Covington County Board of Education has followed rather closely the recommendations made in the report of the survey.⁶

During the scholastic year 1920-21 there were 108 schools in the Covington County School System, ninety for white children and eighteen for Negro children.⁷ The number of these schools and the size, by number of teachers, are shown in Table 5.

Table 5 shows that the schools were predominantly small, 61 of them being one-teacher schools. Only in one school were there as many as seven teachers employed. In no other school were there more than four teachers. The largest Negro school was a two-teacher school. Very little consolidation had been effected at that time.

By the scholastic year 1930-31 some schools had been consolidated, thereby reducing the number of schools to sixty-nine, fifty for white children, nineteen for Negro children. Data concerning the number and size of schools are presented in table 6.⁸

6. State of Alabama, Department of Education, "Report of the Survey of the Covington County Schools, School Year 1928-29." Montgomery, Alabama.

7 Office of the County Superintendent, "Annual Statistical and Historical Report of County Superintendent for Fiscal Year Ending September 30, 1921." Andalusia, Alabama.

8 Office of County Superintendent, "Annual Report, Part I, Attendance in Public Day Schools of Covington County, Alabama for Scholastic Year Ending September 30, 1931." Andalusia, Alabama.

TABLE 5

DISTRIBUTION OF SCHOOLS, BY NUMBER OF TEACHERS AND RACE,
IN THE COVINGTON COUNTY SCHOOL SYSTEM IN 1920-21

Number of teachers in each School	Number of Schools		
	White	Negro	Total
1	45	16	61
2	31	2	33
3	8	0	8
4	5	0	5
5	0	0	0
6	0	0	0
7	1	0	1
Total	90	18	108

TABLE 6

DISTRIBUTION OF SCHOOLS, BY NUMBER OF TEACHERS AND RACE,
IN THE COVINGTON COUNTY SCHOOL SYSTEM IN 1930-31

Number of teachers in each School	Number of Schools		
	White	Negro	Total
1	16	16	32
2	15	1	16
3	5	0	5
4	3	1	4
5	3	1	4
6	3	0	3
7	0	0	0
8	1	0	1
9	0	0	0
10	0	0	0
11	1	0	1
12	1	0	1
13	0	0	0
14	1	0	1
15	0	0	0
16	1	0	1
Total	50	19	69

The data summarized in Table 6 reveal that there were five schools with eight or more teachers in 1930-31. While there were still forty-eight schools having only one or two teachers the number of larger schools had increased during the decade preceding 1930-31. Consolidation had not only begun; it had made considerable progress. During the following decade consolidation continued, and the boundaries of attendance areas for pupils in the different grades were fairly well established.

By 1940-41 the number of schools had decreased to thirty-five, twenty-two for whites and thirteen for Negroes.⁹ By 1950-51 the number of schools had decreased to thirty-one, twenty-one for whites, ten for Negroes.¹⁰ The data concerning the number and size of schools in 1940-41 have not been tabulated inasmuch as these data are very similar to those of 1950-51. A summary of these data for 1950-51 will be found in Table 7.

In developing the plan for consolidation the board of education considered (1) the buildings in use at that time, (2) location of the school population, (3) roads and accessibility of the more remote areas, (4) transportation distances, and (5) population and industrial trends.

⁹ Office of the County Superintendent, "Annual Report, Part I, Attendance in Public Day Schools of Covington County, Alabama for Scholastic Year Ending September 30, 1941." Andalusia, Alabama.

¹⁰ Office of County Superintendent of Education, "Annual Report, Part I, Attendance in Public Day Schools of Covington County, Alabama for Scholastic Year Ending September 30, 1950." Andalusia, Alabama.

TABLE 7

DISTRIBUTION OF SCHOOLS, BY NUMBER OF TEACHERS AND RACE,
IN THE COVINGTON COUNTY SCHOOL SYSTEM IN 1950-51

Number of Teachers in Each School	Number of Schools		
	White	Negro	Total
1	0	3	3
2	2	2	4
3	4	2	6
4	3	0	3
5	2	2	4
6	0	0	0
7	1	0	1
8	3	0	3
9	0	0	0
10	1	0	1
11	1	0	1
12	0	0	0
13	1	0	1
14	1	0	1
15	0	0	0
16	0	0	0
17	0	0	0
18	0	1	1
19	1	0	1
20	0	0	0
21	1	0	1
Total	21	10	31

As the plan was developed certain centers were provided for schools of grades one to six, inclusive; some for grades one to eight, inclusive; others for grades one to nine, inclusive; still others for grades one to twelve, inclusive; and in one case, for grades nine to twelve, inclusive. This plan of consolidation provided for separate school centers for each race, and the attendance areas of the schools for the two races were not coterminus. Attendance areas for schools of eight and nine grades overlap attendance areas for the schools of six grades. In turn, attendance areas for schools of twelve grades and for the school of four grades (nine to twelve, inclusive) overlap and include attendance areas of the schools for the lower grades.

Present attendance areas.-- Boundaries of attendance areas for children of the various grades are not clearly defined due to road conditions, streams, population changes and necessary changes in transportation routes. In general, attendance areas for white children of the several grades are grouped about one larger school center, which school usually consists of twelve grades.

There is only one Negro high school to serve the Negro high school population of the entire county, including the three cities. Elementary children attending this school come from a comparatively small area. There are nine Negro elementary schools situated in various parts of the county which are contributory to the central high school.

White high school centers.-- There are five white high schools under the jurisdiction of the Covington County Board of Education which vary in pattern from that of a school serving pupils in grades one to

twelve, inclusive, to that of a four-year high school. By joint agreement of the boards of education concerned, the rural school children in grades nine to twelve, inclusive, who reside in the northeastern section of the county attend the Opp High School since the Covington County Board of Education maintains no high school in that area.

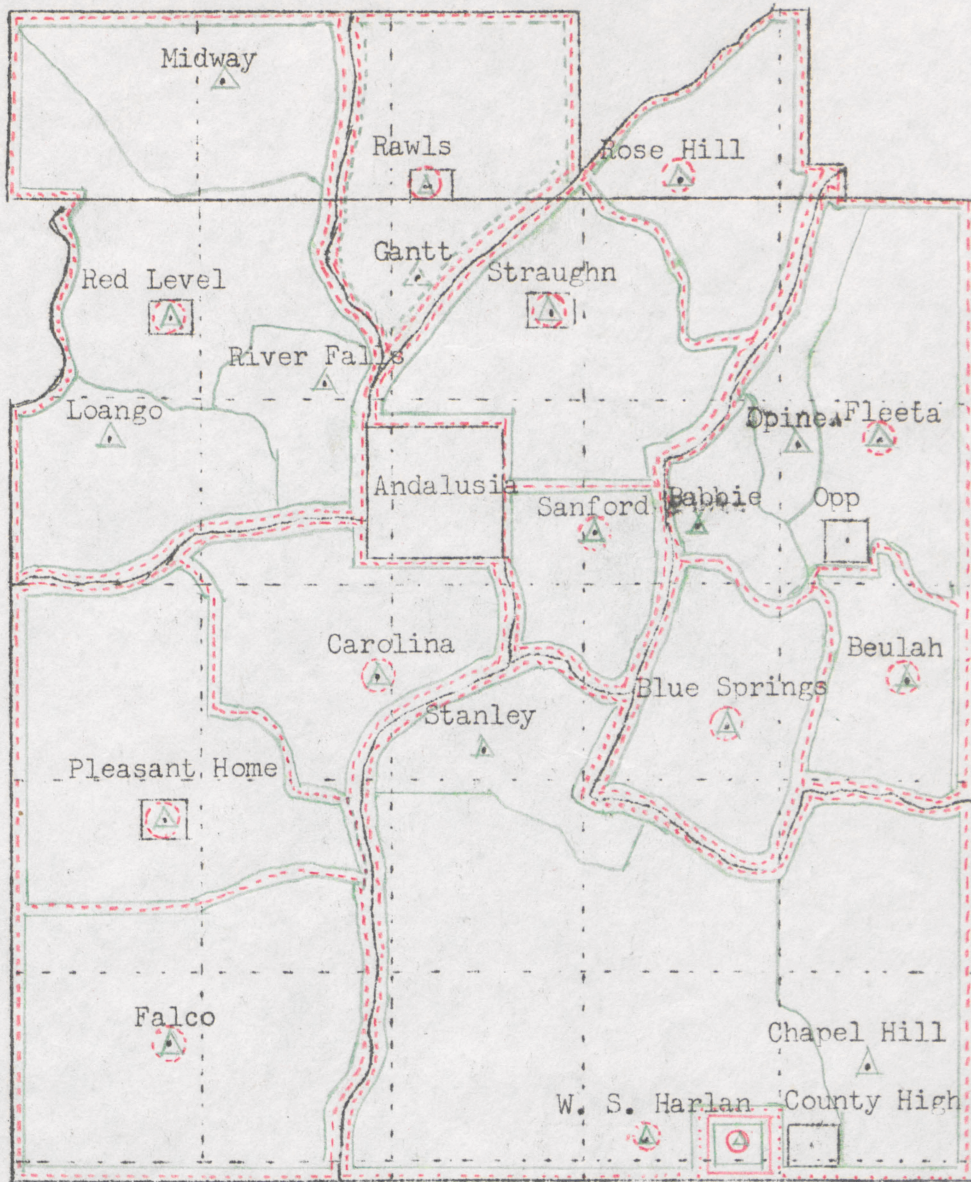
A map of these white high school centers with the contributory schools included within the attendance area of each high school is shown in Figure 1. The several high schools with the contributory schools listed under each are shown in Table 8.

Figure 1, a map of Covington County, in which the various attendance areas for the white children of the county are shown may assist the reader in getting a clearer understanding of these attendance areas.

Table 8 has been arranged to show the several high schools with each of the contributory schools which provide instruction in the lower grades listed under the respective high schools. Table 8 also contains information as to the grades taught in each school, the number of teachers in the school and the average daily attendance at the school. Certain information regarding high school attendance areas and the attendance areas of contributory schools has been presented in Figure 1.

The Red Level High School is one high school center with twelve grades, serving high school pupils over a large area and elementary children of a much smaller area. Within this larger high school area are three elementary schools, Midway, Loango and River Falls.

The Straughn High School, a school of twelve grades, is a second high school center, and also serves children in grades one to



Township lines	Scale: 1 inch equals 6 miles
School centers: :	Boundaries of attendance areas:
Grades 1 to 3-△	Grades 1 to 3- - - - -
Grades 1 to 6-△	Grades 1 to 6- ————
Grades 7 to 8-○	Grades 7 to 8- - - - -
Grades 7 to 9-○	Grades 7 to 9- ————
Grades 9 to 12-□	Grades 9 to 12- ————

Fig. 1-- White School Centers and White School Attendance Areas Covington County, Alabama, 1950-51.

TABLE 8

HIGH SCHOOLS AND CONTRIBUTORY SCHOOLS FOR WHITE
CHILDREN, COVINGTON COUNTY, ALABAMA, 1950-51

High Schools Contributory Schools Minor Contributory Schools	Grades Taught	Number of Teachers	Average Daily Attendance
Red Level High	1-12	20	536
Midway	1-6	4	114
River Falls	1-6	2	46
Loango	1-6	2	45
Straughn High	1-12	18	466
Rose Hill	1-8	8	193
Sanford	1-8	7	179
Pleasant Home High	1-12	13	294
Carolina	1-8	8	234
Falco	1-8	5	82
Rawls High	4-12	10	200
Gantt	1-3	4	86
Covington County High	9-12	9	194
W. S. Harlan	1-8	12	361
Chapel Hill	1-6	3	41
Stanley	1-6	3	63
*Florala City	1-8	9	290
*Opp High	1-12	20	396
Fleeta	1-8	8	195
Opine	1-6	3	69
Babbie	1-6	3	76
Beulah	1-8	5	121
Blue Springs	1-8	4	99

* Not under the jurisdiction of the Covington County Board of Education

eight in a smaller area. Included in the larger high school attendance area are two other schools, Sanford and Rose Hill, serving children in grades one to eight, inclusive.

A third high school center is the Rawls High School serving children in grades four to twelve, inclusive. The Gantt School has grades one to three only and its attendance area is coterminous with that of the Rawls High School. This attendance area is a well defined geographical area, triangular in shape, the base of the triangle being a barren hill country, and the other sides being marked by the Conecuh and Patsaliga Rivers. The usual grade arrangement is the result of efforts to satisfy the people of two rival communities, each anxious to retain a school.

The Pleasant Home High School is another high school center with a smaller attendance area for grades one to eight. Within this high school area are two other schools, Carolina and Falco, each serving pupils in grades one to eight.

The Covington County High School includes only grades nine to twelve, inclusive. Pupils in these grades come from two eight-grade schools, W. S. Harlan School and Florala City School. The W. S. Harlan School attendance area includes two six-grade schools, Chapel Hill and Stanley. The Florala City School is not under the administration of the Covington County Board of Education.

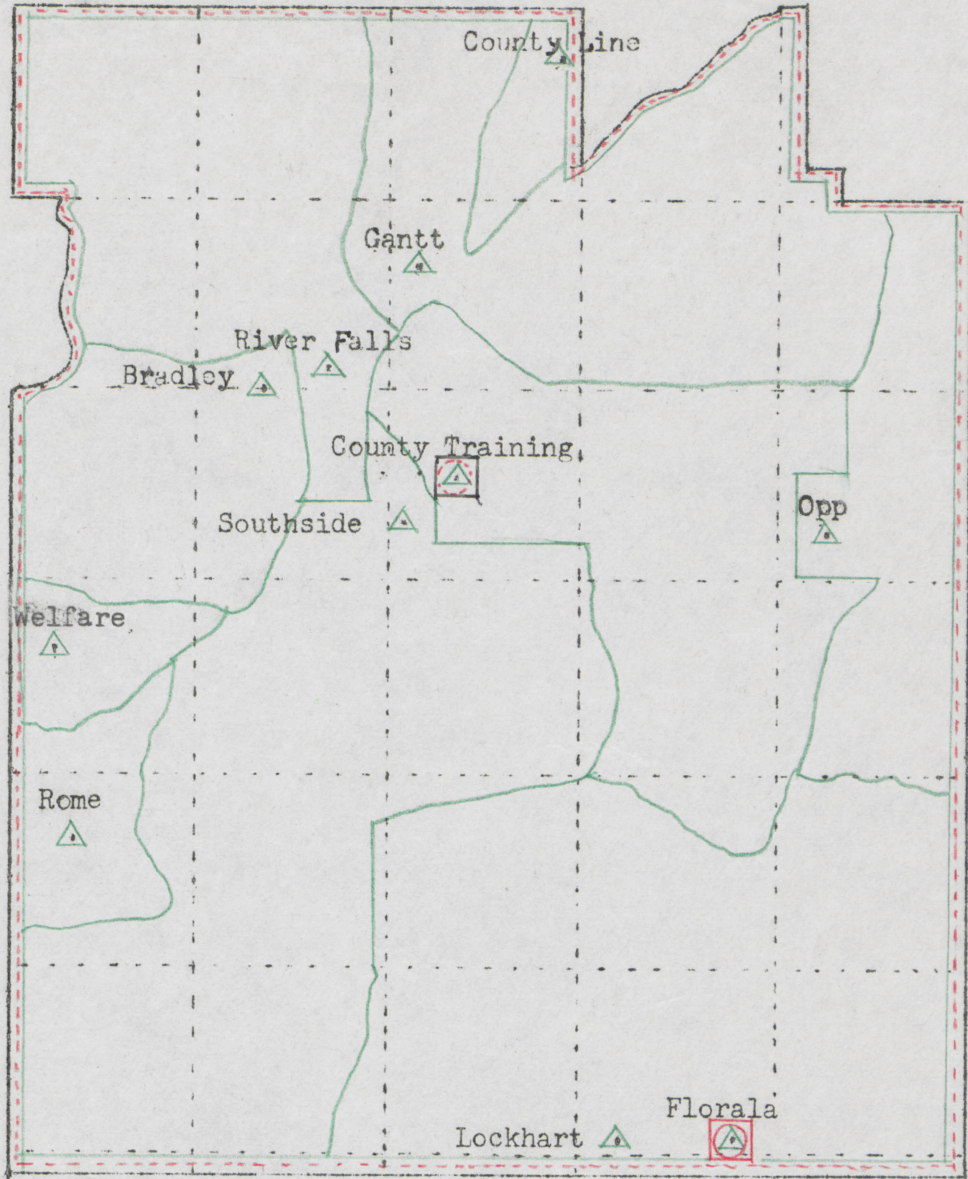
In the northeast part of Covington County the County Board of Education maintains no school for grades nine to twelve, inclusive. In this area there are three schools, Beulah, Blue Springs and Fleeta,

serving children in grades one to eight, inclusive, and two schools, Babbie and Opine, which include grades one to six, only. The children completing grade six at Babbie and Opine can go to Fletta for work in grades seven and eight. By joint agreement between the Boards of Education of Covington County and the City of Opp the rural children of grades nine to twelve are transported to the Opp High School. This high school is administered by the Opp City Board of Education.

Negro high school center.-- The Covington County Board of Education administers all schools for Negroes within the limits of Covington County, except a school of grades one to nine within the corporate limits of the City of Florala. The Negro children of Andalusia and Opp are served by schools under the administration of the Covington County Board of Education. This is by joint agreement between the respective boards of education.

The Covington County Training School situated in Andalusia is the only Negro high school in the county. This is a twelve-grade school with a comparatively small elementary attendance area, but accommodating the Negro high school pupils coming from the nine Negro elementary schools in the county. Transportation to the central high school is provided for high school children of these nine elementary attendance areas for children in grades ten to twelve in the city of Florala.

From the map of Covington County in Figure 2 the location of the Covington County Training School, the location of the nine elementary schools, the location of the Florala Negro School and their respective attendance areas may be seen.



Township lines	Scale: 1 inch equals 6 miles
School Centers:	Boundaries of attendance areas:
Grades 1 to 3 -	Grades 1 to 3 -
Grades 1 to 6 -	Grades 1 to 6 -
Grades 7 to 8 -	Grades 7 to 8 -
Grades 7 to 9 -	Grades 7 to 9 -
Grades 9 to 12 -	Grades 9 to 12 -

Fig. 2.-- Negro School Centers and Negro School Attendance Areas Covington County, Alabama, 1950-51.

In Table 9 the Negro schools within the territorial limits of Covington County in 1950-51 have been listed, showing the grades taught, the number of teachers and the average daily attendance for each. One Negro school, situated in Florala, serving children in grades one to nine, inclusive, is under the jurisdiction of the Florala City Board of Education. By joint agreement of the boards of education concerned, Negro children in Florala wishing to continue in school for grades ten to twelve, inclusive, are transported by the Covington County Board of Education to the Covington County Training School.

The other nine elementary schools are under the jurisdiction of the Covington County Board of Education, although the Southside School is situated in Andalusia, and the Opp Negro School is situated in Opp. County Line, Gantt, River Falls, Bradley, Welfare, Rome and Lockhart are schools situated in the rural areas.

TABLE 9

THE HIGH SCHOOL AND CONTRIBUTORY SCHOOLS FOR NEGRO
CHILDREN, COVINGTON COUNTY, ALABAMA,

High School Contributory Schools	Grades Taught	Number of Teachers	Average Daily Attendance
Covington County Training	1-12	18	453
Southside	1-6	5	159
County Line	1-6	1	19
Gantt	1-6	3	73
River Falls	1-6	3	79
Bradley	1-6	2	28
Welfare	1-6	1	27
Rome	1-6	1	16
Lockhart	1-6	2	51
Opp	1-6	5	116
*Floralala	1-9	4	131

* Not under the jurisdiction of the Covington County Board of Education

Curriculum Organization and Practices

Legal basis.--- The laws of Alabama provide that,

The state board of education, on the recommendation of the state superintendent of education, shall provide the minimum contents of courses of study for all public elementary and high schools in the state, and shall fix the number of books which are compulsory in each grade of the elementary schools. In every elementary school of the state there shall be taught at least reading, spelling, handwriting, arithmetic, oral and written English, geography, history of the United States and Alabama, elementary science, hygiene and sanitation, physical training, and such other studies as may be prescribed by the state board of education. ¹¹

The laws of Alabama require the state board of education, on recommendation of the state superintendent of education, to appoint a course of study committee which shall prescribe the course of study for the elementary and secondary schools of the state. ¹²

The schools of Covington County attempt to follow rather closely the Alabama Course of Study and Guide for Teachers, Grades 1-12, which is prepared by the course of study committee as provided by law. The point of view of the course of study committee is indicated by the following statements:

The school should be organized and administered in such a way as to make a maximum contribution to the growth and development of boys and girls. It should be organized and administered as a whole. Fundamental guides for developing and directing the school program are found in sound principles of human growth and development and in the social ideals and conditions of society in which the school operates....

Through sound practices in organization and administration the school is intimately related to the life of the community

¹¹ Alabama, Code of Alabama, 1940, Title 52, Paragraph 17. Charlottesville, Virginia: The Michie Company, 1941.

¹² Ibid., Title 52, Paragraph 18.

Based upon valid purposes of education and sound principles of human growth and development, organization and administration will provide for the pupils the most effective opportunities in daily living; in basic socializing experiences; in the pursuit of special interests; in recreational and creative activities; and in the development of competencies in the skills. 13

Scope of curriculum.-- The schools of Covington County assume the responsibility of promoting good daily living. Also, the schools attempt to provide adequately for basic socializing experiences; acquisition of skills; physical, recreational and creative activities; and special interests. The schools are never able to meet these responsibilities in the fullest measure.

Grade organization and articulation.-- In theory the schools of Covington County are organized on the 6-3-3 plan, but in practice the organization is quite different.

In most of the schools of twelve grades there is a complete change from the self-contained classroom of the first six grades to departmentalization in grades seven to twelve. Two of the twelve-grade schools attempt to make this change more gradual by scheduling about one-half of the work of grade seven or grade eight for one teacher.

The general plan in schools of grades one to eight is to give one teacher about half the work with a given grade group. In a few such schools, grades seven and eight are handled on the basis of self-contained classrooms. In such schools grades seven and eight are, in a large measure,

13

Alabama State Board of Education, Course of Study and Guide for Teachers, Grades 1-12, pp. 37-38. Montgomery, Alabama: Department of Education, 1950.

an extension of the elementary school.

In all schools grades one to six are handled as self-contained classrooms.

Subject matter organization.-- The state course of study recommends that the elementary program of studies be grouped so as to provide five major areas of instruction in each grade. These areas are: health, safety and science; social studies; reading, writing, speech, spelling, numbers; recreational and creative activities.¹⁴

The instruction in the elementary grades of the Covington County schools is largely on the basis of a subject matter organization, but there is a definite trend toward instruction in large areas, especially in the language arts. Improvement of instruction in this broad area is being studied by faculty groups and in system-wide meetings.

Teacher-pupil planning of large units of instruction indicates a definite trend away from a strictly subject matter approach to the curriculum. Through cooperative planning by teachers and pupils music and art are being broadened and strengthened through the presentation of pageants and festivals.

In the high schools instruction is almost entirely on the subject matter basis. However, some work is being attempted in the broader area of language arts, and a system-wide study of this plan is under way.

¹⁴ Alabama Department of Education, Course of Study and Guide for Teachers, Grades 1-12, p. 178. Montgomery, Alabama: State Board of Education, 1950.

The state program of studies provides for either of three plans of curriculum organization, subject matter, modified subject matter, or core curriculum.¹⁵

Program of Student Activities

The principals of the several schools in Covington County believe that there are positive educational values in student activities. The schools promote such activities and endeavor to capitalize on them for educational and social development and for broadening and developing creative interests.

Types of activities.-- In the classification of student activities consideration was given to the purposes or aims of the various organizations as stated by student leaders, faculty sponsors and principals. The classification of non-athletic extra-curricular activities as given by Reavis and Van Dyke was followed rather closely.¹⁶

As seen from Table 10 the student activities may be grouped under eight major types, namely, Athletic; School Service and Honorary; Social-Moral, Leadership; Academic; Publications, Dramatics; Music; and Special Interests. The activity most frequently sponsored is the 4-H Club, being sponsored by twenty schools. Basketball is the second most popular activity as judged by the number of schools, fourteen, which

¹⁵ Op. Cit., pp. 177-316.

¹⁶ W. C. Reavis and George E. Van Dyke, Non-Athletic Extra-Curriculum Activities, pp. 78-79. National Survey of Secondary Education, Monograph No. 26. United States Office of Education. Bulletin No. 17, 1932. Washington: Government Printing Office, 1932.

TABLE 10
 TYPES AND SPECIFIC STUDENT ACTIVITIES OFFERED
 IN COVINGTON COUNTY SCHOOLS, 1950-51

Types and Specific Activities Offered	Frequency
I. Athletic	
Football	3
Basketball	14
Baseball	6
Track	1
Letter Club	3
Athletic Association	6
Pep Squad	3
II. School Service and Honorary	
Student Council	4
Office Helpers	9
Library Assistants	5
Ushers	4
Beta Club	5
Honor Roll	1
III. Social, Moral, Leadership	
Y-Teens	1
Junior P.T.A.	1
4-H	20
IV. Academic	
F.F.A.	5
F.H.A.	5
N.F.A.	1
Foreign Language	1
Science	1
Study	1
Home Economics	2
V. Publications	2
VI. Dramatics	3
VII. Music	
Glee Club	3
Chorus	3
VIII. Special Interests	
Handicraft	1
Build it Yourself	1
Airplane	1
Camera	1

sponsor it. The schools sponsor twenty-eight service and honorary organizations.

A study of Table 11 reveals that only four schools, one white and three Negro, do not sponsor any student activity. Nine schools sponsor one activity, two sponsor nine activities, and one sponsors fifteen activities.

This indicates a rather general interest in student activities and an effort to meet the needs of young people through a variety of activities.

Participation and scope.-- The various activities enumerated in the preceding paragraphs show a wide variety. In several schools the pupils have considerable leeway in making choices of activities. Membership is equally open to all students. However, all pupils may not be able to qualify for membership in certain activities due to physical or mental limitations, such as athletic prowess or high standards of scholarship. Wide participation is encouraged but some schools limit the number of activities to which a student may belong.

Student activities are accepted as an integral part of the school program, and through such activities an effort is made to meet many of the needs of students as indicated by the various types of activities offered. These activities offer opportunities for development socially, morally and aesthetically, and provide for leadership, special interests, and excellence in scholarship. They offer experiences in government and civic affairs and opportunities for service.

Organization, administration and supervision.-- The program

TABLE 11

NUMBER OF COVINGTON COUNTY SCHOOLS SPONSORING VARIOUS
NUMBERS OF STUDENT ACTIVITIES IN 1950-51

Number of Activities Sponsored	Number of Schools		
	White Schools	Negro Schools	Total
0	1	3	4
1	5	4	9
2	2	1	3
3	4	0	4
4	3	0	3
5	0	2	2
6	0	0	0
7	3	0	3
8	0	0	0
9	2	0	2
15	1	0	1
Total	21	10	31

of student activities in the several schools is not highly organized. Although the various activities have been organized in an effort to meet the needs and desires of the pupils there is an apparent lack of continuous over-all planning. There is no board or council exercising general control over all student organizations.

In all schools the principal exercises control over all student organizations. He authorizes the organization of new activities and orders or permits the discontinuance of others. The right of approval or veto of plans presented by the various organizations is reserved by the principal. He schedules the meetings of the several organizations and plans and unifies the program to assure its fullest contribution to the purposes of the school.

The principal has general supervision of the entire program of student activities, but he is assisted by faculty sponsors or counselors who have immediate supervision over their respective activities and who exercise some control over the organization. The sponsors or counselors are selected on the basis of their interests and abilities.

Guidance Services

A careful study of the schools of Covington County was made in order to determine the nature and extent of guidance services and the means by which these services are provided.

Plan of study.--- Information about guidance was obtained by submitting to each principal a check list dealing with certain phases of guidance. The principals with their respective faculties discussed

in detail each item of the check list. The items were then checked according to the best judgment of the entire faculty group. The several items were then tabulated for all schools in the county.

Formulation of check list.--- In the selection of items for the check list the writer depended upon his intimate acquaintance with the school program, suggestions made by the principals and teachers, and certain text materials.¹⁷

In describing the nature of guidance or personnel work, Strang says,

It aims to know the individual, to help him choose the experiences he needs, and to guide him to the fullest uses of these experiences. Its purpose is not only to help him get the full value from his environment as it is, but to improve this environment whenever possible. Personnel work is a fundamental aspect of education that focuses its attention on helping every individual to develop the best in him as an individual and as a member of groups. It is a process of helping persons to understand themselves by discovering their own needs, interests, and capacities; to formulate their own goals and make plans for realizing them; and to evaluate their progress with reference, not only to self-realization, but also to potential contribution to the welfare of society.¹⁸

In the light of this definition the check list was so constructed as: (1) to determine the extent of certain opportunities afforded pupils for acquainting themselves with educational and vocational opportunities

¹⁷ Ruth Strang, An Introduction to Child Study, pp. 541-568. New York: MacMillan Company, 1938.

Leonard V. Koos, James M. Hughes, Percival M. Hutson and William C. Reavis, Administering the Secondary School, pp. 177-237. New York: American Book Company, 1940.

Ruth Strang, Role of the Teacher in Personnel Work, pp. 144-164, 187-200. New York: Bureau of Publications, Teachers College, Columbia University, 1946.

¹⁸ Ruth Strang, Role of the Teacher in Personnel Work, pp. 28-29. New York: Bureau of Publications, Teachers College, Columbia University, 1946.

and evaluating their own powers, interests and limitations in those terms; (2) to ascertain the schools' efforts in identifying cases of maladjustment and in helping to make proper adjustments; and (3) to find the plans by which the schools are organized to meet these phases of guidance.

Acquaintance of pupils with educational and vocational opportunities.--- The six high schools frequently provide pupils with information relating to the school organization, course of study, college courses, and personal qualifications needed for success in various occupations. A few of the larger elementary schools and schools of grades one to eight occasionally furnish pupils information on these topics. The other elementary schools and schools of grades one to eight seldom give the pupils such information. Three high schools frequently assist pupils in finding part time or vacation employment; five other schools occasionally assist pupils in this matter; while twenty-three schools never attempt to render this service. Two schools frequently have local people to meet with class groups and discuss different occupations. Twenty-eight schools never provide this service for the pupils.

The high schools more frequently than the other schools attempt to provide educational and vocational information for the pupils. Only a few schools occasionally attempt to provide such information, but the majority of the schools never attempt to do so.

Acquaintance of pupils with their own powers.--- Two-thirds of the schools afford pupils varied experiences through one or more means such as elective courses, extra-curricular activities, hobbies, art or

construction. One-third of the schools frequently provide opportunities for pupils to develop qualities of leadership, and another third occasionally furnish such opportunities. Five schools frequently give attention to the personal qualities necessary for success in various occupations. Fifteen other schools occasionally help pupils in considering personal requirements for the various occupations. Twenty-six schools never assist pupils in self-testing and evaluation as a means of improving themselves socially, intellectually, and physically. Twenty-five schools never assist pupils in analyzing their own records and evaluating themselves in terms of the information found.

In general the schools render very little assistance to pupils in the consideration of their own powers, interests, and limitations as these relate to further education or occupational choice. The majority of the schools never attempt to render such service in an organized way.

There is very little effort made by the teachers to acquaint themselves with the pupils' powers, interests, and limitations. Twenty schools were reported as occasionally observing the pupils' reactions to certain school situations, but none makes such observations frequently. The teachers of nineteen schools frequently or occasionally confer with pupils on their problems. An effort is made in twenty-seven schools to analyze and interpret the results of mental ability and achievement tests. Some teachers of all schools occasionally or frequently give attention to the pupils' home environments. Anecdotal records are kept in no schools.

Acquaintance of teachers with educational and vocational information.-- Some teachers of the six high schools give some study to oppor-

tunities of the state and region in higher and technical education. In the six high schools and three others some attention is given to economic conditions and trends. Practically no attention is given by teachers to occupational and employment trends and apprenticeship opportunities.

Help in decisions.-- In twelve schools the pupil's cumulative records are occasionally or frequently made available to him as an aid in selecting his courses or making decisions regarding further education or the selection of an occupation. In five schools the pupil occasionally receives help in interpreting his cumulative records in relation to his educational and personal problems. In most of the schools, however, the pupil receives little or no help in arriving at decisions relating to his educational problems.

Cases of maladjustment.-- Some effort is made in about half the schools to study problem-children, to pool the information furnished by the teachers, and to analyze the significance of this information on the children's behavior. The teachers of approximately one-third of the schools occasionally endeavor to assist problem children through conferences with parents or through the assistance of public health and welfare agencies.

School organization for guidance.-- There are no specialists as counselors in the schools of Covington County. Principals and teachers in about one-third of the schools attempt to give some measure of guidance to the pupils, at least occasionally. The principals, especially of the high schools, make the greatest effort in rendering this service. Perhaps the teachers of agriculture, home economics, and commercial subjects give more attention to guidance than do the other

teachers. In the elementary schools less attention is given to guidance than in the high schools.

In about one-fourth of the schools the pupils occasionally or frequently receive guidance services by means of one or more of the following: elective subjects, school publications, subject fields, library, extra-curricular activities, testing, the interpretation of records and local occupational information.

In no school of Covington County is there a well organized effort to provide guidance services for the pupils. There are no specialists in pupil personnel work employed by the board of education. Principals and teachers are not well prepared for such services. They do some guidance services, but these services are largely incidental. In the smaller schools there is very little conscious effort to provide guidance services.

Attendance Practices

Legal provisions.-- Each county or city school system must be arranged into one or more attendance districts, and one or more attendance supervisors must be appointed for each district.¹⁹ Children between the ages of seven and sixteen with certain exceptions, are required to attend school.²⁰ Children between the ages of seven and sixteen, are

¹⁹ Alabama, Code of Alabama, 1940. Title 52, Paragraph 314. Charlottesville, Virginia: Michie Company, 1941.

²⁰ Ibid., Title 52, Paragraph 297, and Title 52, Paragraph 301, as amended by the Legislature of Alabama, 1947.

exempted from school attendance if: (a) they are physically or mentally unfit to do school work; (b) they have completed high school; (c) they live more than two and one-half miles from school or school transportation facilities; (d) they are legally employed and hold a permit to work under provisions of the child labor laws. The juvenile court of the county has original and exclusive jurisdiction of all prosecutions arising under the provisions of the law relating to compulsory attendance.²¹

Attendance supervisors.--- Covington County is arranged into one attendance district. The board of education employs one full time and one part time attendance supervisor. The supervisor of Negro elementary education devotes part of her time to the supervision of attendance.

Inasmuch as the county has an area of 1,052 square miles, considerable travel on the part of attendance supervisors is required. Within the county there are approximately 2,200 miles of public roads, only 240 miles of which are hard surfaced.

Principals and teachers.--- Principals and teachers are keenly interested in school attendance. They cooperate fully with the attendance supervisors, and aid in this work by visiting and tentatively investigating cases of non-attendance.

Special problems.--- Many cases of non-attendance are due to poverty and a lack of interest on the part of parents. Agricultural labor is a frequent cause of non-attendance. Cotton and peanuts are the principal crops, and they require much hand labor, some of which must be

²¹ Ibid., Title 52, Paragraph 316.

done during the school term. Migratory labor does not constitute a serious problem. Heavy rains, especially during the Spring months, seriously interfere with attendance.

Transportation

Legal provisions.-- Alabama's basic school law contains only five statements concerning school bus transportation. The law provides for (1) the transportation of pupils to and from consolidated schools, (2) the apportionment of state funds for transportation of pupils, (3) the transportation of school employees within certain limitations, (4) the exemption of children from compulsory attendance if such children live more than two and one-half miles from school or from school bus transportation.²²

Administration and organization.-- During 1950-51 the county board of education operated buses over sixty-nine routes. The vehicles operating on thirty-three of these routes were publicly owned. The services on other routes were provided by contracts with individuals. The superintendent, with the help of principals, establishes bus routes and schedules, and makes necessary changes from time to time.

The board of education maintains a central repair shop and employs adequate and well trained shop personnel.

²² Alabama, Code of Alabama, 1940, Title 52, Paragraphs 76, 209, 301. Charlottesville, Virginia: Michie Company, 1941.
Alabama, General School Laws Enacted by the Legislature of 1947, No. 143. Montgomery, Alabama: Walker Printing Company, 1948.
Alabama, General School Laws Enacted by the Legislature of 1949, No. 516, Sections 33, 34. Montgomery, Alabama: Walker Printing Company, 1950.

The school bus routes are largely determined by attendance areas, the domicile of pupils and features of the terrain. Many buses serve one or more elementary schools and terminate at the high schools, making the routes long and circuitous.

Extent of service.-- During 1950-51 there were sixty-nine school bus routes in Covington County. Fifty-eight of these routes were for white children, eleven for Negro children. One of these routes consisted of four trips, fifteen routes consisted of three trips, and thirty-four consisted of two trips. The shortest route, one way was eleven miles, the longest forty miles. The combined length of all routes was 1,579 miles, with an average length of 22.7 miles.

Approximately 200 miles of roads were traversed by more than one bus. This means that school bus service was provided on approximately 1,400 miles of roads. This is approximately sixty-five per cent of all public roads in the county.

A summary of the number of pupils transported and the average daily attendance of transported pupils is given in Table 12.²³

As indicated in Table 12 the number of pupils transported was 4,396. The average daily attendance of transported pupils was 3,516.

Equipment.-- The school transportation equipment in Covington County is inadequate, both in number and conditions of vehicles. The equipment meets the safety standards established by law but does not

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Office of the County Superintendent of Education, "Annual Report, Part III, Pupil Transportation at Public Expense for Scholastic Year Ending June 30, 1950, Covington County." Andalusia, Alabama.

TABLE 12

NUMBER AND AVERAGE DAILY ATTENDANCE OF
TRANSPORTED PUPILS IN COVINGTON COUNTY,
1950-51

Race	Number			Average Daily Attendance		
	Elementary	High	Total	Elementary	High	Total
White	2365	1402	3767	1907	1178	3085
Negro	332	297	629	214	217	431
Total	2697	1699	4396	2121	1395	3516

comply with the standards set up by the National Commission on Safety Education.²⁴

Continuous Growth of Teachers

The in-service education program for the professional personnel of the Covington County school system is centered around plans for study and discussion established for the entire system and the felt needs as selected by the faculties of the local schools. There is one full day meeting each month for all professional personnel. This study is supplemented by continuous faculty study and individual reading.

Individual study.--- Through supervisory personnel and the principal, assistance is given the teacher in isolating certain instructional problems. The teacher is encouraged to study her own instructional problems, and to seek solutions for them.

Very limited professional libraries are maintained in each school.

Faculty study and planning.--- Through faculty discussion, each faculty selects one or more problems of peculiar interest and importance to that school or community. The faculty then makes definite plans of attack on the problem or problems. The supervisors offer whatever help they can. Among such problems and interests that have been carried forward during recent years in one or more communities are hookworm control, improvement of water supply, assistance in planning and installing

²⁴ Alabama, General School Laws Enacted by the Legislature of Alabama, 1949, Act No. 516, Sections 33, 34. Montgomery, Alabama: Walker Printing Company, 1950.

National Commission on Safety, School Bus Standards, pp. 9-50. Washington: National Education Association, 1946.

home water supply with indoor toilet facilities, screening of homes, community canning and preserving, landscaping homes and farmsteads, community recreation and forums.

System-wide plans for in-service education.-- Each faculty has one or more representatives on the county-wide planning group or steering committee. Each principal is an ex-officio member of the group. The committee meets several times each year, attempts to focus attention on one or more pressing instructional needs, and plans methods of meeting those needs. By this means each faculty has a voice in the over-all planning. The representatives of a given faculty can acquaint that faculty with the work of the steering committee in greater detail than through published bulletins. The supervisors furnish leadership for the group, and democratic procedures are followed in the planning.

Preceding the opening of the 1950-51 session a three-day workshop, in which all teachers in the system participated, was held. The steering committee through sub-committees did much effective pre-planning. The activities of the workshop were centered around instructional problems and school-community relationships.

Supervisory and consultation services.-- There are three supervisors in the Covington County schools, two whites and one Negro. There is one white supervisor for white high schools. The work of the Negro supervisor is confined to the Negro schools, and the major part of her work is in the elementary field.

The state teacher-training institutions and the State Department of Education furnish consultants in the fields of art and music,

resource use education, social studies, and in the more general field of instruction. These consultants are available at county-wide meetings and committee meetings, and for limited visitation in the schools.

Duplicate in-service education programs.-- The plans for the in-service education program as outlined in the preceding paragraphs are practically the same but separate for the white and Negro teachers.

Increasing college preparation.-- During the last five years many teachers have obtained additional college credits through extension work, attendance at summer schools, and attendance at regular sessions. The extent of this improvement is indicated in Table 13 which gives the number of teachers employed in Covington County during certain years by the number of years of college training completed.

The data presented in Table 13 were taken from the official list of teachers for the several years.²⁵ From the data presented in Table 13 it can be seen that 107, approximately half of the teachers in 1940-41, had completed only two years of college training. Only fifty-eight had completed four years of training, and only ten had completed five years of college preparation. During the year 1945-46 the teachers employed were less well prepared, according to the number of years of college training completed, than in either of the other years shown in the table.

The year 1950-51 shows a decided increase in the years of college training completed by the teachers employed, eighteen teachers having

²⁵ Office of the County Superintendent, "Institute Record for School Years, 1940-41, 1945-46, 1950-51." Andalusia, Alabama.

TABLE 13

DISTRIBUTION OF TEACHERS EMPLOYED IN COVINGTON COUNTY
SCHOOLS DURING THREE YEARS BY NUMBER OF
YEARS OF COLLEGE TRAINING COMPLETED

Years of College Training Completed	Number of Teachers Employed in		
	1940-41	1945-46	1950-51
5	10	8	18
4	58	54	97
3	34	22	31
2	107	42	24
Less than 2	15	78	31
Total	224	204	201

completed five years of college work and ninety-seven, four years of college work.

Summary

The Schools of Covington County must comply with certain constitutional and statutory provisions. The constitution of the State of Alabama requires that separate schools be maintained for the white and colored children. The county unit organization and city systems within the county are provided for.

Statutes empower boards of education to establish attendance areas, consolidate schools and provide for pupil transportation. The state board of education, acting under the law, prescribes a course of study for the public schools. The county board of education has legal authority to prosecute parents whose children do not comply with the compulsory attendance laws.

During the last thirty years the schools of Covington County have been in the process of consolidation. Attendance areas have been reorganized and enlarged to facilitate the organization and maintenance of high school centers. Transportation has been continuously improved and extended, but it is still inadequate.

The schools of the county follow rather closely the course of study as outlined by the state board of education. Instruction is primarily on the subject matter basis, but some teachers are working with pupils in large units of instruction.

The program of extra-curricular activities varies widely from

school to school. Generally the larger schools have a more diversified program of activities. These activities are not well organized and administered, and the supervision is rather inadequate.

There are no employed specialists in guidance and no well organized programs of guidance. Such guidance as is provided is largely incidental. The majority of the schools make no special effort to acquaint the pupils with educational and vocational opportunities and only a few assist the pupils in acquainting themselves with their own powers, interests and limitations. The pupils are rarely given adequate help in making decisions. Little attention is given to pupil adjustment.

Compulsory attendance laws are not properly enforced. There are only one full time and one part time supervisor of attendance but principals and teachers assist with attendance problems. The area of the county is large. The attendance supervisory staff is not adequate. Child accounting is being continuously improved. Low standards of living, the nature of the crops and the scarcity of agricultural labor are the most frequently stated reasons for non-attendance. Inadequate laws and tradition are deterrents to good attendance.

Covington County has a rather well organized in-service education program for teachers which includes system-wide workshops and monthly meetings, faculty study and planning, supervision and consultative services from teacher-training institutions and the state department of education. Many teachers are continuing their college preparation through summer study, extension courses, Saturday classes, correspondence

study and leaves for study. The average level of college preparation of teachers in Covington County has risen rapidly in recent years.

CHAPTER IV

COMPARATIVE STUDY OF WITHDRAWALS

A study of withdrawals from school, as reported in the uniform system of child accounting in Alabama, was made to show roughly the extent of the problem of withdrawal from school in Covington County as compared with that in three selected Alabama counties and in the state as a whole. In making comparisons between withdrawal from school in Covington County and other counties, these counties were selected on certain bases relevant to the problem.

Withdrawals from school as reported to the state department of education in Alabama include both transfers and drop-outs. The uniform system of child accounting in Alabama does not distinguish between those pupils who withdraw from one school and immediately enroll in another or those who are promoted or demoted during the school term and those who enroll several months later or leave school permanently. The term withdrawal as used in this study refers to the act of withdrawing from a particular school, being promoted or demoted during the school term, or leaving school permanently. When used as a noun, withdrawal designates one who leaves a particular school, or who is promoted or demoted from a particular grade, or who leaves school permanently.

Selection of Counties

Establishment of criteria.-- In defining the problem for this research project certain factors were named which may have some relation to whether a pupil will continue in school or drop out before graduation.

Some of these factors were listed and classified, and annotated references were given. Some of the factors listed were socio-economic status, occupation of parents, administrative organization of attendance areas, curriculum organization and practice, size of school and race.

The index of local ability to support education, as developed by the State Board of Education of Alabama, is one criterion used in the selection of the three Alabama counties for comparison with Covington County. This index is based largely on taxes paid. Assessed valuation of real and personal property is a fair measure of wealth.¹

The second criterion used in selecting the counties for comparison was the total population. This criterion served as a means of selecting counties of comparable size. One might expect to find similar educational problems in counties of comparable population and wealth.

A population essentially rural is the third criterion for the selection of these counties. Since the occupations of people in rural areas are primarily agricultural their occupations are closely related, and this is especially true in rural Alabama.

The ratio of the white and colored races is a fourth criterion for the selection of the counties.

Average index of ability to support education.--- The state board of education is required by law to calculate an average index of the

¹ Irvin B. Cohen and Others, An Economic and Social Survey of Botetourt County, Chapter VI. Charlottesville: University of Virginia, 1942.

financial ability of each county, including the cities therein, to support a minimum school program.² This average index consists of two major factors, the index of financial ability of counties and the assessed valuation index. The index of financial ability of each county, including the cities therein, is determined by calculating for each county its per cent of the state total of six weighted factors. These factors, and their weighted values are:

1. Sales tax paid multiplied by six
2. Passenger automobile license paid multiplied by five
3. Assessed valuation of public utilities multiplied by three
4. Personal income tax paid multiplied by one
5. Farm income multiplied by one
6. Value added by manufacture multiplied by one

The sum of the weighted items divided by seventeen is the index of financial ability.

The assessed valuation index for each county, and the cities therein, is its per cent of the total assessed valuation of the state.

The average index of financial ability of each county, including the cities therein, to support a minimum school program is the sum of the index of financial ability and assessed valuation index divided by two.

Population of counties.— Total population was considered in the selection of counties for comparative study because it may be related both to the size of the school population and the ability of the people

² Alabama, Code of Alabama, 1940, Title 52, Sections 210-215. Charlottesville, Virginia: Michie Company, 1941.

to pay taxes. Also, one might expect to find a closer similarity of educational problems in counties of comparable populations and tax paying abilities.

Essentially rural populations.-- The relative sizes of rural and urban school populations were considered in selecting the counties for comparisons. This was done because some counties of Alabama have no city school systems, no urban school populations. Rural and urban populations often differ somewhat in modes, cultural attainments and provisions for educational facilities. It was felt that consideration of these factors in the selection of counties for comparative study would help to obtain greater similarity of educational problems and more homogenous populations.

Ratio of races.-- The ratio of the white and colored school populations was another criterion used in selecting the counties for comparative study. This ratio was considered in both the rural and urban school populations.

The provision of separate schools for the white and colored races presents many problems, one of which is the duplication of facilities. Comparable ratios of the two races in the several counties would prevent an undue weighting of this factor if race is a factor in early school leaving in Alabama.

Rank of Counties.-- Every county in Alabama was ranked according to each of the factors named above, namely: average index of ability to support education, total population in 1950, rural white enrollment, and city Negro enrollment. The total number of points in the several ranks

was obtained for each county. The counties were then ranked according to the total number of rank points. Also, the range of points in the several ranks for each county was obtained.

The basic data used in selecting the county school systems to be compared with Covington County are shown in Table 14. The average index for 1949-50 was obtained from the state superintendent of education.³ The population figures were obtained from the Alabama State Chamber of Commerce.⁴ The enrollment data were obtained from reports of the State Board of Education.⁵

Data for all counties in the state, corresponding to those in Table 14, were calculated. Each of the sixty-seven counties of the state was then ranked with reference to all others on all factors considered. The range of rank points for each county was also indicated. Only the five counties with an average rank nearest that of Covington County have been shown in the tabulations for this report. In selecting the county school systems for comparative study consideration was given to both the rank according to the total of rank points and the range of points in

³ Alabama, State Department of Education, "Calculation of Index of Financial Ability of Counties in Accordance with the Provisions of Sections 210 to 215 of Title 52 of the Alabama School Code of 1940." Unpublished materials, typed and manuscript. Montgomery, Alabama, 1950.

⁴ Alabama State Chamber of Commerce, "Population Figures by County Comparisons, 1950 with 1940." Unpublished materials. Montgomery, Alabama.

⁵ Alabama State Board of Education, Annual Report, 1949, pp. 38-44. Montgomery, Alabama: Walker Printing Company, 1950.

TABLE 14

BASIC DATA USED IN DETERMINING THE SELECTION
OF COUNTY SCHOOL SYSTEMS INCLUDED IN THE
STUDY FOR COMPARISONS

County School Systems	Average Index 1949-50	Population 1950	Rural White Enrollment 1948-49	Rural Negro Enrollment 1948-49	City White Enrollment 1948-49	City Negro Enrollment 1948-49
Colbert	1.272131	39,413	4,028	1,210	2,722	380
Covington	1.092367	40,333	4,435	1,277	2,728	93
Tallapoosa	1.293316	34,666	2,941	2,106	1,887	547
Limestone	.832666	35,712	5,279	1,968	1,033	183
DeKalb	.970381	45,088	9,773	169	904	92
Pike	.791325	30,599	2,227	2,595	1,143	875

rank for the several factors.

In Table 15 the five county school systems with ranks nearest that of Covington County have been ranked on the basis of the data presented in Table 14.

Three counties, in addition to Covington were to be selected. Data for six counties with consecutive ranks according to total of rank points are given in Table 15. Limestone County was omitted for two reasons. First, the range of rank points in the several categories was only fifteen as compared to thirty-eight for Covington County. Also, Limestone County is adjacent to Colbert County, and therefore, represents the same topographical area of the state, namely, the Tennessee Valley. DeKalb County was omitted from the comparative study because of its very high rank in rural white enrollment and its very low rank in rural Negro enrollment.

With the omission of Limestone and DeKalb Counties the remaining counties, Colbert, Covington, Tallapoosa and Pike have consecutive ranks, and approximately the same range of rank points.

Geographical location of counties.--- The three counties selected for comparison with Covington are Colbert, Tallapoosa and Pike. Each of these counties is located in a rather distinct topographical area of the state. Colbert County lies in the comparatively rich agricultural area of the Tennessee Valley where the land is level and fertile. Tallapoosa County is situated in the foothills of the most southerly Appalachian Mountains, the badly eroded Piedmont region where the land is poor. There is some textile manufacturing in Tallapoosa County. Pike County is

TABLE 15

RANK OF COUNTY SCHOOL SYSTEMS ACCORDING TO BASIC DATA
USED IN DETERMINING THE SELECTION OF COUNTY SCHOOL
SYSTEMS INCLUDED IN THE STUDY FOR
COMPARISONS

County School Systems	Average Index 1949-50	Population, 1950	Rural White Enrollment, 1948-49	Rural Negro Enrollment, 1948-49	City White Enrollment, 1948-49	City Negro Enrollment, 1948-49	Total of Rank Points	Rank According to Total of Rank Points	Range of Rank Points
Colbert	17	22	32	49	10	14	144	17	32
Covington	21	20	29	47	9	27	153	18.5	38
Tallapoosa	16	25	41	33	17	21	153	18.5	25
Limestone	28	24	19	34	24	25	154	20	15
DeKalb	24	16	5	65	26	28	164	21	60
Pike	30	30	51	29	21	13	174	22.5	38

situated on the border of the sandy coastal plains where the soil is rather poor but responds readily to cultivation and fertilizer.

Covington County is situated in the sandy coastal plains where the soil is comparatively poor but when properly tilled and fertilized produces good crops of peanuts and cotton.

Comparison of Number of Withdrawals in Covington County and Alabama

In comparing the number of withdrawals in Covington County Schools and the schools of Alabama, two approaches have been made. First, enrollment by grades for each year from 1938-39 to 1949-50, inclusive, for each school system has been obtained.⁶ Secondly, the number enrolled and the number withdrawn by grade groups for the year 1949-50 have been obtained and arranged in tabular form. In each case these data have been briefly analyzed.

Enrollment by grades.--- Enrollment by grades in the Covington County white schools from 1938-39 to 1949-50 is shown in Table 16. During the summer of 1949 the legislature of Alabama changed the minimum age of entrance for school children.⁷ For several years prior to that time the law required that a child be six years old on or before October 1,

⁶ Alabama State Board of Education, Annual Reports, for 1939 to 1950, inclusive. Montgomery, Alabama: Walker Printing Company, 1939-50.

⁷ Alabama, Code of Alabama, 1940, Title 52, Section 298, as amended 1949. Montgomery, Alabama: The Michie Company, 1940.

TABLE 16

ENROLLMENT BY GRADES IN COVINGTON COUNTY WHITE SCHOOLS FROM 1938-39 TO 1949-50

Years	Grades											Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total	
	1	2	3	4	5	6	7	8	9	10	11				12
1938-39	923	822	826	773	673	589	575	382	246	214	175	147	6345	15.92	2.31
1939-40	762	788	768	744	714	615	571	422	270	239	163	165	6221	21.65	2.65
1940-41	743	692	732	709	648	601	595	414	283	222	176	147	5962	19.78	2.46
1941-42	670	665	641	648	633	559	550	457	271	229	162	145	5603	21.64	2.58
1942-43	649	568	645	601	576	577	531	445	305	194	180	141	5412	21.72	2.60
1943-44	640	535	554	582	556	519	556	638	274	216	132	119	5321	18.59	2.23
1944-45	612	564	538	575	556	453	541	384	241	202	154	127	4947	20.75	2.56
1945-46	647	570	545	563	513	493	462	406	249	212	154	121	4935	18.70	2.45
1946-47	524	575	537	546	525	441	511	354	275	208	173	144	4813	27.48	2.99
1947-48	521	473	545	514	511	480	419	377	235	207	169	147	4598	28.21	3.19
1948-49	545	448	483	486	495	422	436	328	268	208	174	142	4435	26.05	3.20
1949-50	693	452	438	495	478	455	413	349	279	229	168	154	4603	22.22	3.34

to be eligible for enrollment in school the fall of that year.⁸ The law as amended permitted a child to enter school in the fall provided he was six years of age on or before January 15, following. Therefore, the children enrolling in school for the first time in the fall of 1949 represented an age span of fifteen and one-half months instead of the usual age span of one year. Cognizance must be taken of this fact when considering first grade enrollments in the schools of Alabama during the term 1949-50. Except for the increase in the first grade enrollment for 1949-50, the enrollment in Covington County in grades one to eight, inclusive, rather steadily declined during the period being considered.

From the column showing the total enrollment one can see that the trend in total enrollment is downward. The enrollment in grades nine and ten is rather constant during the period.

The enrollment in grades eleven and twelve changed very little until 1945-46. After that year the trend in enrollment is slightly upward. It should be remembered that World War II had just closed and many veterans were re-entering school, especially in the upper high school grades.

The next to the last column of the table indicates the percentage the twelfth grade is of the first grade. The abnormal first grade enrollment for 1949-50 causes a reduction in this percentage. Except for that year and the later years of the war the ratio of the enrollment in the twelfth grade to that of the first increases.

⁸ Alabama, Code of Alabama, 1940, Title 52, Section 298. Charlottesville, Virginia: The Michie Company, 1941.

The percentage the twelfth grade is of the total enrollment is indicated in the last column. This ratio rather constantly increases.

In Table 17 enrollment by grades in Alabama white schools for the years 1938-39 to 1949-50 is shown.

Enrollment in the first grade rather constantly declined except during the year 1949-50 which included a group of children attaining age six during a period of fifteen and one-half months. Enrollment in the second grade declined until 1944-45 after which time it increased. The trend in third and fourth grade enrollment was downward until 1949-50. The variations in enrollment from year to year in grades five, six, and seven indicate no definite trends. During the period enrollment in grades eight, nine and ten gradually increased. There was little change in enrollment in grades eleven and twelve until 1942-43. During that year and until 1945-46 the enrollment declined. After 1945-46 enrollment in grades eleven and twelve showed some increase. The total enrollment in Alabama constantly declined until 1944-45. After that time there was an increase in enrollment.

The percentage the twelfth grade enrollment is of the first grade enrollment increased until 1943-44. There was a decline in the ratio of twelfth grade pupils to first grade pupils during the later war years. With the close of the war that ratio began to increase. The ratio showed a decrease in 1949-50 due to the abnormal first grade enrollment.

The percentage the twelfth grade enrollment is of the total enrollment showed a gradual increase except during the war years.

When the enrollments by grades in the white schools of Covington

TABLE 17
 ENROLLMENT BY GRADES IN ALABAMA WHITE SCHOOLS
 FROM 1938-39 TO 1949-50

Years	Grades							
	1	2	3	4	5	6	7	8
1938-39	63,993	51,200	52,596	51,813	45,558	40,221	37,222	30,063
1939-40	56,491	49,819	49,138	50,037	48,279	42,108	36,985	31,143
1940-41	56,258	45,835	48,143	47,033	46,851	44,431	38,707	30,729
1941-42	55,654	46,602	45,400	46,350	44,889	43,563	40,787	32,133
1942-43	54,609	46,718	45,577	44,221	44,810	42,024	40,538	34,287
1943-44	54,024	45,460	44,514	43,562	41,945	40,942	38,603	32,687
1944-45	54,763	44,998	43,657	43,172	41,335	38,572	37,726	31,774
1945-46	53,721	45,821	44,225	42,637	41,256	38,762	36,405	32,333
1946-47	52,513	45,015	44,373	42,568	40,850	38,368	36,460	31,140
1947-48	52,042	45,717	44,164	43,250	41,446	48,747	36,753	31,726
1948-49	52,711	46,142	44,345	42,726	41,861	39,228	37,274	32,228
1949-50	64,053	47,162	45,185	43,054	41,710	39,998	38,043	33,282

TABLE 17 (Continued)

Years	Grades				Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total
	9	10	11	12			
1938-39	26,235	21,185	17,596	14,315	451,997	22.36	3.16
1939-40	27,361	22,796	18,189	14,763	447,109	26.13	3.30
1940-41	28,028	23,472	18,683	14,982	443,152	26.63	3.38
1941-42	26,779	23,048	18,818	14,968	438,991	26.89	3.40
1942-43	27,936	21,482	17,961	14,746	434,909	27.00	3.39
1943-44	28,259	20,933	15,274	12,255	418,552	22.68	2.92
1944-45	27,747	22,785	15,797	11,424	413,950	20.86	2.75
1945-46	27,897	23,264	18,521	12,988	417,830	24.17	3.10
1946-47	28,416	23,771	19,777	16,616	419,867	31.64	3.95
1947-48	28,423	23,796	19,447	15,850	420,361	30.45	3.77
1948-49	28,343	23,254	19,721	15,827	423,660	30.02	3.73
1949-50	29,362	24,579	19,525	16,230	442,183	25.33	3.67

County and Alabama are compared they show certain similarity of pattern. Enrollment in the elementary grades in Covington County and Alabama declined steadily. Enrollment in grades eleven and twelve showed little change until the United States became actively engaged in World War II. During the war years the enrollment in those grades declined. Since the war the trend in enrollment is upward. Except for the years 1943-44 to 1945-46, inclusive, and 1949-50, the percentage the twelfth grade enrollment is of the first and the percentage the twelfth grade enrollment is of the total shows an upward trend in Covington County and Alabama.

There are certain dissimilarities of pattern in enrollment in the two school units. Enrollment in grade seven in Covington County declined during the period; in Alabama there was little change. Enrollment in grade eight in Covington County declined during the period; in Alabama it increased. There was no significant change in enrollment in grades nine and ten in Covington County; in Alabama the enrollment increased. The total enrollment in Covington County decreased annually. In Alabama the total enrollment decreased until 1945-46 but after that time it began to increase. The percentage the twelfth grade enrollment is of the first grade enrollment is considerably smaller in Covington County white schools than in Alabama white schools. This same difference is observed when a comparison is made of the percentage the twelfth grade enrollment is of the total enrollment.

In the white schools during the period the percentage the twelfth grade enrollment is of the first grade enrollment increased from

approximately sixteen per cent to twenty-two per cent for Covington County. The corresponding increase for Alabama was from twenty-two per cent to twenty-five per cent. The percentage the twelfth grade enrollment is of the total enrollment shows an increase from 2.31 per cent to 3.34 per cent for Covington County, while the corresponding increase for Alabama was from 3.16 per cent to 3.67 per cent.

In each case Covington County made a greater gain than Alabama as a whole.

Enrollment by grades in the Covington County Negro schools for a twelve-year period beginning with 1938-39 is shown in Table 18.

There was a constant decline in the first grade enrollment until 1949-50. The second grade enrollment declined until 1946-47 but after that time gradually increased. There was little noticeable change in the enrollment for grades three to six, inclusive. Enrollment in all high school grades gradually increased during the period. The total enrollment increased until 1942-43 and then declined until 1949-50. The ratio of the twelfth grade enrollment to the first and the ratio of the twelfth grade enrollment to the total have increased with a few fluctuations, during the twelve-year period.

Enrollment by grades in the Negro schools of Alabama for the period 1938-39 to 1949-50 is shown in Table 19.

Except for the last year of the period there was a decline in the enrollment in the first four grades. While there were some annual fluctuations in the fifth grade enrollment no definite trend is revealed. Except during the first two years of the period enrollment in grade six

TABLE 18

ENROLLMENT BY GRADES IN COVINGTON COUNTY NEGRO
SCHOOLS FROM 1938-39 TO 1949-50

Years	Grades										Total	Per- cent- age Twelfth Grade Is of First Grade	Per- cent- age Twelfth Grade Is of Total		
	1	2	3	4	5	6	7	8	9	10				11	12
1938-39	416	205	187	163	122	88	43	33	18	12	6	4	1297	.96	.31
1939-40	<u>384</u>	<u>181</u>	193	188	130	115	60	47	34	16	7	11	1366	2.86	.81
1940-41	349	<u>206</u>	<u>190</u>	205	174	130	113	30	51	35	12	7	1502	2.01	.46
1941-42	269	200	<u>151</u>	<u>169</u>	144	126	113	61	54	49	33	12	1381	4.46	.87
1942-43	279	179	195	<u>145</u>	<u>155</u>	117	117	77	59	38	28	21	1410	7.53	1.49
1943-44	278	181	174	182	<u>119</u>	123	115	71	61	43	23	16	1386	5.76	1.15
1944-45	269	157	173	159	150	<u>71</u>	<u>107</u>	91	49	50	35	14	1333	5.20	1.05
1945-46	262	163	159	141	140	109	<u>83</u>	<u>88</u>	74	43	41	36	1339	13.74	2.69
1946-47	261	147	150	167	82	125	125	<u>59</u>	<u>70</u>	54	30	41	1300	15.71	3.15
1947-48	228	194	160	165	123	85	85	88	<u>49</u>	<u>56</u>	38	27	1298	11.84	2.08
1948-49	202	180	174	150	144	97	84	<u>62</u>	82	<u>39</u>	<u>40</u>	23	1277	11.39	1.80
1949-50	245	188	181	182	124	132	104	81	67	59	<u>36</u>	<u>35</u>	1434	14.29	2.44

TABLE 19
 ENROLLMENT BY GRADES IN ALABAMA NEGRO SCHOOLS
 FROM 1938-39 TO 1949-50

Years	Grades							
	1	2	3	4	5	6	7	8
1938-39	70,775	32,006	32,114	29,453	22,428	18,185	11,273	8,084
1939-40	65,305	31,782	30,693	28,802	25,000	19,518	12,551	8,825
1940-41	62,501	30,330	29,721	27,980	25,054	21,718	13,621	9,568
1941-42	60,834	29,662	28,542	26,414	23,826	21,137	15,246	10,094
1942-43	58,484	29,777	27,877	26,632	23,451	21,047	15,278	11,582
1943-44	55,502	28,766	27,616	26,004	23,121	20,428	15,530	11,461
1944-45	52,207	28,405	26,599	25,763	23,244	20,231	15,301	11,800
1945-46	50,290	27,703	26,436	24,931	23,370	20,223	15,746	12,430
1946-47	49,592	28,142	26,037	24,730	22,745	20,885	16,497	13,020
1947-48	47,953	28,355	26,173	24,576	22,690	20,448	17,892	13,497
1948-49	45,966	28,332	26,945	24,927	22,708	20,727	17,849	14,893
1949-50	46,516	28,481	27,153	26,107	23,336	21,416	18,710	15,644

TABLE 19 (Continued)

Years	Grades				Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total
	9	10	11	12			
1938-39	6,032	4,082	2,917	1,973	239,322	2.78	.82
1939-40	6,184	4,568	3,318	2,481	239,658	3.79	1.03
1940-41	7,466	5,029	3,579	2,555	239,122	4.08	1.06
1941-42	7,527	5,252	3,785	2,691	235,020	4.42	1.14
1942-43	8,067	5,285	3,860	2,845	234,185	4.86	1.21
1943-44	8,948	5,411	3,611	2,598	226,996	4.68	1.13
1944-45	9,286	6,322	3,867	2,647	225,672	5.07	1.17
1945-46	9,734	7,121	4,967	3,114	226,055	6.19	1.37
1946-47	10,106	7,500	5,610	4,163	229,027	8.39	1.81
1947-48	10,915	8,072	5,838	4,710	231,119	9.82	2.03
1948-49	11,593	8,651	6,516	4,592	233,699	9.98	1.96
1949-50	13,131	9,871	7,133	5,227	242,725	11.23	2.15

remains about the same. The trend of enrollment in each high school grade is definitely upward. The total enrollment declined during the first seven years of the period and during the later years showed a slight increase.

The ratio of the twelfth grade enrollment to that of the first shows a constant increase. Also, the ratio of the twelfth grade enrollment to the total enrollment increases each year.

A comparison of the enrollment in the Negro schools of Covington County and of Alabama reveals several common trends. In grades one and two of each system the enrollment declined. In grades three to six, inclusive, in Covington County the enrollment remained fairly constant, while in Alabama the enrollment in grades three and four declined. It remained fairly constant in grade five, and increased in grade six. In both school units the enrollment in each high school grade increased. Although there were irregularities in the ratio of the twelfth grade enrollment to the first grade enrollment that ratio increased both for Covington County and for Alabama. The same situation prevails when the twelfth grade enrollment is compared to the total enrollment.

The total enrollment for Covington County increased during the first half of the period, but declined during the remaining years until 1949-50. In Alabama the total enrollment declined until 1944-45. During the remainder of the period it increased slightly.

In the Negro schools of Covington County the percentage the twelfth grade enrollment is of the first increased during the period from approximately one per cent to fourteen per cent. The corresponding

increase for Alabama was from approximately three per cent to eleven per cent. The ratio of the twelfth grade enrollment to the total in Covington County increased from .31 per cent to 2.44 per cent. The corresponding increase for Alabama was from .82 per cent to 2.15 per cent. In each case Covington County made a greater increase than the state of Alabama as a whole.

From Table 16 it can be seen that the percentage the twelfth grade enrollment is of the first grade enrollment for the white schools of Covington County increased from 15.92 per cent to 22.22 per cent. The corresponding increase for the Negro schools as found in Table 18 was from .96 per cent to 14.29 per cent. From the same tables it can be seen that the ratio of the twelfth grade enrollment to that of the total enrollment in the white schools increased from 2.31 per cent to 3.34 per cent; for the Negro schools from .31 per cent to 2.44 per cent. In each case the increase was far greater for the Negro enrollment than for the white.

An analysis of the data found in the last two columns of Table 17 and Table 19 reveals that in the entire state the ratio of the twelfth grade enrollment to that of the first and also to that of the total increased far more in the Negro schools than in the white schools.

Enrollment data were combined for the white and Negro races both for the schools of Covington County and for the schools of Alabama. In each case the white school population was so large in proportion to the Negro school population that the combined data showed essentially the same trends as those for the white schools only. In as much as the

combined data revealed no trends which had not already been noted they have been omitted from this report.

Comparison of Withdrawals in Covington and Three Selected Counties

In comparing the number and percentage of withdrawals in Covington County schools with the number and percentage of withdrawals in the three other counties two approaches have been made. First, a comparison has been made on the basis of enrollment by grades for the period 1938-39 to 1949-50.⁹ Secondly, a comparison has been made on the basis of enrollment and withdrawals in the several counties for the scholastic year 1949-50.¹⁰

Enrollment by grades.--- Enrollment data by grades for Colbert County white schools for a twelve-year period are shown in Table 20.

During the twelve-year period from 1938-39 to 1949-50 the trend in enrollment was downward in the first three grades, fairly constant in grades four, five and six, and upward in all high school grades. The total enrollment did not change significantly. There was no definite trend in the ratio of the twelfth grade enrollment to that of the first grade as indicated in the next to the last column of the table.

⁹ Alabama State Board of Education, Annual Reports, for 1939 to 1950, inclusive. Montgomery, Alabama: Walker Printing Company.

¹⁰ This information was obtained from the original records, "Principals Annual Attendance Reports," as submitted by the principals of the several schools. These records are filed in the Office of the County Superintendent of Education, Andalusia, Alabama: Tuscumbia, Alabama; Troy, Alabama; Dadeville, Alabama.

TABLE 20
ENROLLMENT BY GRADES IN COLBERT COUNTY WHITE
SCHOOLS FROM 1938-39 TO 1949-50

Years	Grades											Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total	
	1	2	3	4	5	6	7	8	9	10	11				12
	1938-39	720	531	504	409	428	381	302	220	146	113				87
1939-40	552	505	495	451	448	390	320	252	180	113	103	91	3900	16.49	2.26
1940-41	506	464	477	497	421	421	318	222	237	127	91	85	3866	16.80	2.20
1941-42	633	425	461	466	452	379	340	243	206	151	102	81	3939	12.80	2.06
1942-43	653	481	462	466	422	402	293	277	205	138	110	81	3990	12.40	2.03
1943-44	655	516	461	485	459	398	365	240	228	130	103	82	4122	12.52	1.99
1944-45	663	457	499	460	410	378	365	267	199	145	88	83	4014	12.52	2.07
1945-46	613	515	494	483	389	389	340	259	215	124	109	81	4011	13.21	2.20
1946-47	600	503	450	463	392	384	300	253	202	152	104	110	3913	18.33	2.81
1947-48	500	525	450	449	402	366	353	268	216	138	118	96	3881	19.20	2.47
1948-49	604	415	508	455	400	427	346	281	246	158	107	91	4028	15.07	2.26
1949-50	673	517	451	511	424	376	401	305	252	167	118	118	4313	17.53	2.73

Enrollment data for Pike County white schools during the twelve year period beginning in 1938-39 are shown in Table 21.

From Table 21 it can be seen that the enrollment in all grades rather constantly declined. Also, the total enrollment, the ratio of the twelfth grade enrollment to that of the first and to that of the total rather consistently decreased.

In Table 22 the enrollment by grades from 1938-39 to 1949-50 for the Tallapoosa County white schools is presented.

It can be seen from Table 22 that in all grades except the twelfth, the enrollment steadily declined. This is reflected in a decrease of the total enrollment. However, the ratio of the twelfth grade enrollment, to that of the first grade and to the total enrollment consistently increased as is indicated in the last two columns of the table.

If Tables 16, 20, 21 and 22 are referred to it will be seen that the general trend of enrollment in the several counties was downward in all grades except the high school grades of Colbert County. The enrollment in these grades in Colbert County increased.

The ratio of the twelfth grade enrollment to that of the first grade and to the total enrollment increased in all counties except Pike.

In Table 23 enrollment by grades in the Colbert County Negro schools for a twelve-year period beginning in 1938-39 is presented.

Table 23 indicates that enrollment in the first seven grades decreased. In the eighth and ninth grades there was little change. In the upper three grades the enrollment rather consistently increased. The total enrollment showed a decline. The ratio of the twelfth grade

TABLE 21
 ENROLLMENT BY GRADES IN PIKE COUNTY WHITE
 SCHOOLS FROM 1938-39 TO 1949-50

Years	Grades											Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total	
	1	2	3	4	5	6	7	8	9	10	11				12
1938-39	436	359	436	396	334	263	237	176	170	116	93	80	3096	18.35	2.58
1939-40	450	340	332	396	354	293	219	186	148	152	93	79	3042	17.55	2.60
1940-41	391	359	308	333	346	317	257	164	146	128	95	68	2912	17.39	2.34
1941-42	290	358	301	299	292	306	262	208	133	91	68	70	2678	24.14	2.61
1942-43	294	250	310	283	270	272	242	213	155	79	67	73	2508	24.82	2.91
1943-44	298	239	256	289	243	230	231	205	173	99	59	54	2376	18.12	2.27
1944-45	297	244	238	244	250	232	193	183	138	117	53	38	2227	12.79	1.70
1945-46	303	250	258	226	240	222	211	171	145	95	74	51	2246	16.83	2.27
1946-47	291	259	268	232	225	220	195	166	148	87	76	74	2242	25.43	3.30
1947-48	324	237	264	253	235	200	192	153	129	93	58	75	2213	23.15	3.39
1948-49	294	285	264	248	241	214	171	164	126	91	78	51	2227	17.35	2.29
1949-50	375	271	275	220	237	229	180	137	146	91	77	63	2301	16.80	2.38

TABLE 22
 ENROLLMENT BY GRADES IN TALLAPOOSA COUNTY
 WHITE SCHOOLS FROM 1938-39 TO 1949-50

Years	Grades												Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total
	1	2	3	4	5	6	7	8	9	10	11	12			
1938-39	562	481	476	460	430	367	376	227	205	199	145	125	4053	22.24	3.08
1939-40	463	473	439	435	433	379	348	242	200	174	172	140	3898	30.23	3.59
1940-41	521	395	390	434	413	394	391	232	200	177	149	136	3832	26.10	3.54
1941-42	443	409	376	378	384	376	359	248	182	163	134	123	3575	27.76	3.43
1942-43	393	385	392	335	357	322	322	225	260	125	111	107	3369	27.22	3.17
1943-44	356	330	359	366	309	323	342	213	178	183	99	86	3144	24.16	3.74
1944-45	362	315	309	362	331	293	307	232	169	160	136	81	3057	22.38	2.65
1945-46	353	311	328	305	352	341	283	199	200	158	134	107	3071	30.31	3.48
1946-47	348	306	315	275	318	322	322	172	176	183	128	133	2998	38.21	4.43
1947-48	355	315	314	313	277	283	332	205	162	168	141	121	2986	34.08	4.05
1948-49	368	309	299	300	280	261	288	248	174	156	137	121	2941	32.88	4.11
1949-50	416	311	316	290	274	272	264	195	200	175	136	126	2965	30.28	4.24

TABLE 23
ENROLLMENT BY GRADES IN COLBERT COUNTY NEGRO SCHOOLS
FROM 1938-39 TO 1949-50

Years	Grades												Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total
	1	2	3	4	5	6	7	8	9	10	11	12			
1938-39	306	195	168	159	145	126	107	83	49	32	16	20	1106	6.54	1.42
1939-40	267	131	177	141	146	111	115	79	64	35	26	15	1307	5.62	1.15
1940-41	263	113	153	160	129	118	97	90	60	47	23	20	1273	7.60	1.57
1941-42	308	97	125	139	158	119	88	63	59	42	35	21	1274	6.82	1.65
1942-43	281	131	95	125	120	143	90	74	65	45	38	27	1234	9.61	2.19
1943-44	289	129	129	111	95	105	129	65	64	49	27	25	1217	8.65	2.05
1944-45	275	139	149	111	112	94	108	82	45	53	33	20	1221	7.27	1.64
1945-46	271	137	134	123	115	86	78	76	81	33	45	26	1205	9.59	2.16
1946-47	242	138	126	122	99	97	65	65	59	62	27	35	1137	14.46	3.08
1947-48	268	117	135	120	110	134	79	59	58	43	42	24	1169	8.95	2.02
1948-49	257	134	118	122	124	100	97	70	61	52	35	40	1210	15.56	3.31
1949-50	287	135	138	123	128	105	94	85	55	55	42	29	1276	10.10	2.27

enrollment to that of the first grade and to that of the total as indicated in the last two columns of the table increased.

Enrollment data by grades for the Pike County Negro schools for the period 1938-39 to 1949-50 are shown in Table 24.

An examination of Table 24 indicates that during the twelve-year period enrollment in grades one to four, inclusive, decreased. It remained approximately the same in grade five, and increased constantly in grades six to twelve, inclusive. The total enrollment decreased, but the ratio of the twelfth grade enrollment to the first grade enrollment and to the total enrollment increased.

In Table 25 the enrollment by grades during the twelve-year period beginning 1938-39 for the Negro schools of Tallapoosa County is presented.

From an analysis of the data in Table 25 it can be seen that the enrollment during the twelve-year period in the Negro schools of Tallapoosa County decreased in grades one to five, inclusive, remained approximately the same in grade six and increased in all high school grades. The total enrollment decreased. The ratio of the twelfth grade enrollment to that of the first grade and to the total increased.

The enrollment data for the Negro schools for the period 1938-39 to 1949-50 as presented for the counties of Covington, Colbert, Pike, and Tallapoosa reveal a common pattern. Enrollment in the elementary grades decreased but in the high school grades there was a noticeable increase. The ratio of the twelfth grade enrollment to that of the first grade and to the total enrollment constantly increased.

TABLE 24
 ENROLLMENT BY GRADES IN PIKE COUNTY NEGRO
 SCHOOLS FROM 1938-39 TO 1949-50

Years	Grades												Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total
	Grades														
	1	2	3	4	5	6	7	8	9	10	11	12			
1938-39	1099	1407	380	380	296	232	61	33	9	4	7	3	2911	.27	.10
1939-40	1046	1110	395	376	302	233	110	25	29	4	2	4	2936	.38	.14
1940-41	1022	382	265	335	313	288	122	70	16	12	5	1	2931	.10	.03
1941-42	1035	392	361	318	328	229	138	72	43	10	11	3	2940	.29	.10
1942-43	913	422	337	296	256	247	117	87	44	12	8	11	2750	1.20	.40
1943-44	837	398	397	312	242	217	128	73	57	12	6	4	2683	1.48	.15
1944-45	818	372	337	355	254	203	121	82	47	18	6	2	2615	.24	.08
1945-46	824	380	337	300	308	183	113	74	40	19	7	6	2591	.73	.23
1946-47	821	400	366	347	284	261	112	87	50	22	16	5	2771	.60	.18
1947-48	707	365	396	320	288	238	160	72	68	23	12	15	2664	2.12	.56
1948-49	722	309	340	338	276	264	144	106	48	29	12	7	2595	.97	.27
1949-50	711	340	334	337	296	267	171	120	91	21	26	14	2728	1.97	.51

TABLE 25
 ENROLLMENT BY GRADES IN TALLAPOOSA COUNTY
 NEGRO SCHOOLS FROM 1938-39 to 1949-50

Years	Grades											Total	Percent- age Twelfth Grade Is of First Grade	Percent- age Twelfth Grade Is of Total	
	1	2	3	4	5	6	7	8	9	10	11				12
	1938-39	840	333	339	336	197	199	71	32	25	18				14
1939-40	735	296	326	286	274	189	115	44	18	18	8	10	2319	1.36	.43
1940-41	695	298	243	291	262	241	124	88	27	14	12	9	2304	1.29	.39
1941-42	646	273	298	209	230	218	122	60	56	14	10	10	2146	1.55	.46
1942-43	593	254	265	247	189	196	127	94	41	20	7	10	2043	1.69	.49
1943-44	607	260	260	250	205	168	112	88	72	18	19	4	2063	1.69	.19
1944-45	524	304	251	236	192	176	98	92	62	46	13	8	2002	1.53	.40
1945-46	464	279	274	211	230	173	100	78	62	44	30	6	1951	1.29	.31
1946-47	486	248	248	249	194	199	124	79	66	42	35	16	1986	3.29	.81
1947-48	453	244	227	248	212	216	130	103	55	47	26	30	1991	6.62	1.51
1948-49	511	259	235	233	216	208	149	104	87	49	34	21	2106	4.11	1.00
1949-50	474	254	234	235	206	199	157	113	79	68	30	26	2075	5.49	1.25

This indicates clearly that the Negro children are completing more grades in school than previously.

Enrollment data for the white and Negro races were combined for the four counties. Due to the preponderance of white pupils in each county the pattern of enrollment during the period follows more closely the pattern of the white enrollment than that of the Negro enrollment. The combined data are omitted because they revealed no additional trends.

Number and percentage of withdrawals.-- Enrollment and withdrawal data for the four counties, Covington, Colbert, Pike and Tallapoosa are found in Table 26.

These data are for white schools for the year 1949-50. From a careful study of this table it can be seen that the highest per cent of withdrawals is in the lower grades and this per cent decreases in the upper grades. The seventh grade seems to be a critical grade in only one county, Tallapoosa. Likewise, the ninth grade seems to be a critical point in only two counties, Colbert and Tallapoosa.

When the total number withdrawn in all grades is considered, Covington County has a higher per cent of withdrawals than any other county. The per cent of withdrawals in Covington County is 22.37; Colbert, 19.91; Pike, 15.51; Tallapoosa, 13.45.

Data for enrollment and withdrawal in the Negro schools of the four counties for 1949-50 are presented in Table 27.

The percentage of withdrawals is higher in the high school grades of each county. The upper elementary grades and the twelfth grade have a lower percent of withdrawals than the other grades in all

TABLE 26

NUMBER AND PERCENTAGE OF WITHDRAWALS FROM THE WHITE SCHOOLS OF COVINGTON COUNTY, ALABAMA, AND THREE SELECTED ALABAMA COUNTIES, 1949-50.

Grade	Covington County			Colbert County			Pike County			Tallapoosa County		
	Num-ber En-rolled	Withdrawals		Num-ber En-rolled	Withdrawals		Num-ber En-rolled	Withdrawals		Num-ber En-rolled	Withdrawals	
		Num-ber	Per Cent		Num-ber	Per Cent		Num-ber	Per Cent		Num-ber	Per Cent
1	693	196	28.28	673	164	24.36	375	67	17.86	416	74	17.28
2	452	125	27.65	517	110	21.27	271	51	18.81	311	44	14.14
3	438	103	23.51	451	104	23.05	275	53	19.27	316	37	11.70
4	495	129	26.06	511	94	18.39	220	29	13.18	290	38	13.10
5	478	125	26.15	424	86	20.28	237	33	13.92	274	34	12.40
6	455	103	22.63	376	72	19.14	229	45	19.65	272	30	11.02
7	413	77	18.64	401	65	16.20	180	26	14.44	264	43	16.28
8	349	60	17.19	305	51	16.72	137	18	13.13	185	21	11.35
9	279	51	17.92	252	59	23.41	146	15	10.27	200	31	15.50
10	229	33	14.41	167	33	19.76	91	12	13.18	175	15	8.57
11	168	23	14.88	118	21	17.79	77	5	6.49	136	19	13.97
12	154	4	2.59	118	0	.00	63	3	4.76	126	13	10.31
Total	4603	1030	22.37	4313	859	19.91	2301	357	15.51	2965	399	13.45

TABLE 27

NUMBER AND PERCENTAGE OF WITHDRAWALS FROM THE NEGRO
SCHOOLS OF GOVINGTON COUNTY, ALABAMA, AND THREE
SELECTED ALABAMA COUNTIES, 1949-50

Grade	Govington County			Golbert County			Pike County			Tallapoosa County		
	Num- ber En- roll- ed	Withdrawals		Num- ber En- roll- ed	Withdrawals		Num- ber En- roll- ed	Withdrawals		Num- ber En- roll- ed	Withdrawals	
		Num- ber	Per Cent		Num- ber	Per Cent		Num- ber	Per Cent		Num- ber	Per Cent
1	245	19	7.75	287	10	3.48	711	55	7.73	474	45	9.49
2	188	27	14.36	135	5	3.70	340	12	3.52	254	32	12.59
3	181	22	12.15	138	2	1.44	334	15	4.49	234	28	11.96
4	182	15	8.24	123	0	.00	337	16	4.74	235	13	5.53
5	124	6	4.83	128	5	3.90	296	17	5.74	206	9	4.36
6	132	3	2.27	105	10	9.52	267	36	13.48	199	15	7.53
7	104	12	11.53	94	5	5.31	171	25	14.61	157	18	11.46
8	81	10	12.34	85	6	7.05	120	13	10.83	113	19	16.81
9	67	5	7.46	55	2	3.63	91	12	13.18	79	8	10.12
10	59	8	13.55	55	4	7.27	21	3	14.28	68	14	20.58
11	36	5	13.88	42	4	9.52	26	3	11.53	30	5	16.67
12	35	2	5.71	29	0	.00	14	1	7.14	26	0	.00
Total	1434	134	9.34	1276	53	4.15	2728	208	7.62	2075	206	9.92

counties, though it is not true of any particular grade in all counties. The tenth grade is a critical point in all counties except Colbert. The eleventh grade has a relatively high per cent of withdrawals in all counties.

When the per cent of the total number of withdrawals is considered the order of the counties from highest to lowest is: Tallapoosa, 9.92; Covington, 9.34; Pike, 7.62; Colbert, 4.15.

Withdrawal by grade groups.-- In comparing withdrawal data for Covington County with those of the entire state of Alabama one serious problem arose. This problem sprang from a difference in the methods of child accounting in certain school systems of the state. In all the school systems of the state except Birmingham City and Mobile City and County a pupil is not withdrawn from the school until he leaves that school. But in the Birmingham schools and the schools of Mobile City and County each pupil is withdrawn before or at the end of the first semester. Most of the pupils are re-enrolled at the beginning of the second semester. This difference in child accounting methods causes these two school systems to show an abnormally high percentage of withdrawals as compared to the other systems of the state.

Inasmuch as these two school systems enroll about one-third of the pupils of the entire state, comparisons of withdrawals from the Covington County schools and the schools of the entire state present distorted pictures. In order to obtain a more equitable basis for comparing the percentage of withdrawals in Covington County with another large school population the enrollment and withdrawals for Birmingham

and Mobile City and County have been omitted from state-wide data. Covington County enrollment and withdrawal percentages are also compared to enrollments and withdrawal percentages of the remaining school systems of the state.

In Table 28 the number and percentage of withdrawals for the white schools of Covington County and Alabama, except Birmingham and Mobile City and County, for 1949-50 are shown. Covington County has a higher percentage of withdrawals than the state in grade groups one to six, inclusive, and seven to nine, inclusive. Only in grade group ten to twelve, inclusive, did Covington County have a lower percentage of withdrawals. In Covington County white schools 22.37 per cent of the total enrollment was withdrawn; in Alabama, 19.42 per cent.

In Table 29 enrollment and withdrawal data from Birmingham and Mobile City and County have been omitted. From this table it can be seen that the percentage of withdrawals in the Covington County Negro schools compares very closely with the percentage of withdrawals in the Negro schools of the state.

Withdrawals by sex.--- In a further analysis of withdrawal data in the four County school systems being considered these data have been tabulated by sex.

The number and percentage of male withdrawals from the schools of the several counties are shown in Table 30.

Covington County has the highest percentage of withdrawals when all grades are considered. A careful comparison, grade by grade, shows that in most cases Covington County has the highest percentage of with-

TABLE 28

NUMBER AND PERCENTAGE OF WITHDRAWALS FROM THE
 WHITE SCHOOLS OF COVINGTON COUNTY, ALABAMA,
 AND ALABAMA,* 1949-50

Grade Groups	Covington County			Alabama		
	Number En- rolled	Withdrawn		Number En- rolled	Withdrawn	
		Number	Per Cent		Number	Per Cent
1-6	3,011	781	25.93	257,089	54,787	21.31
7-9	1,041	187	17.96	91,614	16,198	17.68
10-12	551	62	11.25	53,420	7,135	13.55
Total	4,603	1,030	22.37	402,123	78,120	19.42

* Birmingham City and Mobile County and City omitted

TABLE 29

NUMBER AND PERCENTAGE OF WITHDRAWALS FROM THE
 NEGRO SCHOOLS OF COVINGTON COUNTY, ALABAMA,
 AND ALABAMA,* 1949-50

Grade Groups	Covington County			Alabama		
	Number En- rolled	Withdrawn		Number En- rolled	Withdrawn	
		Number	Per Cent		Number	Per Cent
1-6	1,052	92	8.74	154,525	13,714	8.87
7-9	252	27	10.71	41,234	4,238	10.27
10-12	130	15	11.53	18,757	1,834	9.77
Total	1,434	134	9.34	214,516	19,786	9.22

* Birmingham City and Mobile County and City omitted

TABLE 30

NUMBER AND PERCENTAGE OF MALE WITHDRAWALS FROM THE
SCHOOLS OF COVINGTON COUNTY, ALABAMA, AND
THREE SELECTED ALABAMA COUNTIES, 1949-50

Grade	Covington County			Colbert County			Pike County			Tallapoosa County		
	Num- ber En- roll- ed	Num- ber Withdrawals	Per Cent	Num- ber En- roll- ed	Num- ber Withdrawals	Per Cent	Num- ber En- roll- ed	Num- ber Withdrawals	Per Cent	Num- ber En- roll- ed	Num- ber Withdrawals	Per Cent
1	469	111	23.66	513	89	17.35	582	69	11.86	450	56	12.44
2	352	88	25.00	318	49	15.41	319	32	10.03	288	37	12.84
3	324	70	21.60	301	57	18.94	315	34	10.79	282	36	12.76
4	371	86	23.18	335	46	13.73	302	24	7.95	242	26	10.74
5	328	76	23.17	286	48	16.78	248	32	12.90	258	25	9.68
6	289	53	18.34	259	46	17.76	250	39	15.60	208	20	9.61
7	268	50	17.30	254	39	15.35	166	29	17.47	202	31	15.34
8	217	40	18.43	192	31	16.15	111	15	13.51	143	18	12.58
9	169	30	23.67	148	33	22.30	98	11	11.22	117	28	23.93
10	122	21	17.21	104	22	21.15	53	5	9.43	99	17	17.17
11	89	11	12.35	83	13	15.66	40	6	15.00	70	12	17.14
12	81	2	2.47	76	0	.00	26	1	3.85	70	10	14.28
Total	3079	638	20.72	2869	473	16.48	2510	297	11.83	2429	316	13.00

drawals.

Except in Pike County withdrawals in the ninth grade are more frequent than in other grades.

In percentage of male withdrawals the counties ranked from highest to lowest are Covington, Colbert, Tallapoosa and Pike. This is the same rank order as indicated in Table 14 when the entire pupil population is considered.

Withdrawal data for girls in the schools of the several counties are shown in Table 31.

From the highest to the lowest percentage of female withdrawals the counties rank in order, Covington, Colbert, Pike and Tallapoosa. This is the same rank order as found for male withdrawals and for the entire pupil population. The variations in the percentages of male or female withdrawals are not large enough in any county to indicate any different problem for that particular county.

Except in Tallapoosa County the ninth grade does not indicate a critical point at which a relatively high percentage of girls withdrew from school. The percentage of girls withdrawing from school in the ninth grade in the Tallapoosa County schools is 23.93. This is far above the corresponding percentage for boys, namely, 6.79.

In each county the percentage of total withdrawals is slightly higher for boys than for girls.

TABLE 31

NUMBER AND PERCENTAGE OF FEMALE WITHDRAWALS FROM THE SCHOOLS OF COVINGTON COUNTY, ALABAMA, AND THREE SELECTED ALABAMA COUNTIES, 1949-50.

Grade	Covington County			Golbert County			Pike County			Tallapoosa County		
	Num-ber En-rolled	Num-ber Withdrawals	Per Cent	Num-ber En-rolled	Num-ber Withdrawals	Per Cent	Num-ber En-rolled	Num-ber Withdrawals	Per Cent	Num-ber En-rolled	Num-ber Withdrawals	Per Cent
1	469	104	22.17	447	85	19.01	504	53	10.51	440	63	14.31
2	288	64	22.22	334	66	19.76	292	31	10.61	227	39	14.07
3	295	55	18.64	288	49	17.01	294	34	11.56	268	29	10.82
4	306	58	18.95	299	48	16.05	255	21	8.23	283	25	8.83
5	274	55	20.07	266	43	16.16	285	28	9.82	222	18	8.10
6	298	53	17.79	222	36	16.21	246	42	17.07	263	25	9.50
7	249	39	15.66	241	31	12.86	185	22	11.89	219	30	13.69
8	213	30	14.08	198	26	13.13	146	16	10.95	155	22	14.19
9	177	25	14.12	159	28	17.61	139	16	11.51	162	11	6.79
10	166	20	12.05	118	22	18.64	59	10	16.94	144	12	8.33
11	115	19	16.52	77	13	16.88	63	3	4.76	96	12	12.50
12	108	4	3.70	71	0	.00	51	3	5.88	82	3	3.65
Total	2958	526	17.78	2720	447	16.43	2519	279	11.07	2611	289	11.06

Summary

The number of withdrawals in Covington County was compared with the number of withdrawals in three selected counties and the state, exclusive of Birmingham City and Mobile County and City. These comparisons were made on the basis of enrollment by grades over a twelve-year period, 1938-39 to 1949-50, inclusive, and the number of withdrawals reported by grades for the 1949-50 session.

The three counties to be compared with Covington were selected on the basis of four factors. These factors were the average index of economic ability as defined by law, total population, ratio of white and Negro school population in the rural areas and the ratio of white and Negro school population in the urban areas. All counties of the state were ranked in the order of these factors. Consideration was given to the average rank on all factors and the divergences of rank in the several factors. The counties so selected are situated in three of the four principal topographical areas of the state.

In state-wide data Birmingham City and Mobile City and County were omitted because these school systems use a system of withdrawing students which is quite different from the plans used by other school systems of the state. These school systems include a considerable portion of the state's school population. To include data from these systems with those of other systems of the state would make the data incomparable.

The enrollment by grades in Covington County was compared with the state enrollment for a twelve-year period, 1938-39 to 1949-50,

inclusive. The percentage the twelfth grade enrollment is of the first grade enrollment was calculated. Also, the percentage the twelfth grade enrollment is of the total enrollment was calculated. This was done for each grade in both race groups. Although these percentages were higher for the state than for Covington county the latter made more progress in this respect during the twelve-year period. This was true for the schools of both race groups.

When the schools of Covington County are compared with those of the state on the basis of the percentage of withdrawals by grade groups during the year 1949-50 it is found that Covington County had a higher percentage than the state for the white race. In a comparison of the Negro schools on the same basis Covington County had a lower percentage than the state.

The schools of Covington, Colbert, Pike and Tallapoosa Counties were compared on the basis of enrollment by grades over a twelve-year period, 1938-39 to 1949-50, inclusive. The percentage the twelfth grade enrollment was of the first grade enrollment was calculated for each year. Similarly, the percentage the twelfth grade enrollment was of the total enrollment was calculated. In the white schools Covington County ranked second on the basis of these percentages. However, Covington County made a greater gain on both items than ~~any of the~~ other counties. In a similar comparison of the Negro schools Covington County made greater gains during the twelve-year period, and at the end of the period ranked first among the four counties on both factors.

Covington County made greater gains than the state on the basis of the ratio of twelfth grade enrollment to first grade enrollment during the period 1938-39 to 1949-50. This was also true when compared on the basis of the ratio of twelfth grade enrollment to the total enrollment. But at the end of the period Covington County was still behind the state in these comparisons. Covington County reported a higher percentage of withdrawals than the state from its white schools for 1949-50. However, in the percentage of withdrawals reported for the Negro schools for the same year, Covington County schools reported a lower percentage than the state.

During the twelve-year period 1938-39 to 1949-50 the ratio of the twelfth grade enrollment to the first grade enrollment is quite comparable in Covington, Colbert and Pike counties. However, the highest ratio of the twelfth grade to the first grade is found in Tallapoosa County. On the basis of reported withdrawals during 1949-50 Covington County had a higher percentage of withdrawals than the other three counties.

CHAPTER V

SCHOOL LEAVERS IN COVINGTON COUNTY

In analyzing the data concerning school leavers grade distribution will be given major emphasis in this chapter. In connection with grade distribution further analysis will be made on the basis of race, sex, age, intelligence, attitude toward high school, attendance, incidence of transfer, school achievement, transported or non-transported and socio-economic status. An analysis of data bearing on the courses taken and the extent of participation in extra-curricular activities will be made. Through such an analysis school leavers will be identified by certain characteristics.

During the one-year period covered by this study there were 3,653 pupils enrolled in grades five to twelve, inclusive. Of this number 397 were transferred to other school systems or lost from school accounting. Three hundred fifty pupils left school permanently according to the best available information. Forty-four pupils who completed the eighth grade during the period covered by this study and who are not accounted for in the ninth grade were transferred to the Opp City School System. The Covington County Board of Education maintains no school for grades nine to twelve in the vicinity of Opp. Pupils in these grades are transported to the Opp High School under joint agreement between the two boards of education. Of the school leavers there were 209 boys, 141 girls. This left a membership of 2,906 at the end of the period covered by the study. These pupils are referred to as continuous enrollees, and the group consisted of 1,392 boys and 1,514 girls.

Grade Distribution of School Leavers by Races

Grade distribution of White school leavers.--- The total enrollment in the white schools during the year was 2,916. Of this number 340 transferred to other school systems or could not be accounted for. There were 2,320 in membership at the end of the year. Two hundred fifty-six white children left school. A detailed analysis of these data is given in Table 32.

The highest incidence of school leaving among white pupils was in grades seven, thirty-one boys and eighteen girls. These figures represented approximately twelve per cent of the boys and eight per cent of the girls enrolled. The next most critical point is in grade ten, with 15 boys and 22 girls leaving this grade. These figures represent approximately twelve per cent and sixteen per cent, respectively, of the boys and girls enrolled. This is the only grade in which the percentage of girls leaving school was higher than the percentage of boys. Although grades six and nine show a comparatively low percentage of boys leaving school the percentage of male school leavers generally increases from grade five to grade twelve. The percentage of female school leavers increases from grade five to grade ten, and then declines.

The increasing percentage of male white school leavers in grades eleven and twelve is partly accounted for by young men entering the armed services.

On January 16, 1951, the Alabama-Mississippi National Guard Division was mustered into Federal service. This unit is the Thirty-first (Dixie) Division. Twenty of the twenty-two young men who left school in

TABLE 32

ENROLLMENT, MEMBERSHIP, TRANSFERS, AND SCHOOL LEAVERS, BY SEX, IN
 COVINGTON COUNTY, ALABAMA, WHITE SCHOOLS, GRADES FIVE TO
 TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Enrollment		Membership at End of Year		Transferred to Other Systems or Lost		School Leavers			
	Boys	Girls	Boys	Girls	Boys	Girls	Number		Per Cent of Enrollment	
5	273	243	207	202	43	39	23	2	8.42	.82
6	273	235	215	198	40	25	18	12	6.59	5.10
7	250	227	195	185	24	24	31	18	12.40	7.92
8	209	221	163	180	20	29	26	12	12.44	5.42
9	174	185	137	136	26	35	11	14	6.32	7.56
10	122	137	98	105	9	10	15	22	12.29	16.05
11	91	121	71	103	8	5	12	13	13.18	10.74
12	73	82	50	75	1	2	22	5	30.13	6.09
Total	1465	1451	1136	1184	171	169	158	98	10.78	6.75

grade twelve went with this division. Two young men from grade ten and two from grade eleven also went with their division to the training area.

Had it not been for this unusual military situation the percentage of young men leaving these grades would have been materially changed.

These data indicate that 158, or approximately eleven per cent, of the boys left school, and that ninety-eight, or approximately seven per cent, of the girls left school. The white boys included in this study leave school earlier than the girls.

Grade distribution of Negro school leavers.--- Data relating to Negro school leavers are given in Table 33.

During the one-year period covered by this study there were 737 Negro pupils enrolled in grades five to twelve, inclusive. Fifty-seven of these pupils transferred to other school systems or were lost from Covington County pupil accounting. Ninety-four left school. This left 586 pupils in membership at the end of the year.

The seventh and tenth grades seem to be the most crucial points for continuance in school. Seventeen pupils left the seventh grade; nineteen left the tenth grade.

These data indicate no particular trends in school leaving other than the higher incidence in grades seven and ten.

The percentage of male school leavers exceeds that of female school leavers in all grades except grades ten and twelve. Fifty-one boys or fifteen per cent of the male enrollment left school as compared

TABLE 33

ENROLLMENT, MEMBERSHIP, TRANSFERS, AND SCHOOL LEAVERS, BY SEX,
 IN COVINGTON COUNTY, ALABAMA, NEGRO SCHOOLS, GRADES FIVE
 TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Enrollment		Membership at End of Year		Transferred to Other Systems or Lost		School Leavers			
	Boys	Girls	Boys	Girls	Boys	Girls	Number		Per Cent of Enrollment	
							Boys	Girls		
5	86	75	74	63	7	8	5	4	5.81	5.33
6	70	67	50	57	9	6	11	4	15.71	5.97
7	47	87	38	75	2	2	7	10	14.89	11.49
8	40	42	27	38	6	3	7	1	17.50	2.38
9	30	30	22	21	1	3	7	6	23.33	20.00
10	39	47	29	33	2	3	8	11	20.51	23.40
11	12	30	5	22	2	3	5	5	41.66	16.67
12	12	23	11	21	0	0	1	2	8.33	8.69
Total	336	401	256	330	29	28	51	43	15.17	10.72

with forty-three girls or eleven per cent of the female enrollment. Of the Negro pupils included in this study boys leave school earlier than girls.

Grade distribution of all school leavers.-- During the period covered by the study there were 350 school leavers. The total white enrollment during the study was 2,916. The Negro enrollment was 737. Of the 2,916 white pupils, 256 or approximately nine per cent were dropped. Of the 737 Negro pupils enrolled, ninety-four or approximately thirteen per cent were dropped.

Table 34 shows the number and percentage of school leavers by race, for each grade, five to twelve, inclusive.

Table 34 indicates that the total enrollment was 2,916 whites and 737 Negroes, a grand total of 3,653. There were 256 white and ninety-four Negro school leavers. In all grades except grade twelve the percentage of Negroes leaving school was higher than the percentage of whites leaving school. Twenty of the twenty-seven white school leavers from grade twelve were mustered into federal service with the Alabama-Mississippi National Guard, an all-white unit. This partly accounts for the higher percentage of whites leaving grade twelve.

Two hundred fifty-six whites or approximately nine per cent of all white pupils enrolled left school as compared with ninety-four Negroes or approximately thirteen per cent of the Negro enrollment. Of the pupils included in this study the Negroes left school earlier than the whites.

TABLE 34

ENROLLMENT, MEMBERSHIP, TRANSFERS, AND SCHOOL LEAVERS, BY RACE, IN
 COVINGTON COUNTY, ALABAMA, SCHOOLS GRADES FIVE TO TWELVE,
 FROM MAY 15, 1950 to MAY 14, 1951

Grades	Total Enrollment		Membership at End of Year		Transferred to Other Systems or Lost		School Leavers			
	White	Negro	White	Negro	White	Negro	Number		Per Cent of Enrollment	
							White	Negro		
5	516	161	409	137	82	15	25	9	4.85	5.60
6	508	137	413	107	65	15	30	15	5.91	10.95
7	477	134	380	113	48	4	49	17	10.28	12.69
8	430	82	343	65	49	9	38	8	8.84	9.76
9	359	60	273	43	61	4	25	13	6.97	21.67
10	259	86	203	62	19	5	37	19	14.29	22.10
11	212	42	174	27	13	5	25	10	11.80	23.81
12	155	35	125	32	3	0	27	3	17.42	8.58
Total	2916	737	2320	586	340	57	256	94	8.78	12.76

Grade Distribution of School Leavers by Sex

Data for school leavers by sex are shown in Table 35.

The highest incidence of leaving for boys occurred in the seventh grade, for girls in the tenth grade. When the total number of boys and girls is considered, grades seven and ten are the most critical points for continuance in school. Sixty-six pupils left grade seven and fifty-six left grade ten.

In all grades except nine and ten the percentage of boys leaving school is higher than that of the girls. Two hundred nine boys and one hundred forty-one girls included in the study left school. These figures represent approximately twelve and eight per cent of the respective enrollments for boys and girls. Of the pupils included in this study the boys left school earlier than the girls.

Age Distribution of School Leavers

An age-grade distribution of school leavers has been tabulated. The school attendance laws of Alabama permit a child to enroll in school at six years of age and require him to enroll at seven or earlier.¹ Since the child may enter school at six, six and one-half or seven, the normal age for any grade consists of an age span of one and one-half years, six, six and one-half and seven. According to instructions of

¹ Alabama, Code of Alabama, 1940. Title 52, Paragraph 297, Paragraph 301 as amended by the Legislature of Alabama, 1950, and Paragraph 316. Charlottesville, Virginia: Michie Company, 1941.

TABLE 35

ENROLLMENT, MEMBERSHIP, TRANSFERS, AND SCHOOL LEAVERS, BY SEX, IN
 COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE,
 FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Enrollment		Membership at End of Year		Transferred to Other Systems or Lost		School Leavers			
	Boys	Girls	Boys	Girls	Boys	Girls	Number		Per Cent of Enrollment	
							Boys	Girls		
5	359	318	281	265	50	47	28	6	7.80	1.89
6	343	302	265	255	49	31	29	16	8.46	5.30
7	297	314	233	260	26	26	38	28	12.80	8.92
8	249	263	190	218	26	32	33	13	13.26	4.95
9	204	215	159	157	27	38	18	20	8.83	9.31
10	161	184	127	138	11	13	23	33	14.29	17.94
11	103	151	76	125	10	8	17	18	16.51	11.93
12	85	105	61	96	1	2	23	7	27.06	6.67
Total	1801	1852	1392	1514	200	197	209	141	11.61	7.62

the State Board of Education school ages are calculated as of September 1.² Calculations are made to half years. In this study ages were calculated only in whole years. For example, a child nine and one-half but not ten and one-half years of age was considered as ten years of age. According to legal ages of entrance and by this method of calculating ages the normal ages for grade five are ten and eleven. Certain data pertaining to ages of school leavers from grades five to twelve, inclusive, are shown in Table 36.

In Table 36 each age group has been boxed with heavy lines to indicate the grades for which that age is considered normal. A study of this table reveals that very few school leavers are below normal age and many are above normal age. The last column of Table 36 indicates the mean age of school leavers from each grade. The last figure in this column shows the mean age of all school leavers to be 15.5 years. This figure will be compared later with the mean age of all continuous enrollees.

In analyzing the data presented in Table 36 one should keep in mind the midpoint of the two-year normal age span for each grade. As an illustration, the normal age span for grade seven is indicated as twelve and thirteen. The real limits of this span are from 11.50 to 13.49. Therefore the midpoint is 12.5 years. The greatest number of leavers from any grade was sixty-six at grade seven. The age of one of these school leavers was not obtained. The mean age of the remaining

² State Board of Education, Alabama School Register, 1950, p. 111. Montgomery, Alabama: Brown Printing Company, 1950.

TABLE 36

NUMBER OF SCHOOL LEAVERS FROM EACH GRADE IN THE COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, BY AGES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	*Number Ages Un-known	Ages of School Leavers								Mean Age								
			10 and Below	11	12	13	14	15	16	17		18	19	20	21 and Over				
5	34	4	1	6	7	6	3	4	3	0	0	0	0	0	0	0	0	0	12.93
6	45	2	0	2	0	9	14	10	5	3	5	5	0	0	0	0	0	0	14.28
7	66	1	1	0	2	5	21	20	6	5	7	1	0	0	1	0	0	0	14.61
8	46	0	0	0	0	0	7	20	11	0	5	1	0	0	1	0	0	0	15.13
9	38	0	0	0	0	0	3	11	14	0	0	3	5	3	0	0	0	0	15.95
10	56	0	0	0	0	0	3	13	20	0	0	0	13	3	1	0	1	0	16.23
11	35	0	0	0	0	0	0	0	8	0	0	0	0	0	2	4	2	4	17.40
12	30	0	0	0	0	0	0	0	0	0	0	0	11	7	4	5	0	0	17.97
Total	350	7	1	9	9	29	51	78	61	58	27	12	8	0	15.49				

* The figures in this column indicate the number of school leavers for whom age data were not available. Normal age groups are enclosed with black lines.

sixty-five school leavers is 14.6 years, or 2.1 years over age. A similar analysis of the school leavers from other grades reveals a consistent over-ageness at all grade levels. The school leavers from grade five were 2.4 years over age; grade six, 2.8 years over age; and grade seven, 2.1. The over-ageness of the school leavers from other grades has been calculated as follows: grade 8, 1.6 years; grade 9, 1.5 years; grade 10, .7 years; grade 11, 1 year; and grade 12, .5 years. Over-ageness of school leavers rather consistently declines as one reaches the upper grades. If over-ageness is associated with early school leaving the over-ageness of this group would decline as those who remain progress through the grades.

A study of the totals by ages as shown at the bottom of the table indicates that age fifteen is the age of highest frequency, seventy-eight. Also, 15.5 years is the mean age of all leavers. More than half the school leavers were under sixteen years of age, the upper limit of the compulsory attendance age. One hundred ninety-one, or more than half the group left school before completing the eighth grade.

The number of pupils by grades for each age as presented in Table 36 has been translated into percentage for further analysis. These data are given below in Table 37.

As indicated earlier in the discussion of the age-grade status of pupils an age span of two years is considered normal for each grade because of the difference in the age at which a pupil may enter school and the age at which he is required to enter by law. In Table 37 the percentages of pupils leaving each grade within the different age groups

TABLE 37

PERCENTAGE OF SCHOOL LEAVERS FROM EACH GRADE IN THE GOVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, BY AGES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	#Number Ages Un-known	Percentage of School Leavers of Various Ages										Mean Age				
			10 and Below	11	12	13	14	15	16	17	18	19		20	21 and Over		
5	34	4	3.3	20.0	23.4	20.0	10.0	13.3	10.0	.0	0	0	0	0	0	0	12.93
6	45	2	0	4.6	.0	20.9	32.6	23.3	11.6	7.0	0	0	0	0	0	0	14.28
7	66	1	0	1.5	3.1	13.8	32.3	30.8	7.7	7.7	1.6	0	1.5	0	0	0	14.61
8	46	0	0	0	0	10.8	15.3	43.5	13.0	15.2	2.2	0	0	0	0	0	15.31
9	38	0	0	0	0	0	7.8	28.9	36.8	13.2	13.2	0	0	0	0	0	15.95
10	56	0	0	0	0	0	5.4	23.2	35.7	23.2	5.4	5.3	1.8	0	0	0	16.23
11	35	0	0	0	0	0	0	0	22.9	31.4	28.6	11.4	5.7	0	0	0	17.46
12	30	0	0	0	0	0	0	0	.0	46.7	23.3	16.7	13.3	0	0	0	17.97
Total	350	7	.3	2.7	2.6	8.4	14.9	22.7	17.8	16.9	7.9	3.5	2.3	0	0	0	15.49

* The figures in this column indicate the number of school leavers for whom age data were not available.

Normal age groups are enclosed with black lines.

have been calculated. Under each age the percentages of pupils who are of normal age for the grades which they left have been enclosed by heavy lines. To ascertain the percentage of a grade which is of normal age it is necessary to combine the values following that age and enclosed by heavy lines. As an illustration, the normal ages for sixth grade pupils are eleven and twelve. Of the sixth grade school leavers 4.5 per cent were eleven years of age and none was twelve. That is, only 4.5 per cent of the pupils leaving grade six were of normal age. The percentage of school leavers of normal age from grade seven is 13.6; from grade eight, 26.2; from grade nine, 36.7; from grade ten, 58.9; from grade eleven, 54.2; and from grade twelve, 70.1.

The percentage values opposite each grade and lying below the heavy lines represent the percentages of school leavers under normal age. There are very few such pupils. Those values above the heavy lines represent school leavers above normal age and there are many such pupils.

These data indicate that the majority of school leavers included in this study were above normal age, and that in the higher grades a larger per cent are of normal age. This trend toward normal age in the upper grades is due to the pupils of more pronounced over-ageness dropping out, thereby reducing the average age for the group remaining longer in school.

Grade Distribution of School Leavers by Intelligence Quotients

Measuring instrument used.-- Intelligence quotients used in this study were obtained from the Otis Quick Scoring Mental Ability Tests

which were administered to the pupils included in the study. The Beta Test, Form A, was used in grades five to nine, inclusive. The Gamma Test, Form AM, was used in grades ten to twelve, inclusive.

Grade distribution by intelligence quotients.-- Intelligence quotients were obtained for 252 of the 350 school leavers. The number of pupils in each grade making scores within the various ranges have been tabulated, and these data are presented in Table 38.

No intelligence quotient was obtained for ninety-eight pupils. In the last column of Table 38 the mean intelligence quotient of each grade is shown. The intelligence quotients as found in this study are comparatively low. An attempted explanation of this is not necessarily within the province of this study. However, it might be well to call attention to certain conditions which may be contributing factors.

During the early part of May, 1949, Stanford Achievement Tests were given to pupils in grades six to nine, inclusive. According to these tests the sixth grade pupils were 1.7 years below the national norm in reading. This variation below the national norm remained approximately the same for each grade through grade nine. This indicates a lack of average ability to handle verbal materials.³

The Otis Quick Scoring Mental Ability Tests used in this study consist largely of verbal materials. Low ability to handle verbal materials may tend to cause lower scores on such a mental ability test.

The mean intelligence quotient of the school leavers increased

³ Office of County Superintendent of Education, "Tabulations and Information from Standardized Tests, May, 1950," Andalusia, Alabama.

TABLE 38

INTELLIGENCE QUOTIENTS AS DETERMINED BY OTIS QUICK SCORING MENTAL ABILITY TESTS
 OF 252 SCHOOL LEAVERS FROM THE COVINGTON COUNTY, ALABAMA, SCHOOLS
 FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	Number School Leavers Tested	Intelligence Quotients of School Leavers Who Were Tested								Mean I. Q.
			110 to 119	100 to 109	90 to 99	80 to 89	70 to 79	60 to 69	50 to 59		
5	34	15	0	0	1	2	7	3	2	72.50	
6	45	21	0	0	1	2	7	9	2	70.21	
7	66	46	0	2	5	15	7	10	7	76.02	
8	46	41	0	2	3	11	15	6	4	76.69	
9	38	29	0	2	3	7	7	7	3	76.57	
10	56	41	0	1	14	12	7	5	2	82.79	
11	35	31	0	3	7	10	5	6	0	83.21	
12	30	28	2	3	9	10	2	2	0	89.85	
Total	350	252	2	13	43	69	57	48	20	79.02	

from seventy-three in grade five to seventy-six in grade seven. In the remaining grades the mean intelligence quotient varied from approximately seventy-seven to ninety, the highest being in grade twelve. The mean for all grades was seventy-nine. Fifteen pupils among the 252 for whom intelligence quotients were obtained had an intelligence quotient of one hundred or above. An intelligence quotient of ninety-five to 105 is usually assumed to be normal. If one-half or twenty-two of the forty-three pupils with intelligence quotients in the group ninety to ninety-nine is added to the fifteen pupils with intelligence quotients above that interval there would be a total of thirty-seven pupils with average or above intelligence among the school leavers.

The pupils included in this study live in a rural environment where social and economic conditions are below the average for the nation. (If the test was developed in a different social milieu rural children taking the test might be at a disadvantage.

A low intelligence quotient is not necessarily a characteristic of the school leaver. The wide variation in the intellectual ability of pupils as indicated by this test shows that the needs of pupils differ and that differences in scholastic achievement are to be expected.

Grade Distribution of School Leavers by Attitude Toward High School Scores

Measuring instrument used.-- For the purposes of this study Gillespie's Scale of Attitude toward High School was used. On this scale the possible range of scores is from .6 to 10.8, the higher value reflecting the more wholesome attitude toward school. National norms

for this score are not available at this time. This attitude scale was administered during the first part of this study, near the close of the 1949-50 session. Since the scale was administered to high school pupils only, pupils who were promoted to the high school at the close of that session did not register their attitudes according to this scale. The scale was administered to many pupils during the early part of the 1950-51 session, but it was not administered to pupils recently promoted to the high school because those pupils had had only a few weeks to formulate opinions regarding high school.

The school leavers from the seventh grade for whom attitude scores were obtained are those who failed to obtain promotion at the end of the 1949-50 session. There were only two such pupils, and they have been omitted from consideration.

Grade distribution of attitude scores.--- Attitude toward high school scores were obtained for 169 school leavers. Two of these pupils were in grade seven, and have not been included in the data presented in Table 39.

The means of the attitude scores for the several grades are given in the last column of Table 39. There is a gradual increase in the attitude score from grade eight to grade twelve, except in grade nine. The attitude scores recorded in grade nine include the scores of pupils recently transferred from a school of eight grades to a school in which the ninth grade was taught. Pupils in this group had had only a few weeks to become adjusted to the new situation. This may have caused them to register a less favorable attitude than they might have at a

TABLE 39

ATTITUDE-TOWARD-HIGH-SCHOOL SCORES AS DETERMINED BY GILLESPIE'S HIGH SCHOOL ATTITUDE SCALES OF 167 SCHOOL LEAVERS FROM THE COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES EIGHT TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	Number School Leavers Tested	Attitude-Toward-High-School Scores								Mean Attitude Score	
			2 to 2.9	3 to 3.9	4 to 4.9	5 to 5.9	6 to 6.9	7 to 7.9	8 to 8.9	9 to 9.9		10 to 10.9
8	46	37	0	1	0	1	7	12	7	9	0	7.55
9	38	27	0	2	0	5	3	8	5	4	0	7.10
10	56	42	0	0	2	0	5	10	18	7	0	8.02
11	35	33	0	0	0	2	1	6	16	8	0	8.32
12	30	28	0	0	0	0	1	8	9	10	0	8.50
Total	205	167	0	3	2	8	17	44	55	38	0	7.98

later time.

The mean attitude toward high school score of all school leavers was 7.98. At the time of this writing national norms were not available.

Grade Distribution of School Leavers
by Percentage of Attendance

Calculation of percentage of attendance.-- In pupil accounting in Alabama, a pupil currently enrolled in school is characterized as being on roll. The percentage of attendance is calculated by dividing the number of days in attendance by the number of days on roll.⁴

In this study attendance for the school terms 1949-50 and 1950-51 was considered. In many cases complete attendance information for pupils transferring to the Covington County schools from other school systems was not available. Such information as was available was used.

Grade distribution by percentage of attendance.-- As a pupil's percentage of attendance for each of the two years was recorded on the work sheets, it was observed that in most cases the pattern of attendance for both years was about the same. In order to determine whether a low percentage of attendance is indicative of early school leaving the percentage of attendance was calculated for 348 school leavers. Information was not available for two leavers. These data are shown in Table 40.

In Table 40 percentage of attendance is shown by grades and at

⁴ Alabama, State Department of Education, School Register. Expires July 1, 1951, pp. 51-52. Montgomery, Alabama: State Department of Education, 1950.

TABLE 40

PERCENTAGE OF ATTENDANCE DURING SCHOLASTIC YEARS, 1949-50 AND 1950-51,
OF 348 SCHOOL LEAVERS, FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO
TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	*Total Number School Leavers	Percentage of Attendance										Mean Per- centage of At- tendance
		90.01 to 100.00	80.01 to 90.00	70.01 to 80.00	60.01 to 70.00	50.01 to 60.00	40.01 to 50.00	30.01 to 40.00	20.01 to 30.00	10.01 to 20.00		
5	34	4	7	6	5	6	2	0	2	2	66.17	
6	45	7	6	10	10	2	2	3	2	0	68.77	
7	66	8	20	22	9	4	0	2	1	0	75.90	
8	46	5	15	17	4	2	0	2	0	0	76.11	
9	38	5	13	13	2	2	1	2	0	0	77.89	
10	56	9	26	10	7	1	0	1	0	0	80.45	
11	35	17	11	3	3	0	0	0	0	0	86.42	
12	30	17	10	1	1	0	1	0	0	0	88.00	
Total	350	73	108	82	41	21	9	7	5	2	77.27	

* Attendance data were not available for one pupil in grade eight and one pupil in grade ten.

intervals of ten per cent. A study of this table reveals that in the upper grades a larger number of pupils have a higher percentage of attendance. No pupil in grade eleven had a percentage of attendance lower than fifty. In grade twelve only one pupil had a percentage of attendance lower than sixty.

The mean percentage of attendance consistently increased from grade five through grade twelve, the mean percentage being sixty-six and eighty-eight for grades five and twelve, respectively.

The trend indicates that those pupils with the lower percentage of attendance leave school earlier, and that those who have a higher percentage of attendance remain in school longer. Therefore, the percentage of attendance of school leavers increases in the upper grades.

Distribution of School Leavers by Frequency of Transfer

The term transfer as used in this study means that the pupil has changed from one school to another. No effort was made in tabulating this information to determine whether or not the transfers were within the Covington County school system. If the frequency of transfer is important it is because the pupil has moved from school to school, and has found it necessary to make certain adjustments. When a pupil moves from one school to another he finds a different school plant, a different corps of teachers and a different group of pupils. This new environment is a matter of concern to the pupil, and it takes time for him to make the proper adjustments.

For many pupils in Covington County it is necessary to transfer

from one school to another in normal progress through the grades because all schools do not provide instruction in the twelve grades.

The incidence of transfer was obtained for 287 school leavers, and these data are presented in Table 41.

The last column of this table gives the mean number of transfers made by school leavers from each grade. Except in grades six and seven the incidence of transfer increases through grade eleven. This increase in the incidence of transfer as the pupil progresses through the grades is to be expected. No explanation has been found for the reverse in trend from grade eleven to grade twelve.

The relatively large increase in the incidence of transfer from grade eight to grade nine may be accounted for by many pupils having to transfer from schools of only eight grades in order to continue their school careers.

The totals at the bottom of the table indicate the frequency of transfer. There were seventy-four pupils who had never transferred, and eighty-one who had transferred only once. The remaining 122 pupils, or about forty-two per cent of the total, had transferred two or more times. Three pupils had transferred eight times.

One transfer is the point of highest frequency. This represents twenty-eight per cent of the pupils. From this point the percentage of pupils declines as the frequency of transfer increases.

The table indicates that the mean number of transfers made is 1.84. The significance of this frequency of transfer can not be evaluated until it is compared with the frequency of transfer of continuous

TABLE 41

INCIDENCE OF TRANSFER OF 287 SCHOOL LEAVERS FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	#Number Pupils Included	Incidence of Transfer									Mean Number Transfers
			0	1	2	3	4	5	6	7	8	
5	34	23	9	8	2	3	0	0	0	0	1	1.26
6	45	29	11	4	6	4	1	1	1	0	0	1.66
7	66	54	20	12	9	7	2	2	1	1	0	1.52
8	46	38	11	15	6	5	1	1	0	0	0	1.31
9	38	33	8	7	8	4	1	1	2	1	0	2.09
10	56	48	6	16	9	9	3	3	0	2	0	2.13
11	35	33	1	11	8	2	5	1	2	2	1	2.79
12	30	28	8	8	3	3	2	3	0	0	1	1.93
Total	350	287	74	81	51	37	15	14	5	7	3	1.84

* This column indicates the number of pupils on whom data relating to incidence of transfer were available.

enrollees. This comparison will be made in a later section of this report.

Dillon found that approximately two-thirds of 1,138 school leavers had made three or more transfers.⁵ The frequency of transfer found by Dillon is considerably higher than the frequency found in this study. However, Dillon's study included only rather large urban populations, while the present study is concerned with a rural population.

Grade Distribution of School Leavers by School Achievement

The results of standardized achievement tests administered to pupils in the Covington County schools for several years have consistently indicated that grade achievement is below grade placement, especially in the fourth grade and above. This has long been recognized by teachers and school authorities as a serious problem.

Tests used.-- An effort was made to administer achievement tests to all pupils included in the study, but many difficulties were encountered. Some of these difficulties were absence from school, frequent transfers, short periods of enrollment and the time required by the persons administering the tests. Of the 350 school leavers standardized achievement tests were administered to 264. In grades five to nine, inclusive, Stanford Achievement Tests were used. In grades ten, eleven and twelve, Progressive Achievement Tests were used.

These tests were administered to the majority of the pupils

⁵ Harold J. Dillon, Early School Leaving: A Major Educational Problem, p. 28. New York: National Child Labor Committee, 1949.

during the week preceding May 15, 1950. The tests were administered to the other pupils during October, November and December 1950. These scores were interpolated in order to make them comparable to the scores of pupils who took the tests in May 1951.

Deviation of grade achievement from grade placement.-- The grade achievement of each pupil as indicated by the test was compared with his actual grade placement. The difference between the pupil's grade achievement and his grade placement is referred to here as deviation of grade achievement from grade placement. Positive and negative values are given in each case.

These data for 264 school leavers are presented in Table 42.

From the totals at the foot of Table 42 it can be seen that only five school leavers had a grade achievement more than a half year higher than their grade placement. Only thirteen were actually placed in the grade indicated by their achievement scores. The remaining 246 school leavers had grade achievement scores lower than their corresponding grade placements. Fifty-seven of these school leavers had a grade achievement score approximately four years below their actual grade placement. The mean deviation of grade achievement from grade placement for the 264 school leavers was -2.4 years.

The last column of Table 42 gives the mean deviation of grade achievement from grade placement. The mean deviation of grade achievement from grade placement for grade five is -1.6 years; for grade six, -2.2 years. In grade seven this value drops to -1.9 years. In this connection attention is called to the fact that sixty-six pupils left school

TABLE 42

DEVIATION OF GRADE ACHIEVEMENT FROM GRADE PLACEMENT IN YEARS OF 264
SCHOOL LEAVERS FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES
FIVE TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	Number Pupils Tested	Years Deviation of Grade Achievement from Grade Placement							Mean Deviation
			2.4 to 1.5	1.4 to .5	.4 to -.5	-.6 to -1.5	-1.6 to -2.5	-2.6 to -3.5	-3.6 to -4.5	
			5	34	16	0	0	1	7	
6	45	25	0	0	0	5	10	9	1	+2.2
7	66	47	0	0	2	12	25	7	1	-1.9
8	46	41	0	0	0	1	14	21	5	-2.7
9	38	32	0	0	1	1	5	11	14	-3.2
10	56	45	1	1	7	7	12	5	12	-2.2
11	35	30	1	1	0	5	6	5	12	-2.9
12	30	28	1	0	2	2	4	7	12	-2.9
Total	350	264	3	2	13	40	81	68	57	-2.4

in grade seven. Many of these pupils, as seen from the table, had achievement scores far below their actual grade placement. The next highest number of school leavers was from grade ten. Again, the situation is similar to that found in grade seven, in that a large number of pupils left this grade. From grade seven to grade nine the grade achievement score is increasingly lower than the actual grade placement. Again, this same trend, though less noticeable, is observed from grade ten to grade twelve.

The grade achievement of early school leavers does not progress as rapidly as actual grade placement. Grades seven and ten were the most crucial grades for continuance in school by the pupils included in this study.

Grade Distribution of School Leavers by Distances Transported

In Chapter III pupil transportation in Covington County was discussed at some length. During the school term 1950-51, 4,396 pupils were transported at public expense. Covington County has an area of 1,052 square miles. The southern half of the county is sparsely settled. A few children ride seventy miles per day in making the trip to and from school, requiring them to spend approximately three and one-half hours per day on a school bus. Pupil transportation is a serious problem in Covington County.

An effort was made to ascertain the distances over which the pupils included in this study were transported. The school leavers from each grade were placed in groups according to distances transported

one way. Five miles was the interval used in this grouping. The number of school leavers by grades and distances transported is shown in Table 43.

Table 43 indicates that of the 350 school leavers 237 were identified as being transported, information on sixty-nine being incomplete in regard to transportation, and forty-four being not transported. The last column in the table gives the mean distance transported one way by grade groups. The mean distance transported increases consistently from grade five to grade ten, and then declines. The increase in the mean distances at grades seven and nine may be due in part to transportation of pupils to fewer school centers at which grade seven or grade nine is taught. Grades seven and eight are included in a number of schools. Many schools teach no grades above six, but only the six high school centers offer instruction in grade nine. In many cases pupils entering grades seven and nine have to travel greater distances.

As has been shown earlier in this report, grade ten is a crucial grade as regards continuance in school. The mean distance transported for pupils in grade ten is 15.8 miles. This is higher than for any other grade. This seems to indicate that some pupils who are transported more than the average distance for all pupils do leave school before completing grade ten. If this is true the mean distance over which this group of leavers is transported will necessarily be high.

The mean distance over which all school leavers were transported is 9.9 miles.

As indicated in Table 43 no information regarding transportation

TABLE 43

NUMBER OF SCHOOL LEAVERS FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, TRANSPORTED VARIOUS DISTANCES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	Number School Leavers Transported	Number Miles Transported										Mean Distance	
			0 to 4.9	5.0 to 9.9	10.0 to 14.9	15.0 to 19.9	20.0 to 24.9	25.0 to 29.9	30.0 to 34.9	35.0 to 39.9				
5	35	19	7	8	2	1	0	0	1	0	0	0	0	7.76
6	45	22	8	13	1	0	0	0	0	0	0	0	0	5.90
7	66	44	21	18	3	1	0	0	0	0	0	1	0	6.27
8	46	33	10	11	8	3	0	0	1	0	0	0	0	8.69
9	38	26	7	10	6	0	0	1	2	0	0	0	0	9.42
10	56	44	4	8	10	8	7	1	5	2	0	0	0	15.79
11	35	26	6	6	4	5	1	1	4	0	0	0	0	12.69
12	30	23	5	6	7	4	1	1	0	0	0	0	0	10.32
Total	350	237	68	80	41	22	10	13	3	0	0	0	0	9.90

was obtained for sixty-nine school leavers. Of the remaining 281 school leavers 237 were transported; forty-four were not transported. The forty-four non-transported school leavers is sixteen per cent of the 281 for whom transportation information was obtained. In the same year the net registration in the schools of Covington County in all grades was 5,840. Four thousand three hundred ninety-six pupils in all grades were transported. One thousand four hundred forty-four were not transported. The non-transported pupils in all grades is approximately twenty-five per cent of the net registration in all grades.

The number of pupils in the several grades transported various distances was translated into percentage for further analysis. The percentage of school leavers in the different grades who were transported various distances is shown in Table 44.

Table 44 shows that the mean distance transported for all school leavers is 9.9 miles. The highest percentage, 33.75, of all school leavers transported a given five-mile interval were transported from five to 9.9 miles. This same five-mile interval, 5 to 9.9, contains a higher percentage of leavers in grades five, six, eight and nine than does any other interval. Larger proportions of pupils in the upper three grades are transported greater distances. This situation is accounted for by the fact that fewer schools serving larger areas offer instruction in these grades.

The data presented in Table 44 furnish no evidence that greater distance from school is a deterrent to continuance in school.

TABLE 44

PERCENTAGE OF SCHOOL LEAVERS FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, TRANSPORTED VARIOUS DISTANCES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	Number School Leavers Transported	Percentage Transported Various Number of Miles										Mean Distance	
			0 to 4.9	5.0 to 9.9	10.0 to 14.9	15.0 to 19.9	20.0 to 24.9	25.0 to 29.9	30.0 to 34.9	35.0 to 39.9				
5	35	19	36.84	42.10	10.50	5.26	0	5.26	0	0	0	0	0	7.76
6	45	22	36.36	59.09	4.54	0	0	0	0	0	0	0	0	5.90
7	66	44	47.72	40.90	6.81	2.29	0	0	0	0	0	2.27	0	6.26
8	46	33	30.30	33.33	24.24	9.09	0	0	0	3.03	0	0	0	8.69
9	38	26	26.92	38.46	23.07	0	0	0	0	7.69	0	0	0	9.42
10	56	44	2.09	18.18	22.72	18.18	0	15.90	0	11.36	0	4.54	0	15.79
11	35	26	23.07	15.38	19.23	19.23	0	3.84	0	15.38	0	0	0	12.69
12	30	23	21.73	26.08	30.43	17.39	0	3.84	0	0	0	0	0	10.32
Total	350	237	28.69	33.75	17.29	9.28	4.21	5.48	1.26	0	0	0	0	9.90

Distribution of School Leavers
by Grades and Socio-Economic Status

As indicated in an earlier section of this report socio-economic status is included in one set of factors which help to determine whether a pupil will continue in school or drop out before graduation. Therefore, socio-economic status is one factor considered in this study.

Covington County is situated in the sandy Gulf Coastal Plains where the sixty-inch annual rainfall rapidly leaches the plant food from an already infertile soil. In a sense it is a pioneer region. At the beginning of the present century Covington County was largely a pine forest sparsely settled. Soon lumber barons from the Carolinas and elsewhere moved in to exploit the forests and the labor of the early settlers. By 1925 their work was practically completed; the virgin forests had been cut away or destroyed; the lumber mills were gone; poverty was left. But a virile people turned the land to the plow, and in the wake of poverty, established farmsteads, villages, towns and cities with varied industries. It takes time to wrest fortunes from the soil or from small industries. The early settlers of Covington County and their descendants have had a comparatively short time for this, and the per capita wealth is still low.

In Chapter IV of this report it was shown that Covington County ranked twenty-first among the sixty-seven counties of Alabama in an index of economic ability to support education. The factors included in this index were: sales tax paid, passenger automobile license, assessed valuation of public utilities, personal income tax paid, and value added by manufacture.

Score card used.--- The socio-economic scores of pupils included in this study were obtained by the administration of The Sims Score Card of Socio-Economic Status. The possible range of scores on this card is from zero to thirty-six. According to the manual for administering this instrument and scoring the results a score of thirty-six is indeterminate-ly high, representing the ideal home. From scores reported to the publishers a score of 29.2 represents the ninety-fifth percentile of homes scored. A score of zero represents a home indeterminately low, theoretically no home at all. A score of 1.8 represents a home of the fifth percentile. The scores for Southern rural whites average eleven to fourteen. Southern rural Negroes have average scores of about six to eight.⁶

The distribution of the socio-economic status scores for 245 school leavers is shown in Table 45.

Socio-economic status.--- Socio-economic status scores were obtained for 255 school leavers. These scores have been distributed at five-point intervals and by grades in Table 45. Sixteen pupils left school from grade five. None of these pupils had a socio-economic score above ten. The mean socio-economic score for this group is 3.8. Socio-economic scores were obtained for thirty pupils leaving grade twelve. The mean score for this group is thirteen, which is considerably above that for the fifth grade group. Except in the eighth grade the

⁶ Verner M. Sims, Manual of Directions for the Sims Score Card for Socio-Economic Status, p. 12. Bloomington, Illinois: Public School Publishing Company, 1927.

TABLE 45

SOCIO-ECONOMIC STATUS DETERMINED BY SIMS SCORE CARD OF
 245 SCHOOL LEAVERS, FROM COVINGTON COUNTY, ALABAMA,
 SCHOOLS, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	Number School Leavers Tested	Socio-Economic Status Scores						Mean Scores	
			0 to 4.9	5.0 to 9.9	10.0 to 14.9	15.0 to 19.9	20.0 to 24.9	25.0 to 29.9		
5	34	16	12	4	0	0	0	0	0	3.8
6	45	21	11	9	1	0	0	0	0	5.1
7	66	45	8	23	12	1	1	1	0	8.5
8	46	40	13	16	11	0	0	0	0	7.3
9	38	32	3	17	8	3	3	0	1	9.8
10	56	41	0	17	21	3	3	0	0	10.8
11	35	32	1	7	18	6	6	0	0	12.3
12	30	28	0	4	18	5	5	1	0	13.0
Total	350	255	48	97	89	18	2	1	9.2	

socio-economic score of the school leavers constantly increased from the fifth to the twelfth grade.

If attention is centered on only the figures with values above zero in Table 45 it may be viewed as a scatter diagram. Practically all these figures are in lower left half of the table. This indicates that of the early school leavers included in this study those of the lower socio-economic status left school earlier.

Distribution of School Leavers
by Grades and Participation in Extra-Curricular
Activities

In one section of Chapter III of this report the program of extra-curricular activities was discussed. There are thirty-one different extra-curricular activities in the schools of Covington County. One school offers fifteen such activities while some schools offer none. These activities are offered in an effort to meet the needs and interests of pupils not met through the regular instructional materials. Undoubtedly they do enrich the total school offering.

However, the best way to approach this problem may be through the enrichment of instructional materials, the improvement of teaching techniques, and a reorganization of the curriculum. To broaden and enrich the total school program by these means requires considerable time.

In this connection the Staff of the Bureau of Educational Research, College of Education, University of Alabama, states,⁷

⁷ Bureau of Educational Research, College of Education, University of Alabama, Cooperative Study of the Mobile Public Schools, Vol. V, pp. 188-89. Mobile, Alabama: Gill Printing Company, 1949.

The emphasis on extra-curricular or extra-class activities was most pronounced during the decade, 1920-30. Most of the writings of the various authorities in this field appeared at this time. While extra-class activities are still an integral part of the secondary school, the emphasis since 1930 has been to meet these needs through a reorganization of the curriculum. As the curriculum is reorganized to facilitate the accomplishment of all the goals of education, there is less need for those activities which are organized outside of the classroom. Student government, all types of clubs, publications, debating, and dramatic presentations are among those activities which are extra-class in most schools.

In an effort to meet the needs of the pupils many of the schools of Covington County have organized a number of extra-curricular activities. Through such a program encouragement is offered pupils to continue longer in school. A study of the extent to which pupils participate in these activities was made. Such data were analyzed to determine if few or no participation in extra-curricular activities is associated with early school leaving. These data are presented in Table 46.

A glance at the figures with values above zero in Table 46 shows that the number of participations increased as pupils progressed through the grades. In the fifth grade twenty-three pupils participated in no extra-curricular activities; eleven participated in one. Four pupils in grade six participated in three extra-curricular activities. This trend continued through the eleventh grade.

The mean number of participations in extra-curricular activities by the school leavers from each grade is shown in the last column of the table. This mean increases from the fifth through the eleventh grade and then decreases slightly in the twelfth grade.

The lower means of participation in the lower grades may be due to the fact that fewer opportunities are offered for participation

TABLE 46

NUMBER OF SCHOOL LEAVERS, GRADES FIVE TO TWELVE, FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, PARTICIPATING IN DIFFERENT NUMBERS OF EXTRA-CURRICULAR ACTIVITIES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	*Number School Leavers In-cluded	Number of Extra-Curricular Activities						Mean Number Participations	
			0	1	2	3	4	5		
5	34	34	23	11	0	0	0	0	0	.34
6	45	45	20	21	4	0	0	0	0	.64
7	66	66	30	34	1	1	1	0	0	.59
8	46	46	16	17	13	0	0	0	0	.93
9	38	38	17	8	11	1	1	1	0	.97
10	56	56	25	15	11	4	4	5	0	.96
11	35	35	15	4	5	6	6	5	0	1.50
12	30	30	9	4	7	5	5	3	2	1.83
Total	350	350	155	114	52	17	10	2		.91

* This column indicates that data concerning the extent of participation in extra-curricular activities were available for all school leavers.

in these activities. As indicated above, some schools with only six grades offer no extra-curricular activities. The larger schools are the schools offering work in the upper grades and the schools which provide more opportunities for participation in extra-curricular activities.

Of the school leavers included in this study those who continued through more grades in school participated more broadly in extra-curricular activities.

The percentage of pupils in each grade participating in the various numbers of extra-curricular activities has been calculated. This information has been arranged in Table 47 to assist in a further analysis of this phase of the problem.

From an examination of Table 47 it can be seen that almost half, 44.28 per cent, of the school leavers took no part in extra-curricular activities. Approximately sixty-eight per cent of the school leavers in grade five had no participation in extra-curricular activities. The percentage of pupils participating in no extra-curricular activities declined to grade twelve which shows that even in this grade thirty per cent of the school leavers did not participate in the extra-curricular program. Also, it may be noted that approximately one-third of the school leavers participated in only one extra-curricular activity. If the percentages are added for those leavers who participated in two or more extra-curricular activities it will be seen that less than one-fourth of the group participated to this extent.

TABLE 47

PERCENTAGE OF SCHOOL LEAVERS, GRADES FIVE TO TWELVE, FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, PARTICIPATING IN DIFFERENT NUMBERS OF EXTRA-CURRICULAR ACTIVITIES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	#Number School Leavers Included	Number of Extra-Curricular Activities						Mean Number Participations
			0	1	2	3	4	5	
5	34	34	67.64	32.35	.00	.00	.00	.00	.34
6	45	45	44.44	46.66	8.88	.00	.00	.00	.64
7	66	66	45.45	51.51	1.51	1.51	.00	.00	.59
8	46	46	34.78	36.95	28.26	.00	.00	.00	.93
9	38	38	44.73	21.05	28.94	2.63	2.63	2.63	.97
10	56	56	46.64	26.78	19.96	7.14	1.78	1.78	.96
11	35	35	42.85	11.42	14.28	17.14	14.28	14.28	1.50
12	30	30	30.00	13.33	23.33	16.66	10.00	6.66	1.83
Total	350	350	44.28	32.57	14.85	4.85	2.85	.57	.91

* This column indicates that data concerning the extent of participation in extra-curricular activities were available for all school leavers.

Distribution of School Leavers
by Grades and Courses Pursued

The elementary grades in the schools of Covington County are organized so that one teacher supervises all the in-school experiences of a given group of pupils. In the elementary schools related subjects have been grouped so as to provide for five major areas of instruction: (1) Social Studies; (2) Health, Safety, Science; (3) Reading, Writing, Spelling, Speech; (4) Computation; and (5) Recreational and Creative Activities.

Although grades seven and eight are considered a part of the secondary school the materials of instruction are organized similarly to the materials of instruction in the elementary grades. There are no electives in grades five to eight, inclusive. The school experiences in these grades are considered here as a general course and will be so referred to in this discussion. The term general course is not meant to be synonymous with general education, although they may have some common connotations.

As in many small secondary schools, the secondary schools of Covington County offer no sharply differentiated courses. The instructional program is organized on a subject matter basis. Beginning with grade nine there are certain required subjects and a number of electives. In the upper four grades English and social studies are generally required. Those pupils who take their electives in science, mathematics and social studies have experiences in the same general areas as those pupils in grades five to eight, inclusive. This program of studies is referred to here as general.

Those pupils who take vocational agriculture naturally have to limit their electives in other fields. This course is referred to as agriculture. Many girls take vocational home economics and necessarily limit their electives in other areas. Such a course is referred to here as home economics. Both boys and girls may select courses in business law, bookkeeping, stenography and typing. If a pupil's electives are in these subject matter areas he is said to take the commercial course.

These four terms, general, agriculture, home economics and commercial, seem to characterize the program of studies quite well.

A distribution of the school leavers by grades and courses pursued has been worked out. These data are recorded in Table 48.

No information on the courses pursued by twenty-five pupils in grades nine to twelve was obtained. The remaining 134 school leavers were distributed as indicated in Table 48. From the totals at the bottom of the table it can be seen that of the 134 school leavers classified approximately twenty-eight per cent were enrolled in the general course; fourteen per cent, in home economics; thirty per cent, in agriculture; and twenty-eight per cent, in commercial.

Only fourteen per cent of the leavers took home economics. It was shown earlier in this chapter that only eight per cent of the girls enrolled left school while twelve per cent of the boys enrolled left school. Since only girls took home economics the lower percentage of female school leavers may largely account for the lower percentage of leavers taking home economics.

There is no evidence from these data that enrollment or non-enrollment in any particular course is associated with early school leaving.

TABLE 48

NUMBER AND PERCENTAGE OF SCHOOL LEAVERS, GRADES NINE TO TWELVE, FROM COVINGTON COUNTY, ALABAMA, SCHOOLS, ENROLLED IN DIFFERENT COURSES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number School Leavers	*Number School Leavers Classified	Number and Percentage Enrolled in Different Courses							
			General		Home Economics		Agriculture		Commercial	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
9	38	35	22	62.86	5	14.28	8	22.86	0	.00
10	56	44	1	2.28	11	25.00	19	43.18	13	29.54
11	35	27	2	7.41	3	11.11	10	37.04	12	44.44
12	30	28	12	42.86	0	.00	3	10.71	13	46.43
Total	159	134	37	27.61	19	14.18	40	29.85	38	28.36

* This column indicates the number of school leavers on whom data concerning courses being pursued were available.

SUMMARY

Early school leaving is a serious problem in Covington County, Alabama, as revealed by the data bearing on this subject during the period May 15, 1950 to May 14, 1951.

Twenty-five pupils, twenty-three boys and two girls, left school as early as the fifth grade. The most critical points for continuance in school were at the seventh and tenth grade levels. The percentage of male school leavers decreased from grade five to grade nine and then increased. The data in this study reveal that boys leave school earlier than girls. Negro pupils leave school earlier than whites.

More than half the school leavers included in this study were less than sixteen years of age notwithstanding that this is the upper limit for compulsory attendance. The highest incidence of school leaving was at age fifteen. Less than half the school leavers had completed the eighth grade.

A low intelligence quotient is not necessarily a characteristic of the early school leavers included in this study. Pupils with less favorable attitudes toward high school leave school earlier. A low percentage of attendance indicates possible vulnerability to early school leaving.

From the data analyzed to this point in the study there is no evidence that a high incidence of transfer is associated with early school leaving. The incidence of transfer increases as the higher grades are reached. This may merely reflect the natural consequence of an increasing number of places of residence as one grows older.

Those pupils whose actual grade achievement was farthest below their grade placement left school earlier. There is very little evidence from the data so far in this study that pupil transportation is associated with early school leaving. Some pupils of low economic status continue in school to high school graduation. However, the data obtained in this study indicate that those pupils of lower socio-economic status tend to leave school earlier. Enrollment in a particular course does not seem to be associated with early school leaving. Meager participation in extra-curricular activities seems to be associated with early school leaving.

The data obtained in this study indicate certain characteristics which are more frequently found among early school leavers than among those who continue longer in school. These characteristics in a measure typify the early school leaver. He is a Negro boy, age fifteen and one-half years. His attendance has been poor for at least two years. His attitude toward school is not as favorable as the attitude of those who continue longer in school. His achievement score indicates that he is unable to do the work of the grade in which he is actually placed. He is in the eighth grade, comes from a home of comparatively low social and economic status, and takes little or no part in the program of extra-curricular activities.

CHAPTER VI

CONTINUOUS ENROLLEES IN COVINGTON COUNTY

In the analysis of data concerning continuous enrollees the same plan was followed in this chapter as was followed in the preceding chapter in the analysis of data concerning school leavers. The analysis of data on continuous enrollees included the factors of race, sex, age, intelligence, attitude toward high school, percentage of attendance, incidence of transfer, grade achievement, transported or non-transported and socio-economic status. These pupils were grouped according to the courses taken for further analysis. Finally consideration was given to the extent of participation in extra-curricular activities. Through this analysis the continuous enrollees were identified by certain characteristics.

Measuring Instruments

The same measuring instruments were administered to the continuous enrollees as were administered to the school leavers. These measuring instruments were administered to both groups at the same time. In fact, both groups were in school at the time, and it could not be determined with which group a given pupil would later be identified.

Grade Distribution of Continuous Enrollees by Races

Grade distribution of white continuous enrollees.-- The total enrollment in the white schools during the one-year period covered by this study was 2,916. Three hundred forty were transferred to other

systems or lost from accounting, 266 left school, and 2,320 continued on roll.

The number and percentage of continuous enrollees in the white schools are shown in Table 49. These percentages are calculated on the basis of the total enrollment by sex.

There is only a slight difference in the number of continuous enrollees in grades five and six. Beginning with grade six the number of continuous enrollees declines steadily. There is a rather sharp decrease from grade eight to grade nine. A part of this decrease in enrollment from grade eight to grade nine was due to a transfer of forty-four pupils to the Opp High School. All pupils in that area of the county have to transfer to the Opp High School for work in grades nine to twelve, inclusive.

As mentioned above, grade ten is a critical point for continuance in school, particularly for girls. Grade nine is also a critical point for continuance in school for girls. In all grades except nine and ten the percentage of girls continuing in school is greater than that of the boys. In grades seven and eight approximately four per cent more of the girls than of the boys continued in school, but in grades five, six, and eleven this difference increased to approximately eight per cent. Attention has frequently been called to the unusual military situation which took a considerable number of young men from grade twelve. This partly accounts for the low percentage of male continuous enrollees in grade twelve. Of the total male enrollment approximately seventy-eight per cent continued in school as compared with approximately

TABLE 49

ENROLLMENT, SCHOOL LEAVERS, TRANSFERS, AND CONTINUOUS ENROLLEES,
 BY SEX, IN COVINGTON COUNTY, ALABAMA, WHITE SCHOOLS, GRADES
 FIVE TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Enrollment		School Leavers		Transferred to Other Systems or Lost		Continuous Enrollees			
	Boys	Girls	Boys	Girls	Boys	Girls	Number		Per Cent	
							Boys	Girls	Boys	Girls
5	273	243	23	2	43	39	207	202	75.82	83.12
6	273	235	18	12	40	25	215	198	78.76	84.25
7	250	227	31	18	24	24	195	185	78.00	81.49
8	209	221	26	12	20	29	163	180	77.99	81.44
9	174	185	11	14	26	35	137	136	78.73	73.51
10	122	137	15	22	9	10	98	105	80.32	76.64
11	91	121	12	13	8	5	71	103	78.02	85.12
12	73	82	22	5	1	2	50	75	68.49	91.46
Total	1465	1451	158	98	171	169	1136	1184	77.54	81.59

eighty-two per cent of the female enrollment.

These data indicate conclusively that among the white pupils included in the study the girls continue in school longer than the boys.

Grade distribution of Negro continuous enrollees.-- During the one-year period covered by this study the total enrollment of Negro children in grades five to twelve in the Covington County schools was 737. Fifty-seven pupils transferred to other school systems or were lost from Covington County's school accounting, ninety-four left school, and 586 continued in school to the end of the period.

Data relating to the grade and sex distribution of these pupils are shown in Table 50. The percentages of continuous enrollees are calculated on the basis of the total enrollment by sex.

The greatest number of continuous enrollees was in grade five; the lowest in grade eleven. The number of continuous enrollees shows a general decline as the higher grades are attained. This decline is not constant, however.

An examination of the data by sex reveals that a higher percentage of girls than of boys continued in school in all grades except grades five, nine and ten. In grade eleven less than half the boys continued in school. A smaller percentage of girls continued in grades nine and ten than in any other grades.

There is evidence from these data that (1) among the Negro pupils included in the study the girls continue in school longer than the boys, (2) grade ten is a critical point for continuance in school, and (3) both grades nine and ten are critical points for continuance in

TABLE 50

ENROLLMENT, SCHOOL LEAVERS, TRANSFERS, AND CONTINUOUS ENROLLEES, BY SEX,
 IN COVINGTON COUNTY, ALABAMA, NEGRO SCHOOLS, GRADES FIVE TO TWELVE,
 FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Enrollment		School Leavers		Transferred to Other Systems or Lost		Continuous Enrollees			
	Boys	Girls	Boys	Girls	Boys	Girls	Number		Per Cent	
							Boys	Girls	Boys	Girls
5	86	75	5	4	7	8	74	63	86.04	84.00
6	70	67	11	4	9	6	50	57	71.42	85.07
7	47	87	7	10	2	2	38	75	80.85	86.20
8	40	42	7	1	6	3	27	38	67.50	90.47
9	30	30	7	6	1	3	22	21	73.33	70.00
10	39	47	8	11	2	3	29	33	74.35	70.21
11	12	30	5	5	2	3	5	22	41.66	73.33
12	12	23	1	2	0	0	11	21	91.66	91.30
Total	336	401	51	43	29	28	256	330	76.19	82.29

school for girls.

Grade distribution of continuous enrollees by races.--- The continuous enrollees were tabulated by grades according to race. These data are presented in Table 51.

A study of Table 51 indicates there were 2,320 white and 586 Negro continuous enrollees. The percentage of the two groups continuing in school is approximately the same.

There was a higher percentage of the Negroes than of the whites who continued in grades five, seven and twelve. The large difference in the percentage of continuous enrollees of the two groups in grade twelve is partly accounted for by the fact that twenty-two white boys left grade twelve to serve with the Thirty-First Division, an all-white military unit.

While there is no great variation in the percentage of white continuous enrollees from grade to grade these values drop somewhat in grades nine and ten reiterating the already repeated observation that these grades, particularly grade ten, are critical points for continuance in school.

For the Negroes, grades nine, ten and eleven are the most critical grades for continuance in school.

A comparison of data for the continuous enrollees of the white and Negro groups provides evidence that (1) there is practically no difference in the percentages of the two groups who continued in school, (2) grades nine and ten are critical grades for continuance in school for both groups, and (3) grade eleven, also, is a critical grade for

TABLE 51

ENROLLMENT, SCHOOL LEAVERS, TRANSFERS, AND CONTINUOUS ENROLLEES, BY RACES,
IN THE COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE,
FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Enrollment		School Leavers		Transferred to Other Systems or Lost		Continuous Enrollees			
	White	Negro	White	Negro	White	Negro	Number		Per Cent	
							White	Negro	White	Negro
5	516	161	25	9	82	15	409	137	79.27	85.10
6	508	137	30	15	65	15	413	107	81.30	78.11
7	477	134	49	17	48	4	380	113	79.67	84.33
8	430	82	38	8	49	9	343	65	79.77	79.27
9	359	60	25	13	61	4	273	43	76.05	71.67
10	259	86	37	19	19	5	203	62	78.38	72.10
11	212	42	25	10	13	5	174	27	82.08	64.29
12	155	35	27	3	3	0	125	32	80.65	91.43
Total	2916	737	256	94	340	57	2320	586	79.57	79.52

continuance in school for Negroes.

Grade Distribution of Continuous Enrollees by Sex

The holding power of a school is one indication of the effectiveness of the program of the school. This section deals with the relative holding power of the schools for boys and girls.

During the period of this study there were 3,256 children accounted for as school leavers and continuous enrollees. One thousand six hundred one, or approximately forty-nine per cent, were boys.

Data relating to grade and sex of continuous enrollees are shown in Table 52.

In grades five and six the total enrollment of boys exceeds that of the girls. Also, in these same grades, and in grade nine, the number of boys who continued in school exceeded the number of girls who continued in school. Neither of these conditions prevails in any other grade. However, an examination of the columns indicating the percentage will show that a smaller percentage of boys than of girls continued in grades five and six. This is not true in grade nine, however.

This seemingly paradoxical situation may be explained. There might be a preponderance of boys in the school age population represented in these grades. It is more probable, however, that boys of this age are absent from school more than girls for farm work, and being absent fail to be promoted, and upon returning to school are placed in these grades thereby causing a preponderance of boys in these grades. If this latter view is accepted, one must conclude that some boys who

TABLE 52

ENROLLMENT, SCHOOL LEAVERS, TRANSFERS, AND CONTINUOUS ENROLLEES, BY SEX,
 IN COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE,
 FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Enrollment		School Leavers		Transferred to Other Systems or Lost		Continuous Enrollees			
	Boys	Girls	Boys	Girls	Boys	Girls	Number		Per Cent	
							Boys	Girls	Boys	Girls
5	359	318	28	6	50	47	281	265	72.28	83.34
6	343	302	29	16	49	31	265	255	77.26	84.44
7	297	314	38	28	26	26	233	260	78.46	82.81
8	249	263	33	13	26	32	190	218	76.31	82.89
9	204	215	18	20	27	38	159	157	77.95	73.03
10	161	184	23	33	11	13	127	138	78.89	75.01
11	103	151	17	18	10	8	76	125	73.79	82.79
12	85	105	23	7	1	2	61	96	71.77	91.43
Total	1801	1852	209	141	200	197	1392	1514	77.30	81.75

apparently have left school may return.

The low percentage of boys who continued in grade twelve has been commented on previously. The percentages of male continuous enrollees in grades five and eleven are also comparatively small. The percentage of boys continuing in the other grades remains fairly constant, varying only from seventy-six to seventy-nine.

A higher percentage of girls, 91.43, continued in grade twelve than in any other grade. In grades nine and ten the percentages of continuous enrollees for girls were approximately seventy-three and seventy-five, respectively. In all other grades the percentage of girls continuing in school remained rather constant, eighty-three or eighty-four.

In all grades except nine and ten a higher percentage of girls than of boys continued in school. The percentages for the total number of continuous enrollees for the boys and girls are 77.30 and 81.75, respectively.

From the analysis of the data for the pupils included in this study it seems, (1) that grades five and eleven are critical points for continuance of boys in school, and that grades nine and ten are the most critical for girls, and (2) that girls continue in school to attain higher grades than boys attain.

Age-Grade Distribution of Continuous Enrollees

As indicated earlier in this report an age span of one and one half years is considered normal for the several grades. This is in

accordance with child accounting procedures in Alabama.

An age-grade distribution of the continuous enrollees included in this study is given in Table 53.

In Table 53 each age group has heavy lines indicating the two grade levels for which that age is considered normal. A study of this table reveals that comparatively few continuous enrollees are under age. Actually, only ninety-three pupils or about three per cent of the total are under age.

Some boys and girls in Covington County continue in school several years beyond normal ages for the public schools. There were fifty such pupils nineteen years of age, five pupils twenty years of age, and two pupils twenty-one years of age or above.

If all pupils within the normal grade span for each age group are added, the total is 2,121. This group of 2,121 who are in normal age for grade brackets represents approximately seventy-three per cent of the total. This would leave approximately twenty-four per cent of the pupils over age for grade. This indicates that the schools of Covington County are faced with a serious problem of over-ageness for grade.

The last column of the table shows the mean age for each grade. In each grade the mean age is within the age span considered normal for that grade. However, the mean age is in the upper part of the normal bracket. The mean age for all continuous enrollees is 13.53 years.

For further analysis of the age-grade relationship of the continuous enrollees the numerical values given in Table 53 have been

TABLE 53

NUMBER OF CONTINUOUS ENROLLEES IN EACH GRADE IN THE COVINGTON COUNTY, ALABAMA, SCHOOLS GRADES FIVE TO TWELVE, BY AGES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continuous Enrollees	#Number Ages Un-known	Ages of Continuous Enrollees										Mean Age			
			10 and Below	11	12	13	14	15	16	17	18	19		20	21 and Over	
5	546	4	217	151	84	39	17	10	2	1	1	20	0	0	0	11.40
6	520	1	114	235	117	82	45	19	3	0	0	1	0	0	0	12.00
7	493	3	0	209	142	142	63	37	4	0	0	1	0	0	0	12.87
8	408	1	0	10	163	163	133	59	7	2	0	0	0	0	0	13.92
9	316	3	0	0	13	0	166	88	7	1	1	2	1	0	0	14.59
10	265	0	0	0	0	0	12	70	33	12	4	4	0	0	0	15.66
11	201	0	0	0	0	0	0	13	55	14	5	5	1	0	0	16.44
12	157	0	0	0	0	0	0	0	83	45	17	17	3	2	0	17.57
Total	2906	12	231	410	420	439	436	360	273	193	75	50	5	2		13.53

* The figures in this column indicate the number of continuous enrollees for whom age data were not available.

converted into percentage values. These percentages of pupils enrolled in the several grades are presented in Table 54.

In Table 54 the percentages of continuous enrollees in each grade by ages have been computed. Under each age group those percentages which represent the number of pupils of normal ages for the grades indicated in the first column have been enclosed by heavy lines. To ascertain the percentage of a grade which is of normal age it is necessary to combine the values following that age and enclosed by heavy lines under two age groups. As an illustration, the normal ages for sixth grade pupils are eleven and twelve. Of the sixth grade continuous enrollees 45.2 per cent are eleven years of age and 22.5 per cent are twelve years of age. By adding these two percentages it is found that 67.7 per cent of the sixth grade children are of normal age. The percentage of continuous enrollees of normal age in grade seven is 71.7; in grade eight, 72.7; in grade nine, 81.1; in grade ten, 77.0; in grade eleven, 83.6; and, in grade twelve, 81.6.

From this analysis it is found that approximately three-fourths of the continuous enrollees are of normal age for grade and that there is a tendency for those in the upper grades to be nearer normal age. This indicates that as the higher grades are attained the older pupils leave school thereby causing the average age for the continuous enrollees to be lower.

Grade Distribution of Continuous Enrollees by Intelligence Quotients

The intelligence quotients of the pupils included in this study

TABLE 54

PERCENTAGE OF CONTINUOUS ENROLLEES IN EACH GRADE IN COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, BY AGES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continuous Enrollees	*Number Ages Unknown	Ages of Continuous Enrollees										Mean Age			
			10 and Below	11	12	13	14	15	16	17	18	19		20	21 and Over	
5	546	4	40.3	27.9	15.4	7.1	3.1	1.8	.3	.2	.2	3.7	0	0	0	11.40
6	520	1	2.7	45.2	22.5	15.8	8.7	3.7	.6	.6	.2	.2	0	0	0	12.00
7	493	3	0	4.7	42.7	29.0	12.8	7.5	2.3	.8	0	.2	0	0	0	12.87
8	408	1	0	.2	2.5	40.0	32.7	14.5	7.9	1.7	.5	0	0	0	0	13.92
9	316	3	0	0	0	4.2	53.0	28.1	11.2	2.2	.3	.7	.3	0	0	14.59
10	265	0	0	0	0	0	4.5	50.6	26.4	12.5	4.5	1.5	0	0	0	15.66
11	201	0	0	0	0	0	0	6.4	56.2	27.4	7.0	2.5	.5	0	0	16.44
12	157	0	0	0	0	0	0	0	4.4	52.9	28.7	10.8	1.9	1.3	0	17.57
Total	2906	12	8.0	14.2	14.5	15.2	15.0	12.4	9.4	6.7	2.6	1.7	.2	.1		13.53

* The figures in this column indicate the number of continuous enrollees for whom age data were not available.

Percentages for normal age groups are enclosed with black lines.

were obtained from scores made on the Otis Quick Scoring Mental Ability Tests.

Scholastic aptitude is the ability to profit from learning experiences which contain a high degree of verbalism and require ability to do abstract thinking. Such scholastic aptitude is usually measured by tests commonly known as mental or intelligence tests. Mental or intelligence tests designed for group testing usually contain a high degree of verbalism. The Otis Quick Scoring Mental Ability Test is that type of test.

The success of a pupil in the schools of Covington County is dependent in a large measure on his ability to cope with verbal materials.

The intelligence quotients of pupils included in this study should be interpreted with the foregoing facts in mind.

Grade distribution by intelligence quotients.— The grade distribution of continuous enrollees by intelligence quotients is shown in Table 55.

There were 2,906 continuous enrollees in grades five to twelve, inclusive. Intelligence quotients were not obtained for 242 of these pupils, leaving 2,664 continuous enrollees for whom intelligence quotients were obtained.

The mean intelligence quotient declined slightly from grade five to grade seven, but in the following grades the trend is upward, although this trend is not entirely regular. The mean intelligence quotient of the 2,664 continuous enrollees is approximately eighty-nine.

TABLE 55

INTELLIGENCE QUOTIENTS AS DETERMINED BY OTIS QUICK SCORING MENTAL ABILITY TESTS OF 2664 CONTINUOUS ENROLLEES IN THE COVINGTON COUNTY, ALABAMA, SCHOOLS FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continuous Enrollees	Number Continuous Enrollees Tested	Intelligence Quotients of Continuous Enrollees Who Were Tested										Mean I. Q.
			130 to 139	120 to 129	110 to 119	100 to 109	90 to 99	80 to 89	70 to 79	60 to 69	50 to 59		
5	546	479	0	1	19	61	129	146	86	32	5	87.56	
6	520	466	0	2	22	65	93	129	107	37	11	86.28	
7	493	450	1	1	17	71	124	110	82	33	11	85.50	
8	408	380	6	1	17	87	93	86	58	30	8	89.24	
9	316	301	0	5	27	81	72	57	32	23	4	92.63	
10	265	249	0	0	8	27	77	89	24	19	5	87.63	
11	201	190	0	1	19	26	67	49	24	4	0	92.29	
12	157	149	0	3	7	35	39	39	15	11	0	91.55	
Total	2906	2664	1	14	136	453	694	705	428	189	44	88.75	

The mean intelligence quotients for grades five, six, seven, and ten were below this mean. One hundred thirteen or fifty-nine per cent of the 190 continuous enrollees in the eleventh grade whose intelligence quotients were obtained had intelligence quotients above this mean of eighty-nine. Intelligence quotients were obtained for 149 continuous enrollees in grade twelve. Eighty-four or fifty-six per cent of this number had intelligence quotients above the mean, eighty-nine.

If it is assumed that this situation exists because certain selective factors have eliminated the less able from school a fundamental question is raised.

Is the program in the schools of Covington County such that only those with a high level of scholastic ability can succeed sufficiently well to remain in school?

However, it should be noted that twenty-six pupils in grade twelve have intelligence quotients below eighty according to the data obtained in this study. This indicates that a high intelligence quotient is not a necessary factor for continuance in school.

Grade Distribution of Continuous Enrollees by Attitude-Toward-High-School Scores

The grade distribution of continuous enrollees by attitude toward high school scores is given in Table 56.

Only twenty-three of the 493 continuous enrollees in grade seven registered an attitude toward high school. The attitude scale was administered in May, 1950 to high school pupils. This scale was not administered to pupils in grade six near the end of the 1949-50

TABLE 56

ATTITUDE-TOWARD-HIGH-SCHOOL SCORES AS DETERMINED BY GILLESPIE'S HIGH SCHOOL ATTITUDE SCALE, OF 1217 CONTINUOUS ENROLLEES IN THE COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continuous Enrollees	Number Continuous Enrollees Tested	Attitude Toward High School Scores								Mean Attitude Score	
			2 to 2.9	3 to 3.9	4 to 4.9	5 to 5.9	6 to 6.9	7 to 7.9	8 to 8.9	9 to 9.9		10 to 10.9
8	408	338	1	4	6	14	18	69	153	73	0	8.13
9	316	285	0	1	4	8	7	48	129	88	0	8.44
10	265	252	0	1	1	7	8	35	124	76	0	8.44
11	201	198	0	0	0	5	2	21	95	75	0	8.68
12	157	144	0	0	1	1	4	24	51	62	1	8.67
Total	1347	1217	1	6	12	35	39	197	552	374	1	8.43

school term. Sixth grade pupils who were promoted at the end of the 1949-50 session constitute the great majority of the seventh grade pupils included in this study. Of the seventh grade pupils included in the study only those who failed to be promoted at the end of the 1949-50 term were given an opportunity to register their attitudes toward high school. Table 56 does not include those twenty-three pupils.

Beginning with the eighth grade the trend of the mean score is slightly upward. The mean of all the scores is 8.43. There is very little difference in the mean scores for grades nine to twelve, inclusive.

Grade Distribution of Continuous Enrollees by Percentage of Attendance

While calculating the percentage of attendance for the children included in this study it was observed that in most cases the percentage of attendance for a given pupil was approximately the same for each year. This is true for both the school leavers and the continuous enrollees.

(Authentic attendance information was not available for all pupils for the two-year period. Only authentic information was used. In those cases in which the information was not complete for the entire two years the information covering as much of the period as possible was used.

Grade distribution by percentage of attendance.-- Attendance information covering at least a part of the two-year period was available for the 2,906 continuous enrollees except for eight pupils. These were in grade twelve. Data relating to the percentage of attendance

for the remaining 2,898 continuous enrollees are shown in Table 57.

The mean percentage of attendance for each grade and for all pupils for whom the information was available is shown in the last column of Table 57. The percentage of attendance varies from eighty-nine in grade five to ninety-three in grade eleven. In grade twelve the percentage of attendance declines to ninety-one. The percentage of attendance varies only four points, from eighty-nine in grade five to ninety-three in grade eleven. There is a gradual trend upward in the percentage of attendance except in grade ten. Only ninety-eight, or approximately three per cent of the continuous enrollees, had a percentage of attendance of seventy or less. The mean percentage of attendance for the continuous enrollees is ninety-one.

Thirteen pupils attended school not more than fifty per cent of the time they were on roll.

A high percentage of attendance is associated with continuance in school among the pupils included in the present study.

Distribution of Continuous Enrollees by Frequency of Transfer

Due to the organization of schools in certain attendance areas of Covington County it is necessary for a pupil to attend three schools while progressing normally through grades one to twelve. The pupil may attend a school having grades one to six only. He may then transfer to a school of grades one to eight. Later he may have to transfer to another school to complete his high school work. For such pupils two transfers are necessary. These transfers were counted in compiling data

TABLE 57

PERCENTAGE OF ATTENDANCE DURING SCHOLASTIC YEARS 1949-50 AND 1950-51 OF 2898 CONTINUOUS ENROLLEES IN COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	*Total Number Continuous Enrollees	Percentage of Attendance										Mean Percentage of Attendance
		90.01 to 100.00	80.01 to 90.00	70.01 to 80.00	60.01 to 70.00	50.01 to 60.00	40.01 to 50.00	30.01 to 40.00	20.01 to 30.00			
5	546	364	108	39	23	7	2	2	1	89.28		
6	520	344	103	48	19	2	2	0	0	89.50		
7	493	320	125	33	12	3	0	0	0	90.15		
8	408	275	96	27	7	3	0	0	0	90.51		
9	316	242	53	16	2	2	1	0	0	91.70		
10	265	194	51	16	1	1	2	0	0	91.22		
11	201	168	23	1	1	1	0	0	0	92.71		
12	157	103	38	1	1	0	1	0	0	91.10		
Total	2906	2010	597	193	66	19	8	4	1	91.40		

* Attendance data were not available for eight pupils in the twelfth grade.

relating to incidence of transfer.

Practically all children included in this study live in rural areas. Most of them live on farms from which the families obtain their livelihood, cotton and peanuts being the principal crops. Under present methods of farming these crops require much hand labor and many of the children engage in this seasonal farm labor. However, there are very few migratory farm laborers.

Distribution by frequency of transfer.-- There were included in this study 2,906 continuous enrollees. Data relating to the incidence of transfer were not obtained for 227 of these pupils. The grade distribution by incidence of transfer of the remaining 2,679 pupils is shown in Table 58.

The mean number of transfers in grades five and six is slightly more than one. These relatively low figures may be partially accounted for by three factors. First, pupils in these grades have not been in school many years and consequently the family residence likely would have been changed fewer times. Secondly, all schools of the county, except Gantt, Rawls and County High, accommodate pupils in grades one to six. Thirdly, due to rather large attendance areas families may move considerable distances and the children continue in the same school.

The highest mean number of transfers for the continuous enrollees is approximately two, in grade ten. The analysis of data in several different categories had shown that grade ten is a crucial grade for continuance in school.

Beginning with grade six and going through grade ten the mean

TABLE 58

INCIDENCE OF TRANSFER 2679 CONTINUOUS ENROLLEES IN COVINGTON COUNTY, ALABAMA,
SCHOOLS, GRADES FIVE TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continuous Enrollees	Number Pupils In- cluded	Incidence of Transfer								Mean Number Transfers	
			0	1	2	3	4	5	6	7		8
5	546	490	291	80	55	38	10	8	2	4	1.13	
6	520	486	270	88	47	37	25	9	4	3	1.04	
7	493	449	241	90	35	36	23	12	7	1	1.11	
8	408	385	136	132	32	33	27	9	7	5	1.45	
9	316	271	104	68	41	26	12	7	5	7	1.49	
10	265	253	39	101	37	32	18	12	9	1	1.98	
11	201	197	41	86	27	16	9	12	2	3	1.66	
12	157	148	26	65	27	12	5	7	2	3	1.71	
Total	2906	2679	1148	710	301	230	129	76	38	20	27	1.29

frequency of transfer increases as the grade level rises. While grade twelve has a higher mean frequency of transfer than grade eleven the difference is small.

The total number of pupils with the various incidences of transfer is shown at the bottom of the table. One thousand one hundred forty-eight pupils or approximately forty-three per cent of the pupils for whom these data were obtained made no transfers. In considering this rather large number and percentage of pupils who made no transfers it should be borne in mind that approximately one-third of the pupils in Covington are enrolled in schools accommodating the twelve grades. The pupils entering the first grade in these schools are not required by the organization of schools and attendance areas to transfer to other schools during their progress from grade one to grade twelve.

These data present no evidence that a low incidence of transfer is associated with continuance in school.

Grade Distribution of Continuous Enrollees by School Achievement

An effort was made to administer standardized achievement tests to all pupils included in the study though many difficulties were encountered, such as absence from school, frequent transfers, short periods of enrollment, and the time required by persons administering the tests. There were 2,906 continuous enrollees included in the study. Standardized achievement tests were administered to 2,638 of these pupils leaving 268 to whom the tests were not administered.

Deviation of grade achievement from grade placement.--- The

deviation of grade achievement from grade placement was calculated at intervals of one year. If the grade achievement and the grade placement for a pupil were the same, that pupil's deviation of grade achievement from grade placement was zero. If a pupil's grade achievement was lower than his grade placement the deviation of his score was assigned a negative value. The initial interval includes all scores between $-.5$ and $.4$ years, or a one-year interval.

The grade distribution of all scores with their deviation of grade achievement from grade placement is shown in Table 59.

The last column of Table 59 shows the mean deviation of grade achievement from grade placement in years for each grade and for the total. In all grades the mean achievement is below grade placement. This mean deviation of grade achievement from grade placement varies from -1.13 years in grade eight to -2.40 years in grade twelve.

The deviation in grades five, six, seven and eight does not vary so widely. This deviation is from -1.13 years in grade eight to -1.60 years in grade six. However, beginning with grade nine the deviation of -2.26 years varies widely from the deviation for any lower grade. In grades nine, ten, eleven and twelve the deviation does not vary so widely. This variation is from -2.14 years in grade eleven to -2.40 years in grade twelve.

Within the limitations of the measuring instruments used it appears that pupils made little or no scholastic progress from grade eight to grade nine. This situation raises a number of questions. Among these questions are: Is the quality of instruction in grades

TABLE 59

DEVIATION OF GRADE ACHIEVEMENT FROM GRADE PLACEMENT IN YEARS OF 2638 CONTINUOUS ENROLLEES IN GOVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, FROM MAY 15, 1950 TO MAY 14, 1951.

Grades	Total Number Continuous Enrollees	Number Pupils Tested	Years Deviation of Grade Achievement from Grade Placement										Mean Deviation
			4.4 to 3.5	3.4 to 2.5	2.4 to 1.5	1.4 to .5	.4 to -.5	-.6 to -1.5	-1.6 to -2.5	-2.6 to -3.5	-3.6 to -4.5		
5	546	472	0	0	1	11	69	226	156	7	2	-1.23	
6	520	463	0	1	4	20	43	138	189	68	0	-1.60	
7	493	437	0	2	5	15	49	166	169	26	5	-1.45	
8	408	379	0	3	8	17	30	75	139	95	12	-1.13	
9	316	302	0	1	12	13	23	45	75	85	48	-2.26	
10	265	244	3	4	8	11	23	47	63	40	45	-2.15	
11	201	194	3	12	10	18	20	28	40	30	33	-2.14	
12	157	147	0	2	8	11	18	13	24	24	47	-2.40	
Total	2906	2638	6	25	56	116	275	738	855	375	192	-1.43	

nine to twelve inferior to that of the lower grades? Since most of the instruction in grades five to eight is on a teacher-class basis and the upper grades are more highly departmentalized is this rapid change of organization detrimental to the learning situation? Do the pupils entering the ninth grade need more effective guidance? Is the curriculum in the ninth grade and up as well adapted to the needs of the pupils as in the lower grades? Are there influences outside of the school which seriously affect scholarship?

In a survey of the Mobile City and County Schools the Metropolitan Achievement Test was administered to certain groups of pupils. This survey showed that only eighteen per cent of the pupils in grade eight of the rural schools were at or above the grade norm on this test.¹

In grade eight of the Covington County Schools thirty continuous enrollees deviated one-half year or less from the grade norm on the Stanford Achievement Test. If it is assumed that fifteen of these pupils were at or above the norm a total of forty-five continuous enrollees or approximately twelve per cent were at or above the grade norm. This compares rather favorably with all the pupils of the eighth grade in the Mobile County accredited rural high schools.

One hundred fifty-seven pupils continued in grade twelve during the period of this study of whom 147 were tested. Forty-seven or approximately one-third of these were about four years below their grade in scholastic

¹ Bureau of Educational Research, University of Alabama, Cooperative Study of the Mobile Public Schools, Volume V, pp. 133-135. Mobile, Alabama: Gill Printing and Stationery Company, 1949.

achievement. Forty-six of these pupils were approximately at or above the grade norm. Approximately two-thirds of the twelfth grade pupils continued in school although they were below the level of scholastic achievement for that grade as measured by the Progressive Achievement Tests.

These data show that poor scholastic achievement is an educational problem in Covington County, but, regardless of this situation, many children continue in school in grades for which they are inadequately prepared.

Grade Distribution of Continuous Enrollees by Distances Transported

Transportation of school children to consolidated school centers is a major problem of public education. Pupil transportation in sparsely settled rural areas is a peculiarly acute problem. The southern half of Covington County is such an area.

There were 2,906 continuous enrollees included in this study. Five hundred twenty-three of these pupils were not transported. Complete information regarding transportation was obtained for 2,119 of these pupils leaving 264 for whom complete transportation information was not obtained.

The grade distribution of the continuous enrollees by distance transported is shown in Table 60.

The last column of Table 60 gives the mean distance transported for each grade. Beginning with grade five the trend of the mean distance transported is upward. However, the mean distance transported does not

TABLE 60

NUMBER OF CONTINUOUS ENROLLEES IN COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, TRANSPORTED VARIOUS DISTANCES, FROM MAY 15, 1950 TO MAY 14, 1951.

Grades	Total Number Continuous Enrollees	Number Continuous Enrollees Transported	Number Miles Transported								Mean Distance
			0 to 4.9	5.0 to 9.9	10.0 to 14.9	15.0 to 19.9	20.0 to 24.9	25.0 to 29.9	30.0 to 34.9	35.0 to 39.9	
5	546	370	170	139	48	11	1	0	1	0	6.26
6	520	359	173	122	47	14	1	2	0	0	2.29
7	493	344	155	119	42	18	7	2	1	0	6.87
8	408	325	115	115	51	28	10	6	0	0	6.98
9	316	241	75	96	25	31	7	7	0	0	6.08
10	265	206	44	51	44	39	13	11	2	2	11.94
11	201	151	38	47	36	21	2	7	0	0	9.95
12	157	123	27	34	23	29	4	6	0	0	11.16
Total	2906	2119	797	723	316	191	45	41	4	2	8.05

increase for each successive grade. This increase is due in part to the organization of attendance areas with a centrally located school offering work in the upper secondary grades.

Only five schools give instruction in the six secondary grades. One school has grades nine to twelve only. Seven other schools offer instruction in grades seven and eight. Twelve of the thirteen schools mentioned also offer instruction in grades one to six. Seventeen other schools offer instruction in grades one to six only. Under such an organization of attendance areas for the several grades it is necessary that pupils in the upper grades travel greater distances. This is clearly shown in Table 60 as the mean distance transported increases from 6.26 miles in grade five to 11.16 miles in grade twelve. The mean distance transported for all continuous enrollees is 8.05 miles.

In a further analysis of the distance pupils are transported, as a probable factor in continuance in school, the percentages of pupils continuing in each grade who were transported various distances were calculated. This information is presented in Table 61.

In Table 61 the percentages of continuous enrollees in each grade who were transported various distances, with intervals of five miles, are indicated. Thus, in grade five there were 370 continuous enrollees, 49.94 per cent of whom were transported less than five miles; 37.58 per cent were transported five to 9.9 miles; 12.97 per cent were transported ten to 14.9 miles; 2.97 per cent were transported fifteen to 19.9 miles; .27 per cent were transported twenty to 24.9 miles; and .27 per cent were transported thirty to 34.9 miles.

TABLE 61

PERCENTAGE OF CONTINUOUS ENROLLEES IN COVINGTON COUNTY, ALABAMA, SCHOOLS, GRADES FIVE TO TWELVE, TRANSPORTED VARIOUS DISTANCES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continuous Enrollees	Number Continuous Enrollees Transported	Percentage Transported Various Number of Miles								Mean Distance		
			0 to 4.9	5.0 to 9.9	10.0 to 14.9	15.0 to 19.9	20.0 to 24.9	25.0 to 29.9	30.0 to 34.9	35.0 to 39.9			
5	546	370	45.94	37.58	12.97	2.97	.27	.00	.27	.00	.00	.00	6.26
6	520	359	48.19	33.98	13.09	3.90	.28	.56	.28	.00	.00	.00	6.29
7	493	344	45.06	34.60	12.22	5.23	2.03	.58	2.03	.29	.00	.00	6.87
8	408	325	35.38	35.38	15.69	8.61	3.08	1.85	3.08	.00	.00	.00	6.98
9	316	241	31.13	39.83	10.38	12.86	2.90	2.90	2.90	.00	.00	.00	6.08
10	265	206	21.36	24.75	21.35	18.93	6.31	6.31	6.31	.98	.00	.98	11.94
11	201	151	25.17	31.13	23.84	13.91	1.32	4.63	1.32	.00	.00	.00	9.95
12	157	123	21.95	27.64	18.70	23.58	3.26	4.87	3.26	.00	.00	.00	11.16
Total	2906	2119	37.61	34.12	14.91	9.01	2.12	1.94	2.12	.19	.09	.09	8.05

By analyzing the information for each grade as was done for grade five in the preceding paragraph several facts may be observed. First, as the higher grades are attained the percentages transported greater distances increase. Secondly, the percentage of the different grades transported less than five miles steadily declines, except in grade ten. More than one-third of the continuous enrollees were transported less than five miles, and more than two-thirds of them less than ten miles. And, finally, more than ninety-five per cent of them are transported less than twenty miles.

The increasing percentage in the upper grades who were transported greater distances is due to the fact that fewer schools offer instruction in these grades, and consequently are situated farther from the homes of many of the pupils.

In the preceding chapter it was shown that the mean distance at which the school leavers were transported was 9.9 miles. The mean distance at which the continuous enrollees were transported is 8.05. In the following chapter the difference in these mean distances will be tested for statistical significance.

Grade Distribution of Continuous Enrollees by Socio-Economic Status

In his study of early school leavers Dillon stated, "However, families with children under sixteen accounted for a majority (64%) of the leavers, which may indicate that younger children in the family support is an economic factor in school leaving, though similar data

on non-school leavers would be needed to tell whether this is true."²

In this study of early school leaving in Covington County, Alabama, information as to socio-economic status was obtained for school leavers and continuous enrollees. The socio-economic status of school leavers was discussed in the preceding chapter. In this section of the present chapter the socio-economic status of continuous enrollees will be analyzed. In the following chapter the socio-economic status of the two groups will be compared.

Data relating to the socio-economic status of continuous enrollees are shown in Table 62.

There were 245 continuous enrollees for whom information relating to socio-economic status was not obtained. The last column of Table 62 gives the mean socio-economic status score for each grade. This mean score is the same for pupils in grades eleven and twelve. With this exception the mean socio-economic status score increases constantly from 7.93 in grade five to 13.30 in grade twelve. This seems to indicate that certain factors are at work eliminating the pupils of lower socio-economic status from the schools of Covington County.

If the number of pupils continuing in each grade and falling in the different intervals of socio-economic scores is studied, certain facts may be observed. First, in the lower grades there is a preponderance of low socio-economic scores. Secondly, there is a very definite change in this situation between grades eight and nine. Thirdly, 1,946 or slightly

² Harold J. Dillon, Early School Leavers: A Major Educational Problem, p. 22. New York: National Child Labor Committee. 1950.

TABLE 62

SOCIO-ECONOMIC STATUS DETERMINED BY SIMS SCORE CARD OF 2661 CONTINUOUS ENROLLEES,
IN COVINGTON COUNTY, ALABAMA, SCHOOLS, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continu- ous En- rollees	Number Continu- ous En- rollees Tested	Socio-Economic Status Scores							Mean Score
			0 to 4.9	5.0 to 9.9	10.0 to 14.9	15.0 to 19.9	20.0 to 24.9	25.0 to 29.9	30.0 to 34.9	
			5	546	485	140	212	96	27	
6	520	464	93	241	106	19	5	0	0	8.21
7	493	433	57	209	137	19	10	1	0	9.25
8	407	382	40	174	137	26	4	2	0	9.71
9	316	302	20	97	119	50	12	4	0	11.65
10	265	252	2	56	130	54	8	1	1	12.84
11	201	194	5	38	91	45	12	2	1	13.39
12	157	149	2	34	70	28	12	2	1	13.30
Total	2906	2661	359	1061	885	268	71	14	3	10.02

more than three-fourths of the group tested have scores ranging from five to 14.9. Finally, the mean socio-economic score for the entire tested group is 10.02.

These data clearly indicate that the children entering the fifth grade in the schools included in the study have widely different social and economic backgrounds. This places a heavy responsibility on these schools to afford a variety of rich experiences for all children.

No effort was made to determine the relative socio-economic status of the children in the several schools. It may be that the schools serving the students with the lowest socio-economic status are the schools with the poorest laboratories, libraries, and instructional facilities.

Distribution of Continuous Enrollees by Grades and Number of Participations in Extra-Curricular Activities

Chapter IV gave certain facts concerning the status of the schools of Covington County. One section of that chapter was devoted to the program of student activities. As indicated in that section three schools sponsor no extra-curricular activities, and nine schools sponsor only one such activity. These are the smaller schools and they offer instruction only through the sixth grade.

Information concerning participation in extra-curricular activities was obtained for 2,902 of the 2,906 continuous enrollees and these data are presented in Table 63.

It can be seen that there are no figures with values above zero in the upper right hand corner of Table 63 which gives the distribution

TABLE 63

NUMBER OF CONTINUOUS ENROLLEES, GRADES FIVE TO TWELVE, IN COVINGTON COUNTY, ALABAMA, SCHOOLS, PARTICIPATING IN DIFFERENT NUMBERS OF EXTRA-CURRICULAR ACTIVITIES, FROM MAY 15, 1950 TO MAY 14, 1951.

Grade	Total Number Continuous Enrollees	*Number Continuous Enrollees Included	Number of Extra-Curricular Activities							Mean Number Participations	
			0	1	2	3	4	5	6		
5	546	546	308	218	15	5	0	0	0	0	.48
6	520	520	154	298	61	7	0	0	0	0	.85
7	493	490	139	282	67	2	0	0	0	0	.86
8	408	408	88	160	152	8	0	0	0	0	1.19
9	316	316	58	110	109	34	4	1	1	0	1.42
10	265	264	48	82	96	27	10	1	1	0	1.52
11	201	201	20	45	78	49	7	1	1	1	1.92
12	157	157	20	48	43	33	10	3	0	0	1.83
Total	2906	2902	835	1243	621	165	31	6	1	1	1.07

* This column indicates the number of continuous enrollees for whom data concerning extent of participation in extra-curricular activities were available.

by grades and the number of participations in extra-curricular activities. This indicates at a glance that the continuous enrollees in the lower grades do not participate in a large number of extra-curricular activities.

The last column of the table gives the mean number of participations by grades. The mean number of participations by continuous enrollees in grade five is slightly less than one-half. The continuous enrollees in the sixth grade show a somewhat wider participation. The low mean participation by continuous enrollees in these grades may be partly accounted for by a lack of such offerings in many small schools. Participation by continuous enrollees in grade seven is practically the same as in the sixth grade.

The mean number of participations in extra-curricular activities increases constantly from grade five to grade eleven. The mean number of participations declines slightly in grade twelve. This decline may be due in part to certain activities of graduating classes, such as plays, banquets and other school and social functions not included in the data obtained for this study.

From the totals at the foot of the table it can be seen that 835 continuous enrollees or twenty-nine per cent of the entire group participated in no extra-curricular activities. However, 601 of these were in grades five, six and seven. One thousand two hundred forty-three, or approximately forty-three per cent of the continuous enrollees, participated in one, but only one, extra-curricular activity. Slightly more than one-fifth of the entire group participated in two such

activities.

The percentage of continuous enrollees in each grade participating in the various number of extra-curricular activities has been calculated and this information is presented in Table 64 for further analysis.

In Table 64 it can be seen that in grade five approximately fifty-six per cent of the continuous enrollees participated in no extra-curricular activities, and approximately forty per cent participated in only one such activity. This is the lowest participation by the continuous enrollees of any grade.

A study of the percentages of continuous enrollees in the different grades participating in the various numbers of activities reveals certain facts. First, the percentage of continuous enrollees participating in no extra-curricular activities steadily declines from grade five to grade eleven. Approximately two-thirds of the group participated in one or two extra-curricular activities. The mean number of participations for each grade increased consistently for each grade from five to eleven, with a slight decrease for grade twelve. The mean number of participations for the entire group is 1.07.

The wider extent of participation in extra-curricular activities in the upper grades may reflect broader interests of those pupils who continue in school to attain the upper grades. This situation may result in part from the wider offerings in extra-curricular activities in those schools giving instruction in the upper grades.

TABLE 64

PERCENTAGE OF CONTINUOUS ENROLLEES, GRADES FIVE TO TWELVE, IN COVINGTON COUNTY, ALABAMA, SCHOOLS, PARTICIPATING IN DIFFERENT NUMBERS OF EXTRA-CURRICULAR ACTIVITIES, FROM MAY 15, 1950 TO MAY 14, 1951

Grades	Total Number Continuous Enrollees	*Number Continuous Enrollees Included	Number of Extra-Curricular Activities							Mean Number Participations
			0	1	2	3	4	5	6	
5	546	546	56.41	39.92	2.75	.92	.00	.00	.00	.48
6	520	520	29.61	57.31	11.74	1.34	.00	.00	.00	.85
7	493	490	28.20	57.21	13.59	.40	.00	.00	.00	.86
8	408	408	21.56	39.22	37.26	1.96	.00	.00	.00	1.19
9	316	316	18.35	34.82	34.50	10.76	1.26	.31	.00	1.42
10	265	264	18.11	30.94	26.23	10.18	3.78	.38	.00	1.52
11	201	201	9.95	22.38	38.81	24.38	3.48	.50	.50	1.92
12	157	157	12.74	30.58	27.39	21.02	6.36	1.91	.00	1.83
Total	2906	2902	28.74	42.78	21.37	5.68	1.06	.20	.03	1.07

* This column indicates the number of continuous enrollees for whom data concerning extent of participation in extra-curricular activities were available.

Distribution of Continuous Enrollees by Grades and
Courses Pursued

The courses offered in the schools of Covington County have been designated general, agriculture, home economics and commercial. It is not assumed that the training in any of these courses is adequate. The general course includes some experience in the basic skills, language arts, literature, government and history, but it is not necessarily geared to the interests, needs and capacities of the individual.

There is no differentiation of courses below the ninth grade.

Data relating to the courses taken by the continuous enrollees in each grade are given in Table 65.

From the totals at the foot of Table 65 it can be seen that the continuous enrollees showed no particular preference as to courses taken. There is comparatively little variation in the number or percentage taking each course.

These data were combined with the corresponding data for school leavers. It was found from these combined data approximately the same number of pupils accounted for in the study were taking each course.

From a comparison of Table 48 and Table 65 giving information as to the courses taken by school leavers and continuous enrollees, respectively, additional facts will be revealed. Twenty-eight per cent of the school leavers and twenty-four per cent of the continuous enrollees were enrolled in the general course. Fourteen per cent of the school leavers and twenty-three per cent of the continuous enrollees were taking home economics. The percentages of school leavers and continuous

TABLE 65

NUMBER AND PERCENTAGE OF CONTINUOUS ENROLLEES, GRADES NINE TO TWELVE, IN COVINGTON COUNTY, ALABAMA, SCHOOLS, ENROLLED IN DIFFERENT COURSES, FROM MAY 15, 1950 TO MAY 14, 1951

Grade	Total Number Continuous Enrollees	*Number Continuous Enrollees Classified	Number and Percentage Enrolled in Different Courses							
			General		Home Economics		Agriculture		Commercial	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
9	316	313	115	36.74	76	24.28	101	32.27	21	6.71
10	265	264	31	11.74	92	34.85	94	35.61	47	17.80
11	201	198	34	17.17	44	22.22	28	14.14	92	46.47
12	157	156	44	28.21	6	3.84	10	6.41	96	61.54
Total	939	931	224	24.06	218	23.42	233	25.02	256	27.50

* This column indicates the number of continuous enrollees on whom data concerning courses being pursued were available.

enrollees taking the course in agriculture were thirty and twenty-five, respectively. Twenty-eight per cent of the school leavers and twenty-eight per cent of the continuous enrollees were enrolled in the commercial courses. There is no great variation in the percentages of school leavers and continuous enrollees taking a particular course, except in the case of home economics. The fact that the girls included in the study continued in school longer than the boys may partly account for this.

The commercial course was taken by a comparatively small number of ninth grade pupils. Some of the schools advise pupils to wait until later years to take this course. The commercial course was the most popular course in the twelfth grade. In the tenth grade, home economics and agriculture were the most popular courses. They were least popular in the twelfth grade. This is partly accounted for by the fact that some schools offer only two years' work in these courses. In such cases these courses are usually taken in the ninth and tenth grades.

There is no evidence from the data obtained in this study that pupils taking a particular course continue in school longer than those taking other courses.

Summary

Of the pupils included in this study the white children continue in school to attain a slightly higher grade level than the Negro children. The data obtained in this study show that the girls in the Covington County Schools continue in school to attain higher grade levels than do the boys. However, the call to military duty may have had significant effects on this trend, especially in the upper grades.

Approximately three-fourths of all continuous enrollees are normal age for grade. Practically all the others are over-age for grade. The mean age for the entire group is approximately thirteen and one-half years.

The mean intelligence quotient of all continuous enrollees included in this study is eighty-nine as compared to seventy-nine for the school leavers. However, twenty-six pupils in grade twelve have intelligence quotients below eighty. These data do not indicate that a high intelligence quotient is an essential factor in continuance in school.

The evidence furnished by these data is not conclusive that a high attitude-toward-high-school score is associated with continuance in school. Those pupils who attend school regularly continue in school to attain higher grade levels.

The data considered in this study furnish no evidence that a low incidence of transfer is associated with continuance in school.

The grade achievement of the continuous enrollees is far below their grade placement.

The mean distance that continuous enrollees were transported is slightly shorter than that of the school leavers. However, the evidence to this point in the analysis of the data does not indicate conclusively that distance transported is associated with continuance in school.

The children included in this study have varying social and economic backgrounds. The data obtained in regard to these characteristics indicate that certain factors are at work eliminating the pupils of lower socio-economic status from the schools of Covington County.

The courses which pupils pursue do not seem to be associated with continuance in school. Pupils attaining higher grade levels participate more widely in extra-curricular activities.

A careful analysis of the data presented in this chapter points up certain characteristics of continuous enrollees in the schools of Covington County. These characteristics typify, at least to some extent, the continuous enrollee. She is a white girl between thirteen and fourteen years of age, slightly over-age for grade. Her intelligence quotient is slightly higher than the average for the entire school group. Her attitude toward school is comparatively high. During the last two years, at least, she has had a good attendance record. Her grade achievement is more than one year below her grade placement. She travels about nine miles to school by bus. Her family is above the average family in rural Covington County socially and economically.

CHAPTER VII

COMPARISON OF SCHOOL LEAVERS WITH CONTINUOUS ENROLLEES

In Chapter V certain data relating to the school leavers from Covington County schools between May 15, 1950 and May 14, 1951, were analyzed. These data dealt with race, sex, age, intelligence quotient, attitude toward high school, attendance, incidence of transfer, school achievement, transported or non-transported, socio-economic status, courses pursued and extent of participation in extra-curricular activities. From the analysis of these data certain characteristics were found which were somewhat common among school leavers.

In Chapter VI data relating to continuous enrollees were analyzed in a similar manner. Certain characteristics were indicated which seemed to be found more frequently among continuous enrollees than among school leavers included in this study.

Purpose of the Chapter

The purpose of the present chapter is to determine the significance, if any, of the differences between school leavers and continuous enrollees.

Differences between school leavers and continuous enrollees in age, intelligence quotient, attitude toward high school, percentage of attendance, incidence of transfer, deviation of grade achievement from grade placement, distance transported, socio-economic status, and participation in extra-curricular activities will be tested statistically for significance.

Statistical Techniques

Means.--- The means of the two groups in the several categories were calculated and tabulated in the two chapters immediately preceding this one. The calculation of the arithmetic mean or average is a common statistical technique, and the procedure has been fairly well standardized. In this study the method given by Garrett was used.¹ This method requires the grouping of the scores into a frequency distribution. The long method was used. The formula used may be written $M = \frac{\sum f X}{N}$ in which N is the number of measures in the series, f the frequency, X the score and \sum the summation of the scores. M is the mean.

Standard error of the mean.--- The standard error of the mean was calculated according to the method given by Garrett.²

When the number of cases is large, that is above fifty, the formula is $\sigma_M = \frac{\sigma}{\sqrt{N}}$ in which σ_M means standard error of the mean. When the number of cases, N, is small, fifty or below, the formula is changed slightly. The corrected formula for small samples is $\sigma_M = \frac{\sigma}{\sqrt{N-1}}$

The reliability of the difference between two means.--- The formula for calculating the standard error of the difference between two uncorrelated means given by Garrett³ is σ_D or $\sigma_{M_1 - M_2} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2}$

¹ Henry E. Garrett, Statistics in Psychology and Education, pp. 32-35. New York: Longmans, Green and Company, 1950.

² Ibid., pp. 182-193.

³ Ibid., pp. 182-193.

In this formula σM_1 is the standard error of the first group. The standard error of the second group is σM_2 . To determine the significance of the difference of the two means it is necessary to calculate a critical ratio (CR or $\frac{X}{\sigma}$). Garrett has provided a table from which the critical ratio, $\frac{X}{\sigma}$, can be obtained in terms of the percentage of cases which lie on either side of the mean and successive points from the mean in units of standard deviation.⁴ These percentages of the area of the normal curve lying between certain points on the base line are then interpreted in terms of significance or chances in one hundred that a real difference exists.

An investigator often sets up some arbitrary standard of significance, as ninety-five chances in a hundred that a true difference exists. In some cases the investigator may feel that it is necessary to have a higher level of significance, for example, the one per cent level, or ninety-nine chances in one hundred that a true difference exists.

In this study the five per cent level of significance has been arbitrarily established. The critical ratio for the standard error of the difference of the two means has been calculated. Then this critical ratio has been interpreted in terms of the chances in one hundred that a true difference exists. If there are ninety-five or more chances in one hundred that a true difference exists the difference is significant at the five per cent level. As an example, if there are ninety-

⁴ Op. Ibid., p. 461.

eight chances in one hundred that a true difference exists the difference is significant at the two per cent level. Attention will be called to such instances from time to time. However, as indicated above the significance of the difference acceptable for the two groups has been established arbitrarily at the five per cent level.

Mean Ages of Continuous Enrollees and School Leavers by Grades

In the definition of this problem in Chapter I mention was made of several studies which have considered different factors probably associated with school leaving. Among the factors mentioned were age, intelligence, attitude toward school, attendance, number of transfers, grade placement, organization of attendance areas (involving distance to be transported), socio-economic status and participation in extra-curricular activities.

The present study considers these as personal characteristics or school and community factors, which may differ significantly in the two groups, continuous enrollees and school leavers.

Mean ages.-- Tables 36 and 53 of chapters five and six gave the mean age by grades for school leavers and continuous enrollees, respectively. The number of pupils and mean age by grades for each group are given in Table 66.

It can be seen from Table 66 that the difference in the ages is expressed in negative terms. In each grade the mean age for the continuous enrollees is less than the mean age for the school leavers. The negative values do not affect the statistical procedures. They

TABLE 66

MEAN AGE OF CONTINUOUS ENROLLEES
AND SCHOOL LEAVERS

Grades	Continuous Enrollees		School Leavers		*Difference Between Means
	Number Pupils	Mean Age	Number Pupils	Mean Age	
5	542	11.40	30	12.93	- 1.53
6	519	12.00	43	14.28	- 2.28
7	490	12.87	65	14.61	- 1.75
8	407	13.92	46	15.13	- 1.21
9	313	14.59	38	15.95	- 1.36
10	265	15.66	56	16.23	- .57
11	201	16.44	35	17.46	- 1.02
12	157	17.57	30	17.97	- .40
Total	2894	13.88	343	15.49	- 1.61

* Negative values indicate a lower mean age for continuous enrollees.

simply indicate that the continuous enrollees, as a group, are younger than the school leavers of the same grade group. In calculating the standard deviation of the difference between the mean of group one and the mean of group two the negative signs were omitted. This was done because the result of this calculation was expressed in terms of standard deviations. Standard deviations are measured to the right or left (in the positive or negative direction) of the mean on the base line under the normal probability curve.

In Table 66 the grades are given in the column at the left. The next columns give the number and mean age of the continuous enrollees. Corresponding data are given for school leavers in the columns which follow. As indicated above, the difference in the mean age of the two groups is shown in the last column. In all grades except ten and twelve the mean age for the continuous enrollees is more than a year less than the mean age for the school leavers. When the total of each group is considered the mean age for the continuous enrollees is approximately one and one-half years below the mean age of school leavers.

Significance of the difference.-- The difference in the mean age of the two groups was tested statistically to ascertain whether or not it was significant at the five per cent level. The results of these calculations are shown in Table 67.

In Table 67 the grades are given in the first column. The difference between the means of the two groups is shown in the second column. The standard deviation of the difference between the means of the two groups is shown in the third column. From the second and third

TABLE 67

DIFFERENCE BETWEEN THE MEANS OF AGES OF CONTINUOUS
ENROLLEES AND SCHOOL LEAVERS

Grades	Difference Between the Means	Estimated $\sigma M_1 - M_2$	Value of $\frac{\chi}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	1.53	.22	9.00	99
6	2.28	.20	10.47	99
7	1.75	.11	15.72	99
8	1.21	.19	6.30	99
9	1.36	.19	7.00	99
10	.57	.15	3.82	99
11	1.02	.26	3.86	99
12	.40	.22	1.82	93
Total	1.61	.44	3.66	99

columns the critical ratio, or value of $\frac{\chi}{\sigma}$, has been calculated. By reference to the table given by Garrett⁵ this critical ratio has been translated into chances in one hundred that a true difference in age exists between the two groups.

In grade twelve there are only ninety-three chances in one hundred that a true difference exists between the ages of the two groups, and that this difference in youthfulness favors the continuous enrollees. In all other grades and in the total, the difference in age of the two groups is significant at the five per cent level. In fact the difference is significant at the one per cent level in all cases except grade twelve. The continuous enrollees as a group are younger than the school leavers.

Mean Intelligence Quotients of Continuous Enrollees and School Leavers by Grades

It has been shown earlier in this study that a high intelligence quotient is not a necessary factor in continuance in school. Also, it has been shown that some early school leavers have a comparatively high intelligence quotient. However, there was a considerable difference in the mean intelligence quotients of the two groups. The difference in the mean intelligence quotients of the two groups was tested for significance.

Mean Intelligence quotients.--- Table 38 and Table 55 in chapters five and six gave the mean intelligence quotients by grades for school

⁵ Henry E. Garrett, Statistics in Psychology and Education, p. 461. New York: Longman, Green and Company, 1950.

leavers and continuous enrollees. Table 68 summarizes these data and indicates the difference between the means of the two groups.

The last column of Table 68 indicates a considerable difference in the intelligence quotients of continuous enrollees and school leavers except in grades ten and twelve. In every grade the difference is in favor of the continuous enrollees. When the total of both groups is considered these data indicate that the continuous enrollees included in this study ranked almost ten points higher in intelligence quotients than the school leavers included in the study.

Significance of the difference.-- As indicated earlier in this chapter the difference between the means of the two groups would be tested statistically for the significance of the difference. The results of these statistical calculations have been summarized in Table 69.

In the left hand column of Table 69 the grades are indicated. The next column gives the difference between the means of the two groups as shown in Table 68. The third column shows the standard error of the difference of the means of the two groups. M_1 stands for the mean of group one, or the continuous enrollees. Likewise, M_2 stands for the mean of the school leavers. In the following column the critical ratio, or $\frac{x}{\sigma}$, has been given for each grade and for the total. The table provided by Garrett was used in translating the critical ratio into chances in one hundred that a true difference exists between the means.⁶ The

⁶ Henry E. Garrett, Statistics in Psychology and Education, p. 461. New York: Longmans, Greene and Company, 1950.

TABLE 68

MEAN INTELLIGENCE QUOTIENTS OF CONTINUOUS ENROLLEES
AND SCHOOL LEAVERS BY GRADES

Grade	Continuous Enrollees		School Leavers		Difference Between Means
	Number Pupils	Mean I.Q.	Number Pupils	Mean I.Q.	
5	479	87.56	15	72.50	15.06
6	466	86.28	21	70.21	16.07
7	450	85.50	46	72.06	9.48
8	380	89.24	41	76.69	12.55
9	301	92.63	29	76.57	16.06
10	249	87.63	41	82.79	4.84
11	190	92.29	31	83.21	9.08
12	149	91.55	28	89.85	1.70
Total	2664	88.75	252	79.02	9.73

TABLE 69

DIFFERENCE BETWEEN THE MEANS OF INTELLIGENCE
 QUOTIENTS OF CONTINUOUS ENROLLEES AND
 SCHOOL LEAVERS BY GRADES

Grades	Difference Between the Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{X}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	15.06	2.55	5.90	99
6	16.07	2.20	7.30	99
7	9.48	2.17	4.40	99
8	12.55	2.20	5.70	99
9	16.06	2.70	5.95	99
10	4.84	2.05	2.36	98
11	9.08	2.62	3.46	99
12	1.70	2.49	.68	50
Total	9.73	.90	10.80	99

chances in one hundred that a true difference exists are found in the last column of the table. The chances are about equal in the twelfth grade that a continuous enrollee will have a higher intelligence quotient than a school leaver, or vice versa. In grade ten there are ninety-eight chances in one hundred that the intelligence quotients of continuous enrollees will exceed those of school leavers in Covington County during the period included in this study. In all other grades and the total there are about ninety-nine chances in one hundred that the continuous enrollees will have higher intelligence quotients than the school leavers.

In grade twelve the difference in intelligence quotients is not significant at the five per cent level. In all other grades and in the total the difference between the intelligence quotients of the two groups is significant at the two per cent level. This difference is in favor of the continuous enrollees.

Mean Attitude-Toward-High-School Score of Continuous Enrollees and School Leavers by Grades

The attitude-toward-high-school scale was administered to only twenty-five of the seventh grade pupils included in the study, two school leavers and twenty-three continuous enrollees. The statistical techniques used in this study when applied to such small groups would give results with little or no significance. For this reason data relating to the attitude toward high school of the seventh grade pupils are omitted from the report.

The mean scores on the attitude-toward-high-school scale by

grades for continuous enrollees and school leavers have been shown in chapters five and six. The difference between the mean scores of the two groups by grades is shown in Table 70.

Mean attitude scores.— In Table 70 the difference in the mean attitude-toward-high-school score for the continuous enrollees and the school leavers is shown by grade.

In all grades and in the total the slight difference in the mean scores is in favor of the continuous enrollees.

Significance of the differences.— The same statistical procedures which were used in the preceding sections were used here to test the significance of the difference between the means of the two groups. The results of these calculations have been summarized. They are presented in Table 71.

A study of Table 71 indicates that the difference in the means of the scores on the attitude-toward-high-school scale is significant at the five per cent level in grades eight, nine, ten and eleven only.

These data do not indicate at the five per cent level of significance that a less favorable attitude toward high school is associated with early school leaving in the twelfth grade. Considering all of the pupils included in this study for whom attitude-toward-high-school scores were available there is conclusive evidence that a more favorable attitude toward high school is associated with continuance in school.

Mean Percentage of Attendance of Continuous
Enrollees and School Leavers by Grades

As indicated in an earlier section of the chapter the percentage

TABLE 70

MEAN ATTITUDE-TOWARD-HIGH-SCHOOL SCORES OF
CONTINUOUS ENROLLEES AND SCHOOL LEAVERS BY GRADES

Grades	Continuous Enrollees		School Leavers		Differ- ence Between Means
	Number Pupils	Mean Atti- tude Score	Number Pupils	Mean Atti- tude Score	
8	338	8.13	37	7.55	.58
9	285	8.44	27	7.10	1.34
10	252	8.44	42	8.02	.42
11	198	8.68	33	8.32	.36
12	144	8.67	28	8.50	.17
Total	1217	8.42	167	7.98	.45

TABLE 71

DIFFERENCE BETWEEN THE MEANS OF ATTITUDE-TOWARD-HIGH-SCHOOL SCORES OF CONTINUOUS ENROLLEES AND SCHOOL LEAVERS BY GRADES

Grades	Difference Between the Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{X}{\sigma}$	Chances in 100 That True Difference Exists
8	.58	.18	3.20	99
9	1.34	.33	4.10	99
10	.42	.19	2.20	97
11	.36	.19	2.00	95
12	.17	.11	1.55	88
Total	.45	.10	4.50	99

of attendance was calculated for both the continuous enrollees and the school leavers. Attendance information was not complete for all pupils. The percentage of attendance was calculated on the basis of the number of days on roll and the number of days in attendance during the 1949-50 and the 1950-51 sessions.

Mean percentage of attendance.--- The mean percentage of attendance by grades for the continuous enrollees and the school leavers was calculated. These mean percentages of attendance are shown in Table 72.

The difference in the mean percentage of attendance of the two groups decreases constantly from the fifth grade to the twelfth. This difference in the fifth grade is approximately twenty-three per cent. In the twelfth grade the difference is only three per cent.

Significance of the difference.--- The difference between the mean percentage of attendance for the continuous enrollees and the school leavers was tested by the statistical techniques employed in this study for significance. This was done for each grade and for the total. The results of these calculations are summarized in Table 73.

The last column in Table 73 indicates the chances in a hundred that a true difference in the means of the groups exists. Such differences as exist are in favor of the continuous enrollees. The continuous enrollees show a better attendance record than the school leavers.

The difference in the attendance of continuous enrollees and school leavers in grade twelve is not statistically significant at the five per cent level. In all other grades and in the total the difference

TABLE 72

MEAN PERCENTAGES OF ATTENDANCE OF CONTINUOUS ENROLLEES
AND SCHOOL LEAVERS BY GRADES

Grade	Continuous Enrollees		School Leavers		Difference Between Means
	Number Pupils	Mean Percentage of Attendance	Number Pupils	Mean Percentage of Attendance	
5	546	89.20	34	66.17	23.11
6	520	89.50	45	68.77	20.73
7	493	90.15	66	75.90	14.25
8	408	90.51	45	76.11	14.40
9	316	91.70	38	77.89	13.81
10	265	91.22	55	80.45	10.77
11	201	92.71	35	86.42	6.29
12	149	91.10	30	88.00	3.10
Total	2898	90.41	348	77.27	13.14

TABLE 73

DIFFERENCE BETWEEN THE MEAN PERCENTAGE OF
ATTENDANCE OF CONTINUOUS ENROLLEES
AND SCHOOL LEAVERS BY GRADES

Grades	Difference Between the Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{X}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	23.11	3.52	6.60	99
6	20.73	3.80	5.50	99
7	14.25	1.90	7.50	99
8	14.40	1.85	7.80	99
9	13.81	2.30	6.00	99
10	10.77	2.05	5.25	99
11	6.29	1.80	3.50	99
12	3.10	2.30	1.30	80
Total	13.14	.87	15.10	99

meets the five per cent level of significance. In fact, in the total, and in all grades except the twelfth, the difference is significant at the one per cent level. In the twelfth grade the difference meets a level of significance of only twenty per cent.

The analysis of the data obtained in this study indicates that the continuous enrollees made a better attendance record than the school leavers. This difference is statistically significant at the five per cent level.

Mean Number of Transfers of Continuous
Enrollees and School Leavers by
Grades

In this study the number of transfers made by each individual included those transfers which were necessary to continue through the highest grade achieved. As has been mentioned above, many children have to change from one school to another to continue to higher grades due to the grade level of work offered in different schools.

Mean number of transfers.-- In chapters five and six data concerning the incidence of transfer for the school leavers and continuous enrollees were tabulated. The mean incidence of transfer for each group by grades was shown in tabular form. The number of pupils and the mean number of transfers for each group are shown in Table 74.

The last column in Table 74 gives the difference in the mean number of transfers of continuous enrollees and school leavers. In all grades except grade eight the difference is shown as a negative value.

TABLE 74

MEAN NUMBER OF TRANSFERS OF CONTINUOUS ENROLLEES AND
SCHOOL LEAVERS BY GRADES

Grade	Continuous Enrollees		School Leavers		Difference Between Means
	Number Pupils	Mean Number Transfers	Number Pupils	Mean Number Transfers	
5	490	.90	23	1.26	-.36
6	486	1.04	29	1.66	-.62
7	449	1.11	54	1.52	-.42
8	385	1.45	39	1.31	/.14
9	271	1.49	33	2.09	-.60
10	253	1.98	48	2.13	-.15
11	197	1.66	33	2.79	-1.13
12	148	1.71	28	1.93	-.22
Total	2679	1.29	287	1.84	-.55

The negative values indicate that the continuous enrollees as a group made fewer transfers than the school leavers as a group. In the eighth grade the continuous enrollees made a higher mean number of transfers than did the school leavers.

Significance of difference.-- The significance of the difference of the means was tested statistically. The results of these calculations are shown in Table 75.

The last column of Table 75 shows the chances in a hundred that a true difference exists in the number of transfers made by continuous enrollees and school leavers included in this study. The difference between the means in grade eight has a positive value. This indicates that the continuous enrollees in that grade made a greater average number of transfers than did the school leavers in the same grade. It can be seen from the last column of the table that this difference is not significant at the five per cent level.

In all other cases the difference between the means has a negative value. This indicates that the continuous enrollees made a lower average number of transfers than did the school leavers. This difference is significant at the five per cent level only in grades six and eleven and in the total.

When the two groups are considered by grades the evidence that the incidence of transfer is a factor in school leaving is not conclusive. However, when all grades are combined the evidence indicates that the higher incidence of transfer is associated with school leaving.

TABLE 75

DIFFERENCE BETWEEN THE MEAN NUMBER OF TRANSFERS OF
CONTINUOUS ENROLLEES AND SCHOOL LEAVERS BY GRADES

Grades	Difference Between the Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{x}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	-.36	.38	.95	65
6	-.62	.12	5.16	99
7	-.42	.24	1.70	91
8	/.14	.30	.47	36
9	-.60	.37	1.61	89
10	-.15	.28	.53	40
11	-1.13	.40	2.80	99
12	.22	.44	.50	38
Total	-.55	.11	5.00	99

Mean Deviation of Grade Achievement from Grade
Placement of Continuous Enrollees and
School Leavers

As indicated in Chapter V the administration of standardized achievement tests to school children of Covington County has consistently shown that the grade placement of many children is higher than their grade achievement. This condition prevails particularly above the third grade. This is a serious educational problem in Covington County.

Deviation of grade achievement from grade placement.-- The difference between grade achievement and grade placement for school leavers and continuous enrollees was analyzed in Chapter V and VI, respectively. The mean deviation of grade achievement from grade placement for both groups by grades is shown in Table 76.

From the last column of Table 76 the difference between the deviation of grade achievement from grade placement for the two groups can be read. These differences by grades are shown as positive values, except the difference for grade ten is zero. If the algebraic rules governing signs are applied in subtracting the deviation of school leavers from the deviation of continuous enrollees the differences will be truly represented by positive values, except the zero value in the tenth grade.

All mean deviations of grade achievement from grade placement are negative. These values are given in terms of years. In every grade except the tenth this deviation is greater for school leavers than for continuous enrollees. Therefore, the last column of the table must be

TABLE 76

MEAN YEARS DEVIATION OF ACHIEVEMENT FROM GRADE
 PLACEMENT OF CONTINUOUS ENROLLEES AND SCHOOL
 LEAVERS BY GRADES

Grades	Continuous Enrollees		School Leavers		Differ- ence Be- tween Means
	Number Pupils	Mean Deviation	Number Pupils	Mean Deviation	
5	472	- 1.23	16	- 1.63	.40
6	463	- 1.60	25	- 2.24	.64
7	437	- 1.45	47	- 1.85	.40
8	379	- 1.13	41	- 2.73	1.60
9	302	- 2.26	32	- 3.16	.90
10	244	- 2.15	45	- 2.15	.0
11	194	- 2.14	30	- 2.87	.73
12	147	- 2.40	28	- 2.89	.49
Total	2638	- 1.87	264	- 2.43	.67

interpreted as indicating that the grade achievement of school leavers is further from their actual grade placement than the grade achievement of the continuous enrollees. This difference is in the negative direction.

Significance of the difference.-- The difference in the deviation of grade achievement from grade placement for the two groups as shown in Table 76 was tested statistically for significance at the five per cent level. The same procedure was followed as in the previous calculations in this chapter. The results of these calculations have been summarized in Table 77.

It can be seen from the last column of Table 77 that the difference between the two groups in deviation of grade achievement from grade placement is significant at the five per cent level only in grades six, seven, eight, nine and eleven. This is also true if the totals of the two groups are considered.

The two groups differ in the number of years their grade achievement is below their grade placement. This difference is significant at the five per cent level if all members of each group are considered. The difference of the two groups when considered by grades does not meet this standard of significance in all grades.

Mean Distances Transported for Continuous Enrollees and School Leavers by Grades

Rural Covington County is rather sparsely populated, especially in the southern half of the county. Attendance areas are necessarily large, especially for high school pupils. Two pupils included

TABLE 77

DIFFERENCE BETWEEN THE MEANS OF YEARS DEVIATION OF GRADE
ACHIEVEMENT FROM GRADE PLACEMENT OF CONTINUOUS EN-
ROLLEES AND SCHOOL LEAVERS BY GRADES

Grade	Difference Between the Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{\chi}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	.40	.24	1.67	90
6	.64	.17	3.74	99
7	.40	.08	5.71	99
8	1.60	.18	8.90	99
9	.90	.19	4.74	99
10	.00	.28	.00	0
11	.73	.34	2.15	97
12	.49	.33	1.47	85
Total	.80	.30	2.67	99

in this study were transported more than thirty-five miles to school, making a daily round trip of more than seventy miles. Many school children are transported more than fifty miles per day. On most bus routes a large part of the road is not hard surfaced. Traveling such distances requires considerable time and is tiresome to children.

Providing adequate transportation is one of the major problems of school administration in Covington County.

In the present section of this chapter data relating to the transportation of continuous enrollees and school leavers were compared and differences noted. The differences in the distances at which the two groups are transported were tested for significance at the five per cent level.

Mean distances transported.--- The number of pupils and the mean distance transported for continuous enrollees and school leavers are shown in Table 78.

In the last column of Table 78 the difference between the means of the two groups in miles transported can be found. Those values preceded by the minus sign indicate the less distance in miles by which the continuous enrollees were transported. In all grades except six, seven and twelve the continuous enrollees were transported less distances. As indicated in the total in the last column when all pupils in the two groups are considered the continuous enrollees were transported shorter distances.

Significance of the difference.--- By use of the statistical techniques applied above, the difference in the mean distances transported

TABLE 78

MEAN DISTANCES TRANSPORTED OF CONTINUOUS ENROLLEES AND
SCHOOL LEAVERS BY GRADES

Grade	Continuous Enrollees		School Leavers		Difference Between Means
	Number Pupils	Mean Distance Transported	Number Pupils	Mean Distance Transported	
5	370	6.26	19	7.76	- 1.03
6	359	6.29	22	5.90	/ .39
7	344	6.87	44	6.27	/ .60
8	325	6.98	33	8.69	- 1.71
9	241	6.08	26	9.42	- 3.34
10	206	11.94	44	15.79	- 3.85
11	151	9.95	26	12.69	- 4.84
12	123	11.16	23	10.32	/ .84
Total	2119	8.05	237	9.90	- 1.85

was tested for significance at the five per cent level. A summary of these calculations is presented in Table 79.

In Table 79 differences between the means in grades six, seven and twelve are preceded by the plus sign. This indicates that in these grades the mean distances traveled by continuous enrollees are greater than the mean distances traveled by the school leavers. Only in a few cases do the data furnish evidence at the five per cent level of significance that there is a true difference and that this difference is the shorter distance traveled by continuous enrollees. Grades nine, ten, eleven and the total meet these conditions.

The data obtained in this study do not furnish evidence, grade by grade, that continuous enrollees were transported shorter distances than school leavers. When the totals of the two groups are considered the difference in distance transported favors the continuous enrollees. This difference is significant at the five per cent level, and even at the one per cent level.

Mean Socio-Economic Status Score of Continuous Enrollees and School Leavers by Grades

It has long been recognized by teachers and other educators that the child's social and economic background is an important factor in his interests. This background is also related to his ability to learn. In this study the Sims' Score Card for Socio-Economic Status was administered to many pupils in both groups.

In Chapters V and VI data relating to socio-economic status were given for school leavers and continuous enrollees, respectively.

TABLE 79

DIFFERENCE BETWEEN THE MEANS OF DISTANCES TRANSPORTED OF
CONTINUOUS ENROLLEES AND SCHOOL LEAVERS BY GRADES

Grades	Difference Between the Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{x}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	- 1.03	1.46	1.03	79
6	/ .39	.65	.60	45*
7	/ .60	.83	.72	52*
8	- 1.71	1.07	1.60	86
9	- 3.34	1.46	2.26	97
10	- 3.85	1.37	2.81	99
11	- 4.84	1.78	2.72	99
12	/ .84	1.38	.61	45*
Total	- 1.85	.50	3.17	99

* The values marked with the asterisk (*) indicate the number of chances in a hundred that a true difference exists and that the school leavers were transported the shorter distances.

These data were tabulated and attention was called to the wide variation in socio-economic background of the pupils in each group. At this point in the study the mean scores by grades in the two groups were compared. The differences were tested statistically for significance.

Mean socio-economic scores.-- Data relating to the socio-economic-status scores of the two groups have been tabulated. The number of pupils and the mean socio-economic-status scores for continuous enrollees and school leavers are given in Table 80.

The last column of Table 80 shows the difference between the mean scores of the continuous enrollees and the school leavers by grades. In every grade and in the total the socio-economic scores are higher for the continuous enrollees.

Significance of the differences.-- By the same statistical techniques as have been employed heretofore the difference between the mean scores for the two groups by grades was tested for significance at the five per cent level. A summary of these calculations is shown in Table 81.

From the last column of Table 81 it can be seen that the difference between the means of the socio-economic-status scores is significant at the five per cent level only in grades five, six, eight and ten. The difference in the mean scores for all pupils in both groups as shown in the total is significant at the five per cent level.

The data presented in this section furnish strong evidence that low socio-economic status is associated with early school leaving.

TABLE 80

MEAN SOCIO-ECONOMIC-STATUS SCORES OF CONTINUOUS
ENROLLEES AND SCHOOL LEAVERS BY GRADES

Grade	Continuous Enrollees		School Leavers		Difference Between Means
	Number Pupils	Mean Socio-Economic Score	Number Pupils	Mean Socio-Economic Score	
5	485	7.93	16	3.75	4.18
6	464	8.21	21	5.12	3.09
7	433	9.25	45	8.50	.75
8	383	9.71	40	7.25	3.67
9	302	11.65	32	9.84	1.81
10	252	12.84	41	10.79	2.05
11	194	13.30	32	12.31	.99
12	149	13.30	28	13.04	.26
Total	2661	10.02	255	9.20	.82

TABLE 81

DIFFERENCE BETWEEN THE MEANS OF SOCIO-ECONOMIC-STATUS SCORES
OF CONTINUOUS ENROLLEES AND SCHOOL LEAVERS BY GRADES

Grades	Difference Between the Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{\chi}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	4.18	.60	6.96	99
6	3.09	.69	4.47	99
7	.75	.66	1.14	74
8	3.67	.67	3.67	99
9	1.81	.95	1.90	94
10	2.05	.55	4.10	99
11	.99	.74	1.33	81
12	.26	.75	.35	27
Total	.82	.30	2.73	99

Mean Number Participations in Extra-Curricular Activities
by Continuous Enrollees and School Leavers by
Grades

Many of the schools of Covington County have organized activities outside of the regular classes. This has been done in an effort to enrich the more formalized school program. The degree and effectiveness of the program may vary from school to school.

The program of extra-curricular activities in the schools of the county was discussed at some length in Chapter III. The extent to which the continuous enrollees and the school leavers participate in the extra-curricular program has been carefully compared.

Mean number participations in extra-curricular activities.--

The number of participations in extra-curricular activities was found for the entire group of school leavers, 350. The number of participations in extra-curricular activities was found for 2,902 of the 2,906 continuous enrollees. These data are given in Table 82.

In Table 82 the number of pupils and the mean number of participations in extra-curricular activities for continuous enrollees and school leavers by grades are shown. The last column of the table shows the difference in the mean number of participations by the two groups. The trend of the difference is generally upward to the twelfth grade.

Significance of the difference.-- The difference in the mean number of participations in extra-curricular activities of the two groups was tested statistically for significance at the five per cent level. The results of these calculations have been tabulated. These results are shown in Table 83.

TABLE 82

MEAN NUMBER PARTICIPATIONS IN EXTRA-CURRICULAR
ACTIVITIES OF CONTINUOUS ENROLLEES AND SCHOOL LEAVERS
BY GRADES

Grades	Continuous Enrollees		School Leavers		Difference Between Means
	Number Pupils	Mean Number Participations	Number Pupils	Mean Number Participations	
5	546	.48	34	.34	.14
6	520	.85	45	.64	.21
7	490	.86	66	.59	.27
8	408	1.19	46	.93	.26
9	316	1.42	38	.97	.45
10	264	1.52	56	.96	.56
11	201	1.92	35	1.50	.42
12	157	1.83	30	1.83	.00
Total	2902	1.07	350	.91	.16

TABLE 83

DIFFERENCE BETWEEN THE MEAN NUMBER OF PARTICIPATIONS IN
EXTRA-CURRICULAR ACTIVITIES OF CONTINUOUS ENROLLEES
AND SCHOOL LEAVERS BY GRADES

Grades	Difference Between Means	Estimated $\sigma_{M_1 - M_2}$	Value of $\frac{x}{\sigma}$	Chances in 100 That True Differ- ence Exists
5	.14	.09	1.63	89
6	.21	.09	2.47	98
7	.27	.07	3.65	99
8	.26	.12	2.11	96
9	.45	.18	2.50	98
10	.56	.15	3.68	99
11	.42	.42	1.00	68
12	.00	.00	.00	0
Total	.16	.06	2.61	99

In the last column of Table 83 it can be seen that the difference between the mean number of participations in extra-curricular activities by the two groups is significant at the five per cent level in all grades except five, eleven and twelve.

The number of extra-curricular activities offered for pupils in grade five is very limited. Pupils in the twelfth grade, especially those who continue to graduation, have a number of class activities. Among such class activities are the senior play, the senior banquet, class parties and those activities relating directly to graduation.

When consideration is given to the limited number of extra-curricular activities offered pupils in grade five and to the number of special class activities in grade twelve there is preponderant evidence that pupils who continue in school longer also participate more widely in extra-curricular activities.

Summary

Certain data relating to continuous enrollees and school leavers were tabulated and compared. These comparisons were made by grades and by totals for the two groups. Such differences as were found between the two groups were tested statistically for significance at the five per cent level.

The difference in average age of the two groups is significant. Also, when the groups are compared grade by grade the difference is significant at the five per cent level in all grades except grade twelve.

The continuous enrollees have a higher intelligence quotient than the school leavers. This difference is significant in all grades except the twelfth. It should be borne in mind that twenty-two of the leavers from grade twelve were young men who left school to enter military service with their National Guard units.

The data concerning attitude toward high school furnish conclusive evidence that a less favorable attitude toward high school is associated with early school leaving.

The two groups as a whole and by grade levels differ widely as to percentage of attendance. The continuous enrollees have a higher percentage of attendance and the difference is significant even at the one per cent level for the total of both groups and at all grade levels except the twelfth.

There is considerable evidence though not conclusive that a more frequent incidence of transfer is associated with early school leaving.

There is considerable evidence that the school leavers were less able to do the work of the grades in which they were placed than were the continuous enrollees. The evidence grade by grade is not conclusive in regard to this, however.

The difference in distances transported for the two groups, each as a whole, is significant at the five per cent level, and even at the one per cent level. However, when the two groups are considered grade by grade the difference is not consistently in favor of the continuous enrollees for shorter transportation distances. There is some evidence that a longer distance transported is associated with early school leaving.

The data obtained in this study furnish strong, though not conclusive, evidence that a lower socio-economic status is associated with early school leaving.

The evidence is strong that a wider participation in extra-curricular activities is associated with continuance in school. The differences between the two groups in this matter were statistically significant in all grades except five, eleven and twelve.

From the comparison made in this chapter there is a preponderance of evidence that the two groups differ in all characteristics considered.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The purposes of this final chapter of the report are: (1) to restate the problem, setting forth its purpose, giving its setting and justification within that setting, and outlining the research procedures followed; (2) to present the principal conclusions of related research, comparing the findings of the present study with those of other studies, and indicating their implications for the Covington County Schools; (3) to summarize the findings of this investigation, recognizing its limitations, and emphasizing those findings which relate particularly to the school environment; (4) to indicate the implications of these findings for the local school system, recommending certain changes in instructional and administrative procedures of the local school system; and (5) to suggest further research on the present problem and related problems.

The Problem

Purpose.-- As stated in the opening chapter of this report, the purpose of this study is to determine the extent of school leaving in the schools of Covington County in grades five to twelve, inclusive, to identify certain characteristics which differentiate school leavers from those pupils who continue in school, to seek evidence concerning factors which may affect school leaving, and to use this information for recommending adjustments which, if put into practice, may improve continuance in school, thereby extending educational facilities to a

greater number of children over a longer period of time. Also, the holding power of the schools of Covington County were to be compared with that of certain other counties in Alabama.

The factors considered as probable factors in early school leaving were race, sex, age, intelligence, attitude toward high school, school attendance, incidence of transfer, school achievement and grade placement, transported or non-transported, socio-economic status, participation in extra-curricular activities and courses pursued. The investigation included certain phases of the school program, namely, organization of attendance areas, curriculum organization and practices, program of student activities, guidance services, attendance practices, transportation and in-service education and growth of teachers.

Setting.--- The study included only those children of the Covington County, Alabama, Schools who were enrolled in grades five to twelve, inclusive, from May 15, 1950 to May 14, 1951.

Justification.--- An intimate knowledge of the schools of Covington County, Alabama, and an understanding of the agricultural conditions of the county would lead one to believe that early school leaving is a serious educational problem in the county.

Current professional literature considers early school leaving one of the major educational problems of today. The problem is more serious in the high schools. Due to a high ratio of children of school age in the South with its dual system of schools, its low per capita income, its predominantly agricultural economy, and its inadequate school facilities the problem is considered more acute in this area.

A preliminary investigation of school records indicated the seriousness of early school leaving in Covington County. A casual study of the literature relating to the problem indicated the complexity of the problem and its dependency upon local conditions. The problem can best be studied in a particular setting of time and place.

Investigational procedures.-- The particular factors investigated were selected for a number of reasons. First, reports of other investigations of the factors influencing continuance in school indicate that race, sex, age, intelligence, attitude toward school, attendance, incidence of transfer, school achievement, transportation, socio-economic status, and participation in extra-curricular activities frequently have some bearing on the problem. Other factors include adjustments within the home, occupation of parents and older siblings, and attitude of parents and the community toward school. Secondly, the first list of factors mentioned above was selected because a preliminary investigation of school records indicated these factors might have some bearing on the problem of early school leaving in the particular setting of time and place. Thirdly, information regarding these factors was available or could be obtained. Fourth, and finally, certain phases of the school program, namely, organization of attendance areas, curriculum organization and practices, program of student activities, guidance services, attendance practices, transportation, and in-service education of teachers, by their nature being related to the factors selected for study, were investigated.

School records, both in the local schools and in the central

office, furnished valuable and authentic information relating to race, sex, age, grade placement, attendance, distance transported, and courses being pursued. Records relating to the in-service education program for teachers and their professional growth were available in the central office. Information concerning the extent of participation in extra-curricular activities and the number of transfers was obtained directly from the pupils.

It was necessary to administer and score certain measuring instruments to obtain information as to intelligence scores, attitude toward high school, school achievement and socio-economic status. These tests and scales were administered only by supervisors, principals, and teachers who had had special training and previous experience in such work. These tests and scales were scored by teachers who had received special instructions and who worked under close supervision.

Information concerning the programs of extra-curricular activities and guidance was obtained directly from the principals of the schools. A preliminary conference with the principals was held, and followed with a second conference after they had conferred with their faculties.

All data were tabulated according to certain categories for analysis and interpretation. Certain characteristics of school leavers and continuous enrollees as applied to each group were studied. The two groups were compared on the basis of these characteristics and observed differences were tested by statistical techniques for significance

at the five per cent level.

Related Literature

The literature relating to the problem of early school leaving is varied in nature, broad in scope and in general agreement as to the findings and recommendations.

Studies in this field have included several different methods of research. Among the methods used are enrollment figures by grades in consecutive years, follow-up of pupils in school and during post school years by questionnaires and interviews, and the comparison of school leavers and continuous enrollees. The present study used the last method, namely, the comparison of school leavers and continuous enrollees.

The investigators of the problem of early school leaving have been in general agreement as to its nature and complexity, its importance to educators, its tremendous impact on society and its far reaching effects on those individuals leaving school early. There are many causes and forces at work enticing young people to leave school. Often some of these are peculiarly local.

The principal factors affecting early school leaving, as found by investigators of the problem, fall into three general classifications. First, there is a set of personal characteristics including race, sex, nationality of parents, place of birth, age, health, intelligence, number of transfers from school to school, desire for social approval, interest, poor attendance, truancy, dislike of authority, bad conduct,

the lure of jobs, plans for marriage, chosen occupation, temperament and attitude toward school. Closely related to these and perhaps falling in the group of personal characteristics are membership in certain ethnic groups, and other social and mental qualities of pupils. A second set of factors influencing the length of stay in school is dependent upon the home and community and includes social and economic conditions, adjustments in the home, parental occupation, occupations of older siblings, attitude of parents and community toward school, opportunity and need for work and suitable places for study. Included in this group of factors also are socio-economic status of the family, social and economic background of the community, rural or urban environment and size of family. A third set of factors influencing early school leaving is directly associated with the school environment. Among these factors are the organization and administration of the schools, the curriculum, guidance, pupil-teacher relationships, grade placement, promotional policies, size of school, methods of discipline, supervised study, distance from school, retardation and poor scholarship.

The findings of this study are in essential agreement with other studies on all factors investigated. For the pupils included in this study during the one-year period it was found that: (1) Negroes leave school earlier than whites. (2) Girls continue in school longer than boys. (3) A higher intelligence quotient is associated with a longer stay in school. (4) A more wholesome attitude toward school is conducive to continuance in school. (5) Poor attendance is a sign of vulnerability to early school leaving. (6) There is considerable

evidence that a high incidence of transfer is associated with early school leaving, though the evidence is not conclusive when the two groups are considered grade by grade. (7) School leavers are less able than the continuous enrollees to do the work of the grade in which they were placed. (8) The distance a pupil is transported seems to be a factor in early school leaving. When the entire group of school leavers is compared with the entire group of continuous enrollees there is strong evidence that those who are transported greater distances leave school at lower grade levels. However, when the two groups are compared grade by grade the evidence is not conclusive that distance transported is a factor in early school leaving. (9) Pupils of higher socio-economic status continue in school longer. (10) There is no evidence from the data of this study that the courses pursued is a factor in early school leaving. (11) Those pupils who continued longer in school participated more widely in extra-curricular activities.

Other investigators have found that dropping out is negligible to grade five. The present study did not investigate early school leaving below grade five. The present study, concurring with other studies, found grades nine and ten to be critical points for continuance in school. Ages fifteen and sixteen are crucial ages for continuance in school. This in agreement with other studies of rural school populations, but slightly lower than the crucial ages for urban school populations. The trend of the curve of early school leaving is downward in Covington County, and other studies have indicated a similar trend throughout the nation. This trend has been rather regular since 1907 when Thorndike

made his study of pupil elimination to date. Elimination from grade one to grade twelve at that time was ninety-two per cent in large urban centers while today it is only fifty to sixty per cent. Elimination of pupils from rural schools shows a much higher percentage, but this percentage is steadily declining.

Investigations of the causes of early school leaving have found certain areas of the school program involved, and recommendations for eliminating these causes or diminishing their effects have included changes in these areas of the school program. Certain early investigators recommended the re-organization of the schools, making a six-three-three organization. Some investigators have advocated special schools for low mental groups with emphasis on the practical arts.

Many investigators have recommended a re-organization of the curriculum. If the present courses are retained they must be made more meaningful and related more closely to life. New courses, short and unified, must be added. Courses must be differentiated to meet the varying needs of individuals and special groups. The school should study the local needs and adjust its program to meet those needs. Some investigators have even advocated the initiation of some plan for selecting pupils and eliminating those who can not apparently profit from the secondary school program as now organized.

Other recommendations include individualized instruction, school-work programs, broadening of the extra-curricular program, more adequate counseling, improved health services, more effective compulsory attendance laws, extensive public relations and adult education leading toward

better community attitudes toward school and financial subsidy for students.

Many of these recommendations concern areas of the school program considered in the present study.

Findings of Present Study

This investigation was circumscribed by very definite limitations as to the period of time covered by the study, the grade levels and the number of pupils included, the strictly rural school population considered, the number of factors investigated and the areas of the school program studied. This report of the findings of the study should be read in the light of these limitations and with the consciousness that there are no implications that these findings are applicable to school populations generally in different settings of time and place.

The findings have been grouped under the three major areas proposed for study: (1) the comparative acuteness of the problem of early school leaving in Covington County, Alabama; (2) the identification of certain characteristics which differentiate school leavers from continuous enrollees; and (3) areas of the school program which affect continuance in school.

Comparative acuteness of early school leaving in Covington County.--

According to the methods followed and the data obtained in this study early school leaving is more acute among the white children in Covington County than in the state at large. This was indicated by a study of enrollment by grades over a twelve-year period beginning in 1938-39 and by

a study of withdrawals by grade groups during 1949-50.

When the Negro schools of Covington County were compared with those of the state on the basis of enrollment by grades over a twelve year period beginning in 1938-39, it was found that Covington County ranked below the state in the percentage the twelfth grade enrollment was of the total enrollment. But in a comparison of the Negro schools of Covington County with those of Alabama on the basis of the percentage of withdrawals by grade groups, Covington County had a lower percentage of withdrawals than the state.

On the basis of the percentage the twelfth grade enrollment was of the total enrollment over a twelve-year period beginning in 1938-39, Covington County made greater gains than the state in both the white and the Negro schools.

Covington County ranked second in holding power among the four counties, Tallapoosa, Covington, Pike and Colbert, when the white schools were compared on the basis of enrollment by grades for twelve consecutive years beginning in 1938-39. On the basis of the percentage of withdrawals by grades in the four counties during 1949-50, Covington County had the highest percentage of withdrawals. It should be borne in mind that this variation in rank results from the use of different sets of data.

In a comparison of the Negro schools in the four counties on the basis of the percentage the twelfth grade enrollment was of the total enrollment during twelve consecutive years beginning in 1938-39 Covington County had the highest percentage. A careful study of those

data revealed that Covington County made greater gains during the period than any other county in this ratio.

Comparison of school leavers and continuous enrollees.-- The comparisons of school leavers and continuous enrollees on the basis of the several factors studied are summarized in the present topic. This summary is given in the order of the earlier presentation of the data, namely, race, sex, age, intelligence, attitude toward high school, school attendance, incidence of transfer, school achievement and grade placement, distance transported, socio-economic status, participation in extra-curricular activities, and courses pursued.

Race was found to be a factor in early school leaving. Negro children in Covington County leave school at lower grade levels than do white children. During the period covered by the study about nine per cent of the white children accounted for left school as compared to approximately thirteen per cent of the Negro children. However, it appears from enrollment by grades over a recent twelve-year period that Negro children are progressing more rapidly than white children toward continuance in school to higher grade levels. For the pupils included in this study race is a factor associated with early school leaving, and the Negro children leave school at lower grade levels.

Sex is a factor in early school leaving in Covington County, boys leaving at lower grade levels than girls. Of the 350 school leavers reported in this study 209 were boys, 141 were girls. The boys constituted about sixty per cent of the leavers. During the period covered by this study 11.61 per cent of the enrollment for boys and 7.62 per cent

of the enrollment for girls left school.

Over-ageness of pupils in Covington County is a factor in early school leaving and is cause for much concern among those engaged in public education. Over-ageness is common to both groups, school leavers and continuous enrollees. The average over-ageness of school leavers ranged from one-half year in grade twelve to 2.8 years in grade six. The mean age of school leavers is approximately 1.5 years above the mean age for continuous enrollees. The difference in the ages of the two groups by grades was always in favor of the youthfulness of the continuous enrollees. This difference ranged from .40 years in grade twelve to 2.28 years in grade six. The difference in the ages of the two groups is statistically significant at the five per cent level in all grades except grade twelve. The school leavers are more over-age for grade than are the continuous enrollees, the mean age of the continuous enrollees being 13.53 years, for the school leavers, 15.49 years.

Intelligence as determined by the measuring instrument used in this study is a factor in early school leaving. The continuous enrollees had a mean intelligence quotient approximately ten points higher than the school leavers. The obtained intelligence quotients were higher for the continuous enrollees in every grade. This difference was significant at the five per cent level in all grades except the twelfth. The difference between the mean intelligence quotients of the two groups varied from 1.7 points in grade twelve to approximately sixteen points in the sixth to tenth grades.

The data obtained in this study do not indicate definitely that

attitude toward high school is a factor in early school leaving. The attitude-toward-high-school scores of the continuous enrollees and the school leavers furnish conclusive evidence that there is a difference in the attitude toward high school, and that the more favorable attitude is held by the continuous enrollees. The data indicate that the more favorable attitude toward high school held by the continuous enrollees in grades eight, nine, ten and eleven, and also, for the entire group, is significant at the five per cent level.

Poor school attendance is a sign of vulnerability to early school leaving. There is a preponderance of evidence from the data of this study that the school leavers attended school a smaller proportion of a two year period than the continuous enrollees. The difference between the attendance records of the two groups is statistically significant at the five per cent level in all grades except the twelfth.

The data relating to incidence of transfer furnish considerable evidence, though not conclusive, that those pupils who transfer more frequently leave school earlier. When these data were analyzed grade by grade the mean number of transfers was greater for the school leavers than for the continuous enrollees in all grades except the eighth. Only in grades six and eleven and in the total was the difference significant at the five per cent level.

The lack of ability to do the work of the grade in which a pupil is placed is a factor in early school leaving. Poor scholarship, whatever its causes may be, is discouraging to the pupil and adds strength to that combination of forces which are pulling him away from

school. The mean grade achievement, as determined by standardized achievement tests, of the school leavers and continuous enrollees is far below actual grade placement. The difference between grade achievement and grade placement becomes larger as the groups progress from the fifth to the twelfth grades. Only 208 pupils included in the study had a grade achievement of one-half year or more above grade placement. The great majority of pupils included in this study were inadequately prepared to do the work of the grade in which they were placed.

For the school leavers the mean grade achievement deviated from grade placement from 1.68 years in grade five to 3.16 years in grade nine. The number of years the grade achievement was below grade placement for the continuous enrollees ranged from 1.13 in the eighth grade to 2.40 in the twelfth. In every grade the difference between grade achievement and grade placement was greater for the school leavers. This difference was statistically significant at the five per cent level only in grades six, seven, eight and nine, and in the total. There is considerable evidence that the continuous enrollees were better prepared than the school leavers to do the work of the grade in which they were placed.

The difference in the average distance the continuous enrollees and the school leavers were transported is significant at the one per cent level when the totals of both groups are considered. The difference is significant at the five per cent level for grades nine, ten and eleven. These grades include many pupils who have previously attended schools of grades one to eight. In order to obtain the last four years

of high school work such pupils have to travel greater distances to school. The distances transported and the time spent traveling to school are excessive for many children. Some of the children travel approximately seventy miles per day to and from school. This requires three and one-half hours.

In every grade the mean socio-economic status score was higher for the continuous enrollees than for the school leavers. The difference between the mean scores was significant at the five per cent level only in grades five, six, eight and ten. However, there is considerable evidence that a real difference exists in all other grades except the twelfth. This is in agreement with the findings of other studies, that is, the pupils from homes of higher economic and social status continue in school to the higher grades.

Continuous enrollees participate more widely than school leavers in extra-curricular activities. The extent to which the two groups differ in this respect is significant at the five per cent level in most grades.

These data do not provide evidence that pupils pursuing a particular course continue in school longer than those pursuing other courses. However, the results of the achievement tests indicate that improved instruction is needed throughout the school program. The results of these tests indicate a need for serious consideration of not only the elementary school program in the fundamental skills, but also a continuation of the skills program.

There is also the question of the suitability of the program in

the upper grades for all boys and girls.

Conclusions and Recommendations

A careful study of the status of the schools of Covington County, the comparison of the problem of early school leaving in the county with other school populations and the comparison of early school leavers and continuous enrollees seem to justify certain recommendations as to particular areas of the school environment which may be involved in the problem of early school leaving. This section of the report includes a statement of the conclusions which have been drawn and the recommendations which have been made.

Some characteristics of pupils are beyond the province of the school to change, but the school has definite responsibilities in meeting these peculiar needs. These will be mentioned briefly. Other characteristics of pupils which affect continuance in school may be caused, at least in part, by the school environment. These will be discussed at greater length, indicating the areas of the school involved and making recommendations for changes.

Factors beyond province of school.-- Race and sex were found to be factors in early school leaving. The school should make an effort to meet the peculiar needs of the pupils due to race and sex differences. Age and socio-economic status are characteristics of pupils which are beyond the immediate province of the school to alter, yet they have definite implications for the school program. Intelligence is another characteristic of pupils found to have a definite bearing on early

school leaving. Intelligence as defined and measured in this study includes the ability to handle verbal materials. With this in mind, the intelligence of pupils has definite implications for the school program. The school has no power to control these factors, but it does have very definite responsibilities in meeting the needs peculiar to pupils possessing these various characteristics.

Attendance.-- Poor attendance during a two-year period closing at the end of the period covered by this study was definitely associated with early school leaving. The improvement of attendance and the maintenance of standards of attendance are difficult problems for the school administrator. The problem is a complex one, and many of the causes lie beyond the immediate province of the school. Some of the problems of attendance center around poor attitudes of parents and community toward school attendance. Other problems of attendance are the result of poverty and the necessity of farm work, even during the school term. Inadequate compulsory attendance laws permit the non-attendance of some children who should be in school. The economic and faulty legal aspects of attendance lie beyond the immediate province of the school.

In Covington County the supervision of attendance is being materially improved. Teachers and principals are becoming more conscious of the problem of attendance. A more adequate system of pupil personnel records is being inaugurated and kept current through the cooperation of teachers and principals.

No changes in the boundaries of attendance areas are recommended. Transportation distances are already long, and due to poor roads in many

areas and an insufficient number of busses, transportation time for many pupils is excessive. There was some evidence in certain grades that incidence of transfer is a factor in early school leaving. If each group is considered as a whole the evidence is strong that incidence of transfer is a factor in early school leaving.

It is recommended that additional personnel be employed for the supervision of attendance, that child accounting procedures be studied and improved, and that efforts be made to awaken the interest of the public in the problem.

Teachers, principals and attendance supervisors should give particular attention to the attendance of a given pupil. Cases of poor attendance should be investigated. If causes of poor attendance can be ascertained they should be corrected wherever possible.

Specific action is recommended in the following matters:

- a. A continuing school census should be maintained in the central office of the school system.
- b. To maintain a continuing school census it is necessary to keep absolutely accurate the Alabama School Register as it relates to causes of withdrawal.
- c. Notice of withdrawal must be made by the principal and forwarded to the central office.
- d. Notice of transfer from a given school to another must be made promptly to the central office.
- e. Enrollments must be reported promptly to the central office.

Curriculum organization.-- A comparison of the school leavers

and continuous enrollees on the basis of courses pursued did not indicate that the courses taken by pupils was a factor in continuance in school. However, this does not imply that all the educational needs of boys and girls are being met effectively in the schools of Covington County.

Very definite evidence has been presented in this report that those pupils who are less well prepared, as measured by standardized achievement tests, leave school at lower grade levels.

Grades seven and ten are critical grade levels for continuance in school. In the schools of Covington County promotion from the sixth to the seventh grade involves many changes. Among these are changes from the self-contained classroom to departmentalization, from the small to the larger school in many cases, and from an emphasis on the mastery of the fundamental tools of learning to knowledge in the subject matter fields. Promotion from the ninth to the tenth grade involves fewer changes.

Certain recommendations concerning the curriculum are given in the following paragraphs.

A definite and intensive study should be made of the curriculum, both in instruction in the tool subjects and in the content fields. Perhaps the best place to begin this study is at the local school level as the educational needs of boys and girls are determined, and as efforts are made to meet those needs. In a later section of this report it is suggested that the determination of the educational needs of boys and girls and the methods by which those needs can be met in

the small rural school are fields for needed research.

It is recommended that careful study be made of the present curriculum and every effort made to enrich it and make it more meaningful to boys and girls. The wide variation in the socio-economic background of the children included in this study places great responsibility on the schools for a variety of rich experiences. Often the small rural schools which have very limited libraries, laboratories and other instructional materials are the schools which must serve the boys and girls who are most in need of rich, vital experiences.

Standardized achievement tests should be administered to the pupils at least once each year to determine the actual growth in school achievement which has taken place in a given time.

Diagnostic testing should be a regular part of the Covington County school program. Particular attention should be given by teachers and supervisors to the application of remedial methods and devices to improve weaknesses found through diagnostic testing.

A thorough study of the best teaching methods and materials being used in Covington County and elsewhere would be of much value to the in-service education program in the county. Through a program of in-service education these methods and materials should become more widely used. This is needed for improved instruction in both the tool subjects and the subject matter fields.

Whatever good may come from the mastery of the work of one grade must be balanced against the probability of the pupil leaving school earlier than he might have otherwise.

If a pupil is promoted from a grade without a fair mastery of the work of that grade, the work of the next higher grade must provide opportunities fitted to his capacities and needs.

Better articulation of materials and methods of instruction is highly important. The approach to this problem is complex, involving guidance, teacher-pupil relationships, effective teacher-parent relations, school-community relations, inter-school relations and good instructional methods. Conferences should be held with parents of children who are being promoted to the seventh grade. They should be shown the advantages offered by further school work. Homes of prospective students for higher grades in the larger school centers should be visited for this purpose. Cooperative committees of elementary and secondary teachers can make plans which if effected will contribute to the smoothness with which a child can progress from the sixth to the seventh grade.

Extra-curricular activities.--- Fuller participation in the program of extra-curricular activities has been found by many investigators to be a factor in continuance in school. The data compiled and analyzed in this study show rather conclusively that school leavers participated less widely in extra-curricular activities. This does not prove that a broader, more varied and enriched program of extra-curricular activities would have held those pupils longer.

Many of the habits, attitudes and skills set forth as goals of education are not easily obtained. The organization of activities outside of the class has been one method used by school authorities to meet

these needs. This is a plan that has been tried in the schools of Covington County. The data give no indication as to the effectiveness of the program.

The smaller schools offer few or no extra-curricular activities. In the larger schools the program is more varied, and the organization is better. Where the need for this type of activity seems the greatest, the program seems least effective.

It is strongly recommended that the program of extra-curricular activities be improved. Extra-curricular activities must be provided for during the school day because many children are transported and can neither remain after school nor return in the evening. Even the small rural school in its natural setting offers opportunities for the pursuit of many outdoor interests and activities. The process of improving the extra-curricular program is necessarily slow and its progress will depend upon certain basic principles. Teachers and principals must believe in the total, all-round development of youth and they must properly conceive of the place of the school in such development. The faculty must nurture the idea of student activities in such a way that the students will see the need for them. Finally, the faculty must be thoroughly democratic in their philosophy.

The present program of student activities should be improved and expanded, the organization and administration strengthened and the supervision made more adequate. A broader program of activities, especially in the upper elementary and junior high school grades, should be provided.

Guidance services.— Proper guidance or counseling not only assists the pupil in making necessary and desirable adjustments in school but helps him better to understand the school program and profit more from it. This study has found conclusive evidence that a low attitude-toward-high-school score is associated with early school leaving. Adequate counseling services might improve the attitudes of pupils toward high school and thereby extend their stay in school.

In no school in Covington County is there a well-organized guidance program. There are no specialists in pupil personnel work employed by the board of education. Principals and teachers are inadequately prepared to render this type of service and the guidance services which they do render are largely incidental. In the smaller schools there is practically no conscious effort to provide pupil guidance.

A program of guidance should be inaugurated in the schools of the county. This can be accomplished through,

- a. Including a study of guidance in the in-service education of teachers.
- b. Employing teachers who have had special training in the field of guidance.
- c. Organizing more effectively the work which is now being done.

Counseling services should begin on the elementary level.

Schedules should be arranged to give teachers time to show pupils their interest in them and to obtain their confidence.

Every effort should be made to show the pupils the relationship of education to life. They should be given opportunities to practice team work.

The pupils should be given opportunities to obtain occupational and educational information. They should be assisted in the selection of appropriate courses. Every pupil should be assisted in obtaining information which might help him in arriving at wise decisions.

The pupil should be given access to those school records which will better acquaint him with his own powers, interests and limitations.

Careful attention should be given to cases of maladjustment. If causes can be ascertained immediate steps should be taken to correct the conditions.

Pupil transportation.--- Considerable evidence is furnished by the data of this study that pupils who are transported greater distances leave school at lower grade levels. Other studies of the problem of early school leaving have found similar conditions to prevail. Less convenient accessibility to school facilities has been rather generally accepted as one cause of early school leaving.

Pupil transportation in Covington County should be improved. Specific recommendations for this improvement include the following:

- a. As rapidly as possible all busses not meeting the standards set up by the National Commission of Safety Education should be replaced. All new equipment purchased should meet these standards.
- b. A careful study of bus routes and pupil location should be

made, and bus routes changed wherever such changes would improve the service.

- c. Additional busses should be purchased as rapidly as possible to reduce the number of busses making multiple trips.
- d. Busses should be ~~dispatched~~ to assemble the pupils at the small school centers. Express busses should transport high school pupils to the centers providing instruction in those grades.

In-service education program.--- Covington County has a good in-service education program which aids teachers in continuous growth. The program includes opportunities for individual study, faculty study and planning, broad participation in the planning of the school program and supervisory services. Consultants from teacher-training institutions are employed. Many teachers are advancing in college training through leaves for study, summer school attendance, Saturday classes and extension courses.

The in-service education program for teachers should be continued and improved. Available service from the State Department of Education should be used.

Special attention should be given to an understanding and appreciation of the value of guidance services. The classroom teacher's part in the guidance program must be visualized and accepted.

As a part of the in-service education program a careful study of the curriculum should be inaugurated with a view to modifying it wherever there is need to make it more adaptable to the interests,

capacities and needs of the pupils. Such a program of study and improvement of the curriculum might well begin through an attack on local problems by individual faculties.

Needed Research

The present study has brought into focus the need for further research in areas closely related to the study at hand. Among the related problems needing further study are:

1. What are the educational effects on the pupil of transferring from school to school?
2. Should attendance areas for pupils of the several grades in the Covington County schools be reorganized? If so, what are the criteria for reorganization?
3. What are the pupil transportation needs in Covington County with special reference to:
 - a. Bus routes and schedules?
 - b. Type and amount of equipment?
 - c. Training program for drivers and maintenance personnel?
4. What are the most fundamental educational needs of children and youth in rural Covington County? Can these needs be met through the present school organization? If so, how? If a reorganization of the present local school units is required how can the new organization be effected?
5. What personnel and materials are needed for an adequate program of counseling in the schools of Covington County?

How can such a program best be organized and administered?

6. What would constitute an adequate program of extra-curricular activities in the schools of Covington County? How can such a program best be organized and administered?
7. What is the comparative status of early school leavers and graduates ten years after leaving school?
8. What percentage of pupils entering grade one actually enter high school six years later? This would involve a follow-up study of pupils definitely identified.
9. What percentage of pupils entering high school graduate at the end of six years? This would require a follow-up study of pupils whose identity could be maintained.

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APPENDIX A

Summary Sheet for Tests and Other Information

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
Name of School	Number of Grades Taught in School	Pupil's Name	Grade	Race	Sex	Age	I. Q.	Attitude Toward School Score	Attendance		Number Times Transferred	Grade Achieved by score on standardized Test	Distance Transported	Socio-Economic Score	Continued Transferred Dropped Lost	Course Pursued 1950-51 General Home Economics, Agri-culture Commercial	Number of Extra-curricular Activities in School	Grade Organization of Schools through Which Pupil Has Been Promoted	Deviation of Grade Achievement from Grade Placement	No. Participations Extra-Curricular Activities			
									'49-'50	'50-'51													
Red Level	12	Williams Melba Lee	4	W	G	9	84			157 176	162 176	96	0	0	03	3	19	Continued	General	15	Still in elementary school	-1	0
01	4	0001	05	1	2	10	4	0				10	0	1	4	1	15	7	6	0			
Red Level	12	Williamson Willette	4	W	G	9½	116			169 176	176 176	98	0	0	5.8	0	10	Continued	General	15	Still in elementary school	.9	0
01	4	0002	05	1	2	10	7	0				10	0	1	05	0	3	1	1	15	7	4	0