UNITED STATES DEPARTMENT OF THE INTERIOR
Harold L. Ickes, *Secretary*

OFFICE OF EDUCATION
J. W. Studebaker, *Commissioner*

AVAILABILITY OF EDUCATION TO NEGROES IN RURAL COMMUNITIES

By

AMBROSE CALIVER

Senior Specialist in the Education of Negroes
Office of Education

BULLETIN, 1935, No. 12

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1936

For sale by the Superintendent of Documents, Washington, D. C. - - Price 10 cents

CONTENTS

AVAILABILITY OF EDUCATION TO NEGROES IN RURAL COMMUNITIES

PART I: INTRODUCTION

EXPLANATION OF THE STUDY

PURPOSE OF THE STUDY

Other general studies.—There has been much discussion during recent years concerning the extent to which educational facilities are provided Negroes. Several studies have been made for the purpose of throwing light on the subject. The first such study was the one made by Thomas Jesse Jones.[1] This was a comprehensive investigation, and rendered a great service by revealing hitherto unknown facts concerning the availability of education in both public and private schools for Negroes. The Survey of Secondary Education Among Negroes,[2] and the study of education among Negroes under Jeanes Supervising Teachers [3] gave general pictures of availability of schools, but did not treat the subject in any detail.

The subject of availability of education cannot be treated with any effectiveness and with any hope of arriving at valid conclusions without a consideration of a greater variety of factors, both singly and with respect to their interrelationships, than have yet been studied.

Chief merit of present study.—The present study reveals both positive and negative relationships between a multiplicity of factors and the availability of education. The probable effects of many of these factors in various relationships are also discussed

Relation to other availability studies.—The study was suggested by two other studies on availability of education published in 1930. One was reported in the Thirtieth Yearbook of the National Society for the Study of Education;[4] and the other was reported in a bulletin of the Office of Education.[5] These two studies deal with white children only, and comprise a select number of counties in five States.

[1] Negro education: A study of the private and higher schools for colored people in the United States. Prepared in cooperation with the Phelps-Stokes Fund under the direction of Thomas Jesse Jones. Washington, Government Printing Office, 1927. 2v. (U. S. Office of Education. Bulletins, 1916, no. 38 and no. 39.)

[2] Secondary education for Negroes. Washington, Government Printing Office, 1933. (U. S. Office of Education. Bulletin, 1932, no. 17, Monograph no. 7.)

[3] Rural elementary education among Negroes under Jeanes Supervising Teachers. Washington, Government Printing Office, 1933. (U. S. Office of Education. Bulletin, 1933, no. 5.)

[4] Cook, K. M., and Gaumnitz, W. H. The status of rural education. National society for the study of education, thirtieth yearbook, part I. Bloomington, Ill., Public school publishing company, 1931.

[5] Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education. Bulletin, 1930 no. 34.)

Such comparisons as are made in the present study will in general be with these two studies.

Purpose of study.—The broad purpose is to render the type of service to schools for Negro children that was rendered white children through the two previously mentioned studies. The more specific objectives are: (1) To indicate to what extent educational facilities exist for Negroes in rural communities; (2) to show how accessible the facilities are; (3) to reveal the amount and quality of the education offered; and (4) to consider the probable effect of the relationship between various factors investigated and the accessibility, amount, and quality of education provided Negroes in rural communities.

SCOPE OF THE STUDY

In-school children.—The investigation which is reported here is concerned with schools for Negro children in 28 counties of 6 Southern

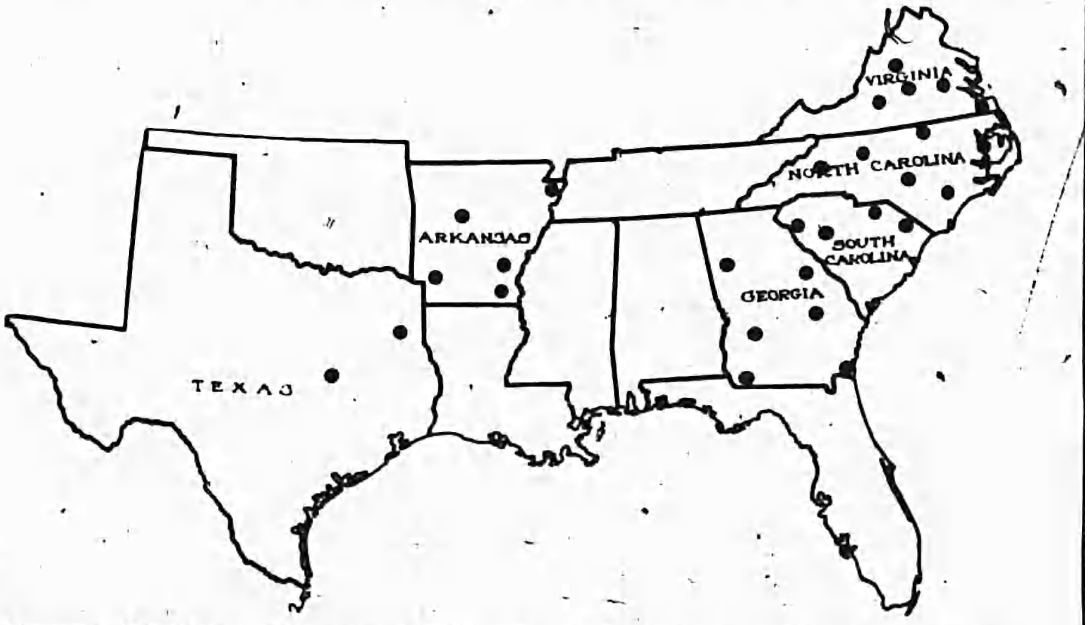

FIGURE 1.—Distribution of 28 counties studied in Arkansas, Georgia, North Carolina, South Carolina, Texas, and Virginia.

States which maintain separate schools for the colored and white races, namely, Arkansas, Georgia, North Carolina, South Carolina, Texas, and Virginia. An attempt was made to obtain information from every school in the counties studied. The counties were so selected as to represent certain predominant phases of the life of the States considered.[6] The investigation comprised a study of 57,530 children who were in school, 1,195 teachers, with whom contact was made, and 638 schools. Both elementary and high schools were included.

Out-of-school children.—In addition to the in-school children, a study was made of a limited number of out-of-school children. This

[6] See fig. 1.

portion of the investigation included 1,747 children in 4 counties, one county being selected from each of 4 States, namely, Arkansas, Georgia, North Carolina, and Virginia.

Representativeness of study.—Although the study is limited to 28 counties in 6 States, it is believed that both the States and counties selected are sufficiently representative and the numbers involved sufficiently large to render conclusions drawn valid, and that they are applicable throughout the sections of the country where separate schools for Negroes are maintained. The topographic features represented include mountains, hills, lowlands, and areas cut by rivers and lakes. The predominant occupational activities of the regions studied comprise diversified farming, cotton farming, tobacco farming, and forestry.

THE DATA—THEIR SOURCES AND PROCEDURES

The data.—The data in the study concern 57,530 children. They deal with: (1) The type of school attended; (2) attendance; (3) the extent to which children were or were not transported to and from school at public expense; (4) their ages; (5) the distance their homes were located from the schools they attended; (6) the topography of the school districts; (7) the predominant occupational characteristics of the school districts; (8) the kind and condition of roads over which they traveled to and from school; (9) their age-grade distribution; (10) the extent to which they failed in the various grades; and (11) the reasons given for absence from school.

Another group of data relating to schools includes: (1) Kind of school; (2) type of school; and (3) length of term. Still another group of data included in the study have to do with factors relating to teachers: (1) Sex; (2) age; (3) training; and (4) salary.

Sources of data.—Letters were sent by the Assistant Commissioner of Education to the State superintendents and the county superintendents in the States and counties studied requesting their cooperation, as well as to the State directors of Negro education, the Jeanes supervising teachers and the principal or head teacher of each school studied.

In each State the director of Negro education supervised the distribution of the forms and the collection of the data, and appointed a supervisor for each county studied in his State. School to school and house to house visits were made by these county supervisors in order to supply teachers with the forms and to explain the investigation. Some of the data was obtained by the teachers directly from the pupils; some was supplied by the teachers and principals; while still other information was furnished by parents and supervisors. Some of the data, of course, was taken from the reports of State superintendents and from the United States census reports.

Cooperation in securing data.—Too much praise cannot be given the school officials and teachers for their cooperation in the prosecution of this investigation. It was a difficult and arduous task, especially for the persons who supervised the work in each of the counties. Much travel was required, and considerable extra time was devoted to the work for a number of weeks. All the work was done *gratis*. Through the generosity of the Jeanes Fund the traveling expenses incurred in connection with the study by the county supervisors were paid.

Copies of the forms used in collecting the data may be found in the appendix.

Procedure.—All the forms were checked by the county supervisors, who sent them to the State director of Negro education, who in turn sent those for his State to the Office of Education. Here each form was checked, edited, and prepared for the tabulating department, where a card was punched for each pupil. After the data were tabulated by the Hollerith machines they were returned to the Office of Education, where they were taken off and put in tabular form and subjected to statistical treatment. It is believed that the process through which these data have passed makes them quite reliable, and that conclusions derived should be valid. Detailed facts concerning the data and their sources are presented in table 1

TABLE 1.—NUMBER OF SCHOOLS, TEACHERS, AND PUPILS PARTICIPATING IN STUDY, ACCORDING TO STATE AND COUNTY

State and county number	Number of—		
	Teachers	Schools	Pupils
1	2	3	4
Arkansas:			
7	47	20	2,293
8	20	8	1,307
9	18	17	810
10	15	9	726
11	52	29	2,258
Georgia:			
12	29	14	980
13	55	32	2,571
14	15	13	705
15	47	25	2,322
16	14	10	758
17	37	28	2,182
North Carolina:			
18	19	9	819
19	71	38	2,991
20	48	29	1,767
21	109	40	5,338
22	22	14	1,991
23	47	31	2,145
South Carolina:			
24	127	60	6,260
25	83	43	3,754
26	35	12	1,774
27	57	14	3,278
Texas:			
28	38	17	1,577
29	18	16	823
Virginia:			
30	45	34	1,498
31	46	30	1,712
32	21	15	958
33	16	11	498
34	44	22	2,395
Total	1,195	638	57,580

GENERAL EDUCATIONAL AND SOCIAL STATUS OF NEGROES

In order to understand the larger implications of the present study it will be necessary to keep in mind some general facts concerning the life of the Negro in America. It is with a view to supplying this needed background, and in order that the reader may be oriented with respect to the general problem of the education of Negroes that this section is introduced here.

NEGRO RURAL POPULATION OF SCHOOL AGE

There are 6,697,230 Negroes living in the rural areas of the United States. This represents 56.3 percent of the total Negro population. Of these Negro rural dwellers 2,547,072 are 5 to 19 years of age, inclusive. Of those who live on farms 40.9 percent are of school age (5–19), and of those who live in the nonfarming rural communities 31.4 percent are of that age.

In the six States under investigation there is a total of 4,767,045 Negroes. Of this number 2,544,714, or 42.4 percent, live in farming areas, and 888,711, or 33.9 percent, live in rural nonfarming areas. Table 2 shows the distribution of the Negro population in the 6 States and the numbers and percentages who are of school age.

SCHOOL ATTENDANCE AMONG NEGROES

The preceding section indicates that a large proportion of the Negro population is in rural areas. It also shows that a large proportion of that rural population is composed of children of school age. It is obvious, therefore, that the major problems in the education of Negroes are found in rural areas.

It will be of interest then to learn something of the school enrollment of Negroes in general and in the six States under discussion in particular. Information on this point will be found in table 3. Among the significant facts shown are: (1) A smaller percentage of older-age Negro boys in the rural areas attend school than of Negro urban boys of the same age groups; (2) in all age groups a larger percentage of Negro girls than boys attend school, but the disproportion is pronounced in age groups 14–15 and 16–17; and (3) the disproportion in attendance between Negro boys and girls of the age groups 14–15 and 16–17 is more pronounced in the farm than in the other areas.

TABLE 2.—NUMBER AND PERCENTAGE OF NEGROES 5 TO 19 YEARS OF AGE IN THE URBAN, RURAL-FARM, AND RURAL-NONFARM AREAS IN 6 STATES[1]

State	Urban			Rural farm			Rural nonfarm			Total
	Total	Total 5–19	Percent	Total	Total 5–19	Percent	Total	Total 5–19	Percent	
1	2	3	4	5	6	7	8	9	10	11
North Carolina	246,237	78,001	31.8	497,496	221,977	44.5	174,914	63,094	36.1	918,647
South Carolina	138,354	46,421	33.5	497,954	228,746	46.0	157,373	58,681	37.3	793,681
Georgia	316,637	95,633	30.2	555,764	239,372	43.1	198,724	64,630	32.5	1,071,125
Arkansas	89,162	23,451	26.3	324,611	119,196	36.8	64,690	18,042	27.9	478,643
Virginia	213,401	61,865	29.1	258,967	112,293	43.4	177,797	63,252	35.5	650,165
Texas	329,829	85,670	26.0	409,922	159,705	38.9	115,213	33,900	29.5	854,964
Total	1,333,620	391,041	29.3	2,544,714	1,081,289	42.4	888,711	301,599	33.9	4,767,045

[1] U. S. Census Report: 1930.

TABLE 3.—PERCENTAGE OF CHILDREN ATTENDING SCHOOL BY AGE, SEX, AND RACE, IN URBAN, RURAL-FARM, AND RURAL-NONFARM AREAS IN 6 STATES [1]

State, area, and sex	Race by age groups							
	7–13		14–15		16–17		18–20	
	White	Negro	White	Negro	White	Negro	White	Negro
1	2	3	4	5	6	7	8	9
NORTH CAROLINA:								
Urban:								
Male	96.8	93.0	82.1	73.2	53.4	36.9	25.7	13.2
Female	96.8	94.0	79.7	76.8	51.4	44.6	21.8	14.4
Rural farm:								
Male	94.0	86.1	80.5	72.6	49.1	40.1	20.7	11.6
Female	94.5	87.9	83.0	82.5	56.1	55.9	23.3	19.8
Rural nonfarm:								
Male	95.0	89.1	76.8	73.3	45.6	38.1	18.4	10.2
Female	95.1	90.4	75.0	80.0	46.6	49.2	17.7	15.2
SOUTH CAROLINA:								
Urban:								
Male	96.3	88.4	82.2	66.8	58.8	38.7	32.7	14.9
Female	96.3	90.9	81.8	74.2	60.9	45.6	31.2	18.6
Rural farm:								
Male	90.4	76.6	78.0	66.2	49.5	35.9	19.8	11.8
Female	91.7	79.9	83.2	76.9	58.3	51.8	24.6	17.2
Rural nonfarm:								
Male	93.6	75.1	70.1	58.0	41.9	27.2	18.1	7.2
Female	94.0	80.4	66.6	70.6	40.2	40.3	17.5	9.9
GEORGIA:								
Urban:								
Male	95.3	86.0	82.6	62.0	54.9	32.6	26.0	11.6
Female	95.6	89.0	83.0	70.9	54.9	39.1	20.6	10.8
Rural farm:								
Male	89.1	80.1	76.4	57.1	45.8	24.5	14.5	5.9
Female	90.4	83.3	79.6	72.3	50.9	39.1	16.5	9.0
Rural nonfarm:								
Male	93.5	80.8	81.0	55.3	52.2	20.2	18.8	5.0
Female	93.9	83.9	80.4	64.8	53.0	30.7	18.6	6.6
ARKANSAS:								
Urban:								
Male	96.1	93.0	91.0	82.4	68.4	55.1	33.8	20.6
Female	96.3	94.1	90.8	86.2	69.8	57.9	28.4	16.4
Rural farm:								
Male	89.7	85.1	83.0	81.0	56.4	56.6	23.1	19.1
Female	90.6	86.0	84.4	84.3	57.9	58.3	21.4	16.0
Rural nonfarm:								
Male	92.7	90.7	87.1	82.6	65.1	51.6	28.9	14.7
Female	93.0	91.5	87.3	84.7	63.7	51.4	23.9	13.2
VIRGINIA:								
Urban:								
Male	96.2	92.4	89.6	81.0	55.1	43.3	23.5	15.0
Female	96.7	93.6	87.8	80.8	55.9	47.6	22.7	16.0
Rural farm:								
Male	90.1	83.0	79.0	71.5	43.9	35.7	16.3	8.5
Female	91.0	85.4	82.8	80.2	54.2	50.3	21.9	15.9
Rural nonfarm:								
Male	90.6	84.6	81.7	72.4	46.1	34.2	16.9	10.3
Female	91.7	86.9	82.1	75.9	49.2	42.8	18.2	14.0
TEXAS:								
Urban:								
Male	94.9	92.7	90.6	84.9	66.4	52.1	29.9	16.3
Female	95.2	93.3	91.3	87.6	66.0	57.4	24.4	14.2
Rural farm:								
Male	91.9	84.5	87.8	80.9	58.2	49.6	20.7	11.9
Female	92.4	85.8	89.4	85.6	63.1	58.4	21.5	15.0
Rural nonfarm:								
Male	92.9	87.8	90.6	83.7	66.9	49.6	26.9	12.4
Female	93.6	89.2	91.6	83.8	69.6	52.0	23.3	12.0

[1] U. S Census Report: 1930.

NEGRO YOUTH GAINFULLY EMPLOYED

Some explanation of the facts cited above may be found in tables 4 and 5. A much larger percentage of Negro boys from 10–15 years of age are gainfully employed than of girls. In this connection it should also be remembered that 240,055, or 24.80 percent of all the children 10–15 who are gainfully employed, are Negro children; and of those who are gainfully employed, 196,199, or 81.73 percent, are employed in agricultural pursuits in the farming areas. Of all children 10–15 years of age who are gainfully employed, 454,300, or 46.98 percent, are engaged in agricultural pursuits in the farming areas. The contrast between 81.73 and 46.98 percents, respectively, for Negro and all children ages 10–15 who are employed on the farms is striking. These facts have important implications in light of the subsequent data to be presented bearing on school enrollments, attendance, and other availability factors.

TABLE 4.—SCHOOL ATTENDANCE AND OCCUPATIONAL STATUS OF PERSONS 10 TO 24 YEARS OF AGE, BY RACE AND SEX, IN RURAL AREAS

BOYS OR MEN

Age group and race	Total	Gainfully employed				Not gainfully employed					Total attending school	Percent
		Total	Percent	Attending school	Percent	Total	Attending school	Percent	Not attending school	Percent		
1	2	3	4	5	6	7	8	9	10	11	12	13
10–15:												
White	3,102,859	227,137	7.32	152,020	66.92	2,875,722	2,757,611	95.89	118,111	4.10	2,909,631	93.77
Negro	509,099	136,291	26.77	90,338	66.28	372,808	327,343	87.80	45,465	12.19	417,681	82.04
16–17:												
White	1,000,278	431,166	43.10	88,786	20.59	569,112	443,113	77.86	125,999	22.13	531,899	53.17
Negro	167,577	114,357	68.24	31,291	27.36	53,220	36,229	68.07	16,991	31.92	67,520	40.29
18–20:												
White	1,339,676	998,979	74.56	63,216	6.32	340,697	211,403	62.05	129,294	37.94	274,619	20.49
Negro	218,914	190,121	86.84	13,587	7.14	28,793	11,699	40.63	17,094	59.36	25,286	11.55
21–24:												
White	1,518,130	1,400,771	92.26	26,244	1.87	117,359	52,029	44.33	65,330	55.66	78,273	5.15
Negro	244,957	233,340	95.26	3,535	1.51	11,708	2,198	18.77	9,510	81.22	5,733	2.34

GIRLS OR WOMEN

10–15:												
White	2,946,963	66,209	2.24	45,511	68.73	2,870,771	2,724,651	94.91	146,120	5.08	2,771,752	94.05
Negro	496,397	80,368	16.19	61,772	76.86	413,458	364,218	88.09	49,240	11.90	426,260	85.87
16–17:												
White	916,250	107,079	11.68	20,448	19.09	733,496	513,419	69.99	220,077	30.00	538,236	58.74
Negro	162,821	54,187	33.28	21,182	39.09	91,529	58,526	63.94	33,003	36.05	80,425	49.39
18–20:												
White	1,303,498	275,443	22.88	22,359	8.11	557,346	243,573	43.70	313,773	56.29	271,197	22.53
Negro	242,920	91,111	37.50	9,801	10.75	71,911	23,507	32.68	48,404	67.31	34,356	14.14
21–24:												
White	1,389,445	350,718	25.24	18,665	5.32	246,632	38,422	15.57	208,210	84.42	60,558	4.35
Negro	247,239	90,818	36.73	2,206	2.42	32,680	2,955	9.04	29,725	90.95	6,080	2.45

TABLE 5.—PERCENTAGE OF NEGRO AND WHITE YOUTH 10 TO 15 YEARS OF AGE, BY SEX, WHO ARE GAINFULLY EMPLOYED IN 6 STATES AND CONTINENTAL UNITED STATES[1]

State	White		Negro	
	Male	Female	Male	Female
1	2	3	4	5
Continental United States	4.7	1.8	20.3	12.0
North Carolina	12.7	5.4	20.3	10.8
South Carolina	16.0	8.1	30.2	19.0
Georgia	16.0	5.6	28.0	13.7
Texas	7.8	2.8	16.7	9.9
Arkansas	15.4	5.4	22.1	13.0
Virginia	6.0	1.2	10.4	3.7

[1] U. S. Census Report: 1930.

ILLITERACY AMONG NEGROES

Although great progress has been made in reducing illiteracy since the Emancipation, there is still much work to be done. Approximately 16 percent of the Negro population 10 years old and over in the United States is still unable to read and write.[7] (At the close of the Civil War this percentage was about 95.) The illiteracy percentage for the country as a whole is 4.3, whereas for native whites alone it is 1.8. The extent to which illiteracy exists in the Negro population in the six States included in this study is shown in table 6. Detailed information respecting the illiteracy of two age groups among Negroes, 10–14 and 15–24, is shown in table 7, for urban, farm, and rural-nonfarm population groups. The percentages of the two age groups in the rural areas that are illiterate range from 2 to nearly 6 times as high as those in the urban centers in the different States.

TABLE 6.—PERCENTAGE OF NEGRO ILLITERATES 10 YEARS OLD AND OVER AND 21 YEARS OLD AND OVER IN 6 STATES

State	10 years old and over	21 years old and over	State	10 years old and over	21 years old and over
North Carolina	20.6	27.7	Arkansas	16.1	20.8
Georgia	19.9	25.6	Virginia	19.2	25.2
South Carolina	26.9	35.3	Texas	13.4	17.4

[1] U. S. Census Report: 1930.

TABLE 7.—PERCENTAGE OF NEGRO ILLITERATES 10 TO 14 AND 15 TO 24 YEARS OF AGE IN URBAN, RURAL-FARM, AND RURAL-NONFARM AREAS IN 6 STATES

State	10 to 14 years old			15 to 24 years old		
	Urban	Rural-farm	Rural-nonfarm	Urban	Rural-farm	Rural-nonfarm
1	2	3	4	5	6	7
Virginia	1.3	6.9	5.8	5.7	14.1	13.0
North Carolina	2.1	6.6	4.5	9.0	16.7	13.9
Arkansas	1.2	5.2	2.4	3.4	10.0	7.8
Texas	.7	3.8	2.4	3.5	8.3	7.4
Georgia	3.1	8.5	7.2	7.6	15.3	14.4
South Carolina	3.9	11.4	12.4	13.4	21.3	25.4

GENERAL SCHOOL SITUATION AMONG NEGROES IN RURAL COMMUNITIES

According to the report of the committee on rural education,[8] approximately nine-tenths of the schools for Negroes in the Southern States are rural schools. Of this number 64 percent are of the 1-teacher type and 19 percent of the 2-teacher type. The report further reveals that approximately 50 percent of all certificated Negro teachers teach in 1- and 2-teacher schools.

In a study[9] previously referred to it was found that most of the rural schools for Negroes were located long distances from the homes of the children they served; that very meager transportation facilities were provided; that the teachers were underpaid and poorly trained; that the buildings were in a state of poor repair; that equipment was meager and out of date; and that the quality of education was below standard judged by the curriculum, the teaching procedures, and the age-grade distribution of pupils. Although the need for education among Negroes is greatest in rural areas, the facilities provided are meager, inadequate, and ill adapted to the needs of the people to be served.

While it does not come within the purview of this study to treat the subject at length, attention is called to the importance of the economic status of Negro rural dwellers as a factor related to their educational status. Table 8 shows that 77.6 percent of all Negro farm operators are tenants or share croppers and 22.1 percent are part or full owners. Since the majority of Negroes live in rural areas and probably will continue to do so for some time to come, it is incumbent upon school people to consider economic factors in their relation to education in rural areas.

[8] National conference on fundamental problems in the education of Negroes. Washington, D. C., May 9–12, 1934. (Report of committee on rural education.)

[9] Rural elementary education among Negroes under Jeanes supervisors. Op. cit.

TABLE 8.—PERCENTAGE OF PERSONS OPERATING FARMS IN 6 STATES, BY COLOR AND TENURE OF OPERATOR[1]

State and race	Full owners	Part owners	Manager	Cash tenants	Croppers	Other tenants
1	2	3	4	5	6	7
NORTH CAROLINA:						
White	50.6	9.4	0.3	3.3	16.9	19.5
Negro	17.2	21.5	----	3.3	45.3	25.7
SOUTH CAROLINA:						
White	41.7	6.1	.8	8.1	22.2	21.1
Negro	15.4	5.2	.1	15.2	40.1	24.0
GEORGIA:						
White	36.5	4.2	.8	10.1	30.5	18.0
Negro	10.4	2.4	.1	12.1	57.0	18.0
TEXAS:						
White	33.4	8.1	.8	3.8	16.8	37.1
Negro	18.6	5.4	.1	1.6	42.1	32.2
ARKANSAS:						
White	39.6	8.6	.4	5.4	18.2	28.4
Negro	11.4	3.0	----	7.7	57.1	20.8
VIRGINIA:						
White	65.5	8.3	1.1	4.2	8.0	12.9
Negro	48.4	9.2	.2	4.5	17.1	16.5
Total:						
White	51.2	11.4	1.0	7.2	7.1	22.0
Negro	17.3	4.8	.3	11.1	42.9	23.6

[1] U. S. Census Report: 1930.

GENERAL VIEW OF EDUCATION IN THE 28 COUNTIES STUDIED

Before presenting the more detailed facts of the study regarding the pupils, teachers, and schools in the 28 counties studied, some of the facts relating to the general and educational status of the counties in question are considered.

AREA AND POPULATION OF THE COUNTIES

Information regarding the area and Negro population of the counties included in this study appears in table 9. The study covers an area in which 311,108 Negroes live, 119,964 of whom are of school age (5–19). About half of these counties are sparsely populated by Negroes. Eight have 15 or fewer Negroes per square mile, while 17 counties have fewer than 20. The range is from 8 to 42. The percentage the population of school age is of the total for each county appears in the table. The range is fairly wide, varying from 31.49 to 45.61. The relation of these facts to some of the availability factors will be discussed later.

TABLE 9.—FACTS REGARDING THE AREA AND THE NEGRO POPULATION IN THE 28 COUNTIES STUDIED[1]

State and number of county	Area in square miles	Negro population	Negroes per square mile	Negro population 5–19 years of age	Percentage Negro population 5–19 years of age is of total Negro population
1	2	3	4	5	6
ARKANSAS:					
1	940	11,858	13	3,970	33.47
2	563	5,977	11	2,428	40.62
3	727	13,128	18	5,008	38.14
4	571	13,090	23	4,175	31.89
5	792	26,145	33	8,234	31.49
GEORGIA:					
6	711	3,745	5	1,461	39.01
7	583	11,812	20	4,435	37.54
8	208	2,271	11	970	42.71
9	322	12,982	40	5,219	40.20
10	262	2,473	9	1,046	42.29
11	404	7,351	18	3,160	42.98
NORTH CAROLINA:					
12	691	28,696	42	9,408	32.78
13	588	10,389	18	4,332	41.69
14	588	9,301	16	3,616	38.87
15	425	14,846	35	6,477	43.62
16	327	5,441	17	2,282	41.94
17	790	12,987	16	5,517	42.48
SOUTH CAROLINA:					
18	758	22,594	30	9,468	41.90
19	837	12,751	15	5,817	45.61
20	623	16,154	26	6,736	41.69
21	529	14,911	28	6,164	41.33
TEXAS:					
22	312	8,198	26	3,194	38.96
23	974	10,933	11	4,043	36.97
VIRGINIA:					
24	747	6,232	8	2,277	36.53
25	544	6,650	12	2,792	41.98
26	293	4,357	15	1,830	42.00
27	191	2,529	13	1,053	41.63
28	373	13,307	36	4,852	36.46
Total		311,108		119,964	38.56

[1] U. S. Census Report: 1930.

ENROLLMENTS AND TEACHERS

Information relating to the enrollments and teachers in schools for Negroes is given in table 10. 77,720 children are enrolled in the 28 counties; this number is 64.79 percent of the total Negro population of school age. For this group there are provided 1,748 teachers, an average of 44 pupils per teacher. The ratio of enrollment to population of school age ranges from 27.07 to 92.11, and the teacher-pupil ratio ranges from 15 to 70. The ratios of enrollment to population of school age and the pupil-teacher ratio are both significant indexes of the availability of educational facilities provided. They should be considered together, however, if a true picture is to be had. For example, it appears that county number 20 is favored in ratio of teachers to pupils, but for some reason which is not obvious, many Negro children in the county are not in school.

TABLE 10.—FACTS REGARDING THE NEGRO RURAL PUPILS AND TEACHERS IN THE 26 COUNTIES STUDIED [1]

State and number of county	Negro school enrollment [2]	Ratio of enrollment to population of school age	Total number of teachers [2]	Pupils per teacher
1	2	3	4	5
ARKANSAS:				
1	2,525	63.60	53	48
2	1,940	79.90	49	40
3	4,344	86.74	103	42
4	2,825	67.66	49	58
5	4,799	58.28	72	67
GEORGIA:				
6	913	62.49	27	34
7	2,356	53.12	48	49
8	611	62.98	16	38
9	3,806	72.92	54	70
10	707	67.59	15	47
11	2,193	69.39	36	61
NORTH CAROLINA:				
12	6,637	70.54	190	35
13	3,412	78.76	94	36
14	979	27.07	66	15
15	4,458	68.82	109	41
16	1,520	66.00	38	40
17	5,082	92.11	100	51
SOUTH CAROLINA:				
18	6,719	70.96	137	49
19	4,080	70.13	87	47
20	4,601	68.30	102	45
21	4,740	76.89	86	55
VIRGINIA:				
24	1,587	69.69	51	31
25	1,973	70.66	57	35
26	1,309	71.53	32	41
27	724	68.75	21	34
28	2,880	59.35	56	51
Total	77,720	64.79	1,748	44

[1] Information from the two counties in Texas was not available.
[2] Reports of State departments of education.

HIGH-SCHOOL SITUATION

One criterion by which to judge educational opportunities offered is the provision of high-school facilities. In many counties with large Negro populations no high schools for colored children are provided.[10] In 1930–31 there were 230 such counties in 15 States. There were also 195 counties similarly situated in which there were no 4-year high schools for colored children. In both groups of counties there were approximately 360,000 Negro children of high-school age (15–19).

The high-school situation as it relates to the 28 counties in the present study appears in table 11. There are 36,667 Negro children of high-school age in these counties, for whom there are 86 high schools offering from 1 to 4 years of work. Distribution is as follows: Offering 1 year, 18; 2 years, 21; 3 years, 21; and 4 years, 26. These schools enroll 4,644 pupils, or 12.67 percent of the total number of Negro children of high-school age in these counties. A total of 206 teachers is provided, an average of 1 teacher to every 22 pupils. More than a third of the teachers are part-time teachers.

[10] Secondary education for Negroes. Op. cit.

TABLE 11.—RURAL HIGH-SCHOOL SITUATION AMONG NEGROES IN THE 28 COUNTIES

State and number of county	Children of high-school age [1]	High-school enrollment	Ratio of high-school enrollment to children of high-school age	Number of high schools [2]	Number of high-school teachers [2]	High-school pupils per teacher	High-school population per high-school teacher
1	2	3	4	5	6	7	8
ARKANSAS:							
1	1,351	63	4.66	1	5	13	270
2	753	84	11.16	3	8	11	94
3	1,647	164	9.96	1	5	33	329
4	1,385	12	0.87	1	1	12	1,385
5	2,474	8	0.32	1	1	8	2,474
GEORGIA:							
6	446	18	4.04	1	1	18	446
7	1,554	202	12.99	3	10	20	155
8	296	[3]	[3]	[3]	[3]	[3]	[3]
9	1,679	124	7.39	5	9	14	187
10	354	50	14.12	1	2	25	177
11	978	47	4.81	1	2	24	489
NORTH CAROLINA:							
12	2,342	168	7.17	4	8	21	293
13	1,324	270	20.39	4	9	30	147
14	1,038	46	4.43	2	2	23	519
15	1,959	355	18.13	2	14	25	140
16	701	106	15.12	3	6	18	117
17	1,689	388	22.97	7	16	19	84
SOUTH CAROLINA:							
18	2,589	174	6.72	6	10	17	259
19	1,777	80	4.50	3	7	11	254
20	2,206	243	11.02	11	17	14	130
21	2,024	205	10.13	2	7	29	289
TEXAS:							
22	997	382	38.31	7	20	19	50
23	1,318	303	22.99	9	24	13	55
VIRGINIA:							
24	668	91	13.62	2	5	18	134
25	841	84	9.99	2	4	21	210
26	514	43	8.37	1	3	14	171
27	313	47	15.02	1	2	24	157
28	1,450	192	13.24	2	4	48	363
Total	36,667	4,644		86	206	23	178

[1] Population of high-school age (15–19) taken from U. S. Census Report: 1930.
[2] The trustees of the John F. Slater Fund, Occasional Papers No. 29. Public secondary schools for Negroes in the Southern States of the United States. January 1935. Office of the president. 726 Jackson Place, NW., Washington, D. C.
[3] Data not available.

KINDS OF SCHOOLS, TOPOGRAPHY, AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS OF THE REGIONS

It is generally conceded that the physical characteristics and the occupational activities of a region are important factors in the organization and maintenance of its educational facilities. The extent to which these factors are associated with the availability of education to Negroes in the rural sections studied will be treated later. Now, attention is merely called to the degree to which the schools studied are located in the various regions having certain topographic features and predominant occupational characteristics. Data for the 6 States are shown in tables 12 and 13.

Approximately 90 percent of the schools under investigation are elementary schools; 9 percent combined elementary and high schools; and 1 percent, high schools only.

TABLE 12.—NUMBER AND PERCENTAGE OF SCHOOLS LOCATED IN REGIONS HAVING A CERTAIN PREDOMINANT TOPOGRAPHY, ACCORDING TO STATE

Predominant topography	Arkansas		Georgia		North Carolina		South Carolina		Texas		Virginia		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mountainous	2	3.17	....	.....	2	1.39	....	.....	....	.....	11	10.79	15	2.67
Hilly	8	12.70	32	29.36	61	42.36	69	60.00	14	48.28	59	57.84	243	43.24
Level	48	76.19	71	65.14	70	48.61	44	38.26	9	31.03	31	30.39	273	48.58
Cut by rivers or lakes	1	1.59	1	.91	1	.69	1	.87	4	13.79	....	.....	8	1.42
Other	4	6.35	5	4.59	10	6.95	1	.87	2	6.90	1	.98	23	4.09
Total	63	.....	109	.....	144	.....	115	.....	29	.....	102	.....	562	.....

TABLE 13.—NUMBER AND PERCENTAGE OF SCHOOLS LOCATED IN REGIONS HAVING CERTAIN PREDOMINANT OCCUPATIONAL CHARACTERISTICS, ACCORDING TO STATES

Predominant occupational characteristic	Arkansas		Georgia		North Carolina		South Carolina		Texas		Virginia		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Diversified farming	8	12.70	44	43.57	58	44.62	18	15.93	10	38.46	84	84.85	222	41.73
Cotton farming	54	85.71	45	44.55	46	35.38	92	81.42	15	57.69	1	1.01	253	47.56
Tobacco farming	....	.....	5	5.95	19	14.61	3	2.65	....	.....	11	11.11	38	7.14
Forests	1	1.59	4	3.96	2	1.54	....	.....	....	.....	2	2.02	9	1.69
Swamps	....	.....	....	.....	2	1.54	....	.....	....	.....	1	1.01	3	.56
Other	....	.....	3	2.97	3	2.31	....	.....	1	3.85	....	.....	7	1.32
Total	63	.....	101	.....	130	.....	113	.....	26	.....	99	.....	532	.....

PUPILS

The number and percentage of children living in the regions indicated are shown in table 14. The total number in this table is less than the total given in table 1 for the reason that it includes only those children who answered the inquiry for both age and region, or for either one, while table 1 includes all children from whom a questionnaire was received. The percentage distributions, however, are practically the same for both groups.

Information concerning ages of school children, according to regions was collected to determine what influence, if any, topography and occupational characteristics had on ages of children in school. The median age in all sections was 11.44 years.

TABLE 14.—NUMBER AND PERCENTAGE OF CHILDREN LIVING IN REGIONS WITH GIVEN TOPOGRAPHIC FEATURES AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

	Number	Percent
Topography:		
Mountainous	631	1.26
Hilly	20,168	40.32
Level	26,635	53.25
Lakes and rivers	469	.94
Other	2,114	4.23
Total	50,017	
Predominant characteristics:		
Diversified farming	17,731	39.43
Cotton farming	22,870	50.85
Tobacco farming	3,341	7.43
Forests	578	1.29
Swamps	158	.35
Other	293	.65
Total	44,971	

Contacts were made with 1,747 children who were not attending school. In answer to the question as to why they were not in school 1,540 answered. For more than half the children, shown in table 16, nonattendance was due to the fact that they were working. This is to be expected when the data presented in tables 4 and 5 concerning employed youth are remembered. The out-of-school children when they left school were, in practically every grade, from a year to nearly 2 years older than the in-school children (table 17). The percentages of in-school and out-of-school children of specified ages are shown below:

TABLE 15.—PERCENTAGES OF IN-SCHOOL AND OUT-OF-SCHOOL CHILDREN OF SPECIFIED AGES

Age groups	Percentages of—	
	In-school children of specified ages	Out-of-school children of specified ages when last in school
8 years of age and less	27.10	12.00
9-12 years of age	37.20	22.50
13-15 years of age	23.43	40.71
16 years of age and above	12.27	24.79

TABLE 16.—NUMBER AND PERCENTAGE OF OUT-OF-SCHOOL CHILDREN GIVING VARIOUS REASONS FOR NOT BEING IN SCHOOL

Reason	Transported		Not transported		Total
	Number	Percent	Number	Percent	
1	2	3	4	5	6
Distance	3	12	100	6.60	103
Working	11	44	786	51.88	797
Grade completed	2	8	106	7.00	108
Lack of books			43	2.84	43
Lack of clothes	3	12	106	7.00	109
Personal illness			43	2.84	43
Parents' illness			1	.07	1
Married	3	12	42	2.77	45
Indifference	3	12	98	6.47	101
Physical handicap			17	1.12	17
Other			173	11.41	173
Total	25		1,515		1,540

TABLE 17.—MEDIAN AGES OF IN-SCHOOL CHILDREN COMPARED WITH MEDIAN AGES OF OUT-OF-SCHOOL CHILDREN WHEN THEY DROPPED OUT OF SCHOOL, BY GRADES

Grade	Median ages of—		Grade	Median ages of—	
	In-school children	Out-of school children		In-school children	Out-of school children
First	8.1	8.6	Seventh	15.8	16.7
Second	10.6	12.4	Eighth	16.6	17.1
Third	11.9	13.8	Ninth	17.1	18.3
Fourth	13.1	14.6	Tenth	17.9	[1] 16.0
Fifth	14.0	15.3	Eleventh	18.7	[1] 17.2
Sixth	14.9	15.8	Total	11.4	14.2

[1] Too few cases to make median reliable.

PART II: ACCESSIBILITY OF EDUCATIONAL FACILITIES TO NEGROES IN RURAL COMMUNITIES

DISTANCE AS A FACTOR OF ACCESSIBILITY

Among the factors affecting the accessibility of schools to the children who attend them, none is more important than distance. A large proportion of Negroes live on farms. Most of the farms are isolated, and the rural communities which the schools serve are sparsely populated. It is well known that many of the rural schools for Negroes are housed in buildings owned by private individuals, or built on land donated to the school trustees by private individuals. This means that frequently the schools are located with little reference to their accessibility to the children for whom they are provided.

GENERAL SITUATION

Table 18 shows that nearly half of the children live beyond a reasonable walking distance of 1½ miles from the schools they attend. This is in sharp contrast to the findings of a previous study of 41,000 children,[1] one-fifth of whom lived more than 1½ miles from school. One-fourth of the children in the present study as compared to one-half the children in the study referred to above, live less than 1 mile from their schools. The exact number and percentage of children included in the investigation[2] who live the indicated distances from their schools are shown in table 18.

TABLE 18.—NUMBER AND PERCENTAGE OF CHILDREN LIVING WITHIN INDICATED DISTANCES FROM THEIR SCHOOLS

	Number	Percent		Number	Percent
Less than 1 mile	22,785	55.3	3 to 4 miles	828	2.0
1 to 1½ miles	8,806	21.4	4 to 5 miles	465	1.1
1½ to 2 miles	4,869	11.8	5 or more miles	455	1.1
2 to 3 miles	2,992	7.3			

A detailed comparison of the above data with those in table 18 indicates that schools for the colored children studied are from one-half to one-sixth as available as for those in the study previously referred to.

[1] Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education. Bulletin, 1930, no. 34.)
[2] Ibid.

TABLE 19.—NUMBER AND PERCENTAGE OF PUPILS LIVING VARYING DISTANCES FROM SCHOOL, ACCORDING TO STATE STUDIED

Distance	Arkansas		Georgia		North Carolina		South Carolina		Texas		Virginia		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Less than 1 mile	1,420	19.23	2,200	24.79	3,279	22.48	3,740	28.20	472	21.24	2,112	35.31	13,223	25.28
1 to 1½ miles	2,285	30.95	2,646	29.82	3,791	25.99	3,944	29.74	652	29.34	1,533	25.63	14,851	28.39
2 to 2½ miles	1,892	25.63	2,172	24.48	3,614	24.77	3,374	25.44	617	27.77	1,120	18.72	12,789	24.45
3 to 3½ miles	1,136	15.39	1,302	14.67	2,152	14.75	1,467	11.06	355	15.98	599	10.01	7,011	13.40
4 to 4½ miles	312	4.22	357	4.02	673	4.61	488	3.68	77	3.47	227	3.79	2,134	4.08
5 or more miles	338	4.58	196	2.22	1,080	7.40	249	1.88	49	2.20	391	6.54	2,303	4.40
Total	7,383	.....	8,873	.....	14,589	.....	13,262	.....	2,222	.....	5,982	.....	52,311	.....

TABLE 20.—NUMBER AND PERCENTAGE OF PUPILS LIVING VARYING DISTANCES FROM THE SCHOOLS THEY ATTEND, ACCORDING TO AGE

Distance in miles	Age						Total number
	8 years and younger		9 to 12 years		13 years and older		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Less than 1	3,929	29.95	4,982	37.98	4,207	32.07	13,118
1 to 1½	4,123	27.97	5,555	37.69	5,061	34.34	14,739
2 to 2½	3,409	26.87	4,845	38.19	4,432	34.94	12,686
3 to 3½	1,819	26.23	2,564	36.97	2,552	36.80	6,935
4 to 4½	550	25.88	807	37.98	768	36.14	2,125
5 or more	330	14.53	519	22.85	1,422	62.62	2,271
Total	14,160	27.30	19,272	37.15	18,442	35.55	51,874

AGES OF CHILDREN AND DISTANCES TRAVELED

In addition to distance in miles a school is located from children's homes, attention should be given to the age of the children. A given distance may not be excessive for children of certain age groups, while for others it may be excessive, and traveling to and from school daily may incur considerable hardship, even to the extent of impairing their health.

The distance the children in this study live from school according to given age groups is shown in table 20. According to the data in this table, the age of pupils has very little relationship to the distance they must travel to school. Of the 51,874 pupils furnishing information on this point, 27.30 percent are 8 years old or younger. One-fourth of all the children who live, respectively, 2 to 2½ miles, 3 to 3½ miles, and 4 to 4½ miles from their schools are 8 years old or younger;

and 14.53 percent of those who live 5 miles or more from their schools belong in this age group. Thus, it appears that those responsible for locating schools for colored children give little or no consideration to the matter of making them accessible to young children.

The percentage of children living long distances from school, 8 years old or younger, has been shown. Now the process will be reversed in order to see what percentage of the children 8 years old and younger live long distances from the schools they attend. Calculated on the basis of the numbers given in table 20, it is found that 43.1 percent of the 14,160 children who are 8 years old and younger live 2 miles or more from the schools they attend, and that 18.1 percent live a distance of 3 miles or more.

How do these percentages compare with those for the nontransported children in the same age groups in the study referred to above? This question will be answered by reference to the percentages in table 21. Group I refers to children studied in this study; group II to the study indicated above.

TABLE 21.—PERCENTAGES OF PUPILS LIVING EXCESSIVE DISTANCES FROM SCHOOL, BY AGE

Age and distance	Group I [1]	Group II [2]
Percentages of pupils 8 years of age and younger living:		
1½ miles from school	43.1	20.8
3 miles or more	18.1	1.9
Percentages of pupils 9–12, inclusive, living:		
1½ miles or more from school	45.3	22.2
3 miles or more	20.1	2.7
Percentages of pupils 13 years or older living:		
1½ miles or more from school	49.8	29.4
3 miles or more	25.7	10.3
Number of cases	51,874	11,380

[1] The 2 miles or more distance was used for the children in this study instead of the 1½. If the 1½ miles distance had been used the disproportion would have been even greater. Both transported and nontransported children are included in group I. Since only 4 percent of all these children were transported the percentage would not have been affected materially had they been separated.

[2] Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education, Bulletin, 1930, no. 34.)

From the foregoing data it is seen that the children in group I are at a much greater disadvantage in respect to the proportions of their numbers who live excessive distances from their schools than the children in group II.

DISTANCE AND TOPOGRAPHY

The topography of the region in which the school is located is another factor of school accessibility. A mile is relatively a "longer" mile, in terms of time and energy expended, if it must be traversed over mountainous or hilly regions. This means that while the percentages of children from the mountainous and hilly sections who live excessive distances are no greater than those of other regions, as shown in table 22, they are probably subjected to greater hardship in traveling to and from school.

TABLE 22.—NUMBER AND PERCENTAGE OF PUPILS LIVING VARYING DISTANCES FROM SCHOOL, ACCORDING TO THE TOPOGRAPHY OF THE AREA

Distance in miles	Topography										Total	
	Mountainous		Hilly		Level		Cut by rivers or lakes		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
½ and less than 1	129	22.47	4,531	23.67	6,749	27.05	118	25.99	360	17.66	11,887	25.21
1 to 1½	165	28.75	5,326	27.82	7,246	29.04	157	34.58	440	21.59	13,334	28.27
2 to 2½	99	17.25	4,858	25.38	6,128	24.56	96	21.15	439	21.54	11,620	24.64
3 to 3½	124	21.60	2,542	13.29	3,196	12.81	79	17.40	356	17.47	6,297	13.35
4 to 4½	26	4.53	828	4.33	952	3.81	3	.66	129	6.33	1,938	4.11
5 or more	31	5.40	1,055	5.51	683	2.73	1	.22	314	15.41	2,084	4.42
Total	574	.....	19,140	.....	24,954	.....	454	.....	2,038	.....	47,160	.....

DISTANCE AND ABSENCE FROM SCHOOL

The relation of distance the out-of-school children lived from the schools they attended to the reasons given for their nonattendance is shown in table 23. Of the 107 children who gave "distance" as the cause of nonattendance, 86 percent lived 3 or more miles from school. Larger percentages of the children whose absence was due to work were in the groups living nearest school than of the groups living farthest from school. One reason for this is probably found in the fact that those living nearer the schools are also nearer towns and villages where opportunities for work are greater. Table 23 shows a progressive decrease in the percentages of children absent because of work as distance from school increases. The percentages are as follows: Less than 1 mile, 59.84; 1 to 1½ miles, 55.67; 2 to 2½ miles, 53.82; 3 to 3½ miles, 40.31; 4 to 4½ miles, 28.16; 5 miles or more, 16.66. A larger percentage of children naming "indifference" as the reason for being out of school belong to the nearest-to-school group than to the group living far away.

TABLE 23.—NUMBER AND PERCENTAGE OF OUT-OF-SCHOOL CHILDREN GIVING VARIOUS REASONS FOR BEING OUT OF SCHOOL, ACCORDING TO DISTANCE.

Reason for being out of school	Distance in miles												Total number	Median percent
	Less than 1		1 to 1½		2 to 2½		3 to 3½		4 to 4½		5 and more			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Distance	3	1.22	2	0.41	9	1.86	34	12.98	51	49.51	8	44.44	107	6.70
Working	146	59.84	270	55.67	261	53.82	106	40.31	29	28.16	3	16.66	815	51.00
Grade completed	18	7.38	25	5.15	41	8.45	21	7.99	6	5.83	----	-----	111	6.95
Lack of books	3	1.22	21	4.33	12	2.47	7	2.66	----	-----	1	5.56	44	2.75
Lack of clothes	11	4.51	34	7.01	46	9.49	17	6.46	1	.97	----	-----	109	6.82
Personal illness	10	4.10	7	1.44	20	4.12	7	2.66	----	-----	1	5.56	45	2.82
Parents' illness	1	.41	1	.21	----	-----	----	-----	----	-----	----	-----	2	.12
Married	6	2.46	13	2.68	18	3.71	6	2.28	3	2.91	----	-----	46	2.88
Indifference	26	10.66	43	8.87	27	5.57	15	5.70	1	.97	----	-----	112	7.01
Physical handicaps	1	.41	4	.83	6	1.24	5	1.90	1	.97	----	-----	17	1.06
Other	19	7.79	65	13.40	45	9.28	45	17.11	11	10.68	5	27.78	190	11.89
Total	244	-----	485	-----	485	-----	263	-----	103	-----	18	-----	1,598	-----

DISTANCE AND AGE OF OUT-OF-SCHOOL CHILDREN

Of the 1,681 out-of-school children replying to the inquiry, as shown in table 24, nearly half are 14 years of age or less. Nineteen percent are 10 years of age or less. Of those who belong to this lower age group, 62 percent lived 2 miles or more from the schools they had attended. Of the in-school children, 43 percent [3] of those who were 8 years old or younger lived 2 miles or more from school. The difference indicates that distance may be an influencing factor in the nonenrollment of the younger children. This indication is supported by the fact that a larger percentage of the children who are out of school who lived 4 miles or more from the schools they attended belonged to the younger than to the older group. The percentage of out-of-school children living 4 miles or more from school decreases as the age increases. The percentages and age groups are 10 years old and less, 13.55; 11 to 14 years, 10.17; and 15 years and over, 3.80.

[3] Data not given in table 20.

TABLE 24.—NUMBER AND PERCENTAGE OF OUT-OF-SCHOOL CHILDREN OF VARIOUS AGES, ACCORDING TO DISTANCES THEIR HOMES ARE FROM THE SCHOOLS THEY WOULD ATTEND

Distance in miles	Ages						Total number	Median percent
	10 years and less		11 to 14 years		15 years and over			
	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9
Less than 1	31	9.34	48	11.91	187	19.71	266	15.82
1 to 1½	94	28.31	114	28.29	307	32.45	515	30.64
2 to 2½	99	29.82	125	31.02	295	31.18	519	30.87
3 to 3½	63	18.98	75	18.61	121	12.79	259	15.41
4 to 4½	35	10.54	34	8.43	34	3.59	103	6.13
5 miles and more	10	3.01	7	1.74	2	.21	19	1.13
Total	332		403		946		1,681	

TRANSPORTATION AS A FACTOR OF ACCESSIBILITY

Transportation facilities provided children to travel to and from school is an important factor in school accessibility. However, in order to ascertain their full effect, they must be considered in association with other factors. To consider the subject from this angle is the purpose of this section of the report.

CHILDREN TRANSPORTED AT PUBLIC EXPENSE

Facts shown in table 25 confirm findings of previous studies that very few Negro children are transported to and from school at public expense. Although North Carolina, which transports 11.15 percent of its Negro children, has a more favorable showing in the matter than the other States, there are slight differences among them. The children who must walk to school or provide transportation for themselves represent 95.52 percent of the total number of 47,073 replying to this question. This means that 2,109, or 4.48 percent, are transported at public expense.

TABLE 25.—NUMBER AND PERCENTAGE OF PUPILS TRANSPORTED AND NOT TRANSPORTED, ACCORDING TO STATES

Transportation	Arkansas		Georgia		North Carolina		South Carolina		Texas		Virginia		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
At public expense	151	2.13	315	3.97	1,366	11.15	83	0.70	21	1.08	173	3.02	2,109	4.48
Not at public expense	6,933	97.87	7,629	96.03	10,886	88.85	11,742	99.30	1,926	98.92	5,548	96.98	44,964	95.52
Total	7,084		7,944		12,252		11,825		1,947		5,721		47,073	

Facts concerning transportation and distance are shown in table 26. There is a rapid increase in the percentage of children for whom transportation at public expense is provided as the distance children live from school increases. However, while 51.53 percent of the children living 5 miles or more from school are transported at public expense, 48.47 percent must provide their own transportation or walk. It is safe to conclude that a large proportion of them walk and, what is even more important, that many of those who walk are young children.

TABLE 26.—NUMBER AND PERCENTAGE OF PUPILS TRANSPORTED AND NOT TRANSPORTED AT PUBLIC EXPENSE, ACCORDING TO DISTANCE

Transported	Distance in miles													
	½ and less than 1		1 to 1½		2 to 2½		3 to 3½		4 to 4½		5 or more		Total number	Median percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
At public expense	108	0.95	134	1.06	206	1.89	347	5.71	211	11.25	1,079	51.53	2,085	4.64
Own expense or not at all	11,241	99.05	12,544	98.94	10,685	98.11	5,730	94.29	1,646	88.75	1,015	48.47	42,861	95.36
Total	11,349		12,678		10,891		6,077		1,857		2,094		44,946	

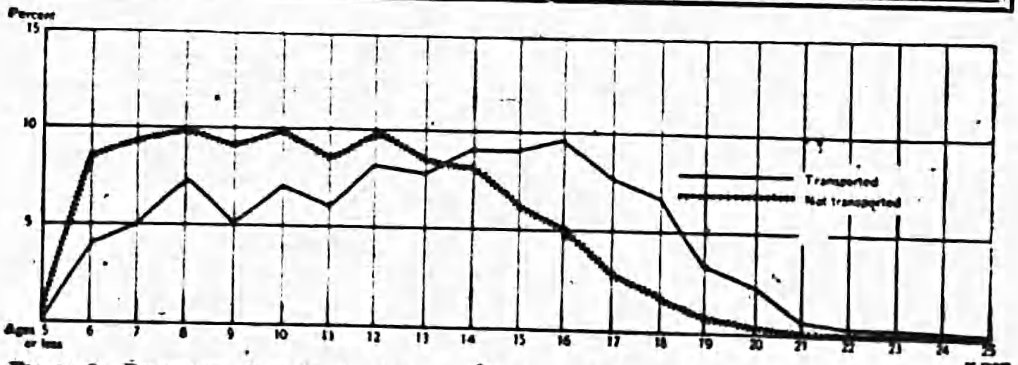

FIGURE 2.—Percentage of pupils of each age group who are transported and not transported at public expense to and from school.

TRANSPORTATION AND AGE OF CHILDREN INVOLVED

The conclusion that many of the children who are not transported at public expense are young children has additional support in the evidence given in figure 2. Here it is seen that the percentages of children of the younger age groups who are not transported at public expense are much greater than of those of the same age groups who are transported at public expense. Of the transported children, 16.59 percent are 8 years old or younger. Of the nontransported children 28.16 percent are 8 years old or younger.

Contrariwise, in the out-of-school group, a larger percentage of the younger-age children were transported than of the older-age group. For example, 29.17 percent of the out-of-school children who were transported to and from school when they attended, were at that time 8 years old or younger, as contrasted with 13.19 percent of the nontransported children of the same age group. From the data here presented it appears that transportation had little or no influence in holding the younger children in school. However, the number of out-of-school children who were transported was perhaps too small for valid conclusions to be drawn respecting that particular item.

TRANSPORTATION AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

According to data given in table 28 transportation has very little relation to the predominant occupational characteristics of the regions studied. The table shows that differences among the regions in the percentage of children transported and not transported at public expense are very slight, with the exception of the cotton-farming section, where the percentages of children for whom transportation is provided are much smaller than in the other regions.

TRANSPORTATION AND REASONS FOR ABSENCE

What relation does transportation bear to absence from school? Replies to the inquiry why children were absent from school were sorted into two groups, of transported and nontransported children. About the same percentage of transported and nontransported children gave the same reasons for absence. The facts are shown in table 28.[4]

TABLE 27.—NUMBER AND PERCENTAGE OF PUPILS TRANSPORTED OR NOT TRANSPORTED AT PUBLIC EXPENSE, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS OF SCHOOL DISTRICT

Transported	Predominant occupational characteristic												Total	
	Diversified farming		Cotton farming		Tobacco farming		Forests		Swamps		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
At public expense	915	5.95	303	1.58	93	3.31	19	3.85	....	....	2	0.82	1,332	3.48
At own expense or not at all	14,464	94.05	18,864	98.42	2,718	96.69	475	96.15	145	100	243	99.18	36,909	96.52
Total	15,379	.....	19,167	.....	2,811	.....	494	.....	145	.....	245	.....	38,241	.....

[4] 47,073 cases.

The conclusion seems to be justified, therefore, that transportation has slight relationship to the reasons children give for absence from school.

TABLE 28.—PERCENTAGE OF TRANSPORTED AND NONTRANSPORTED PUPILS GIVING REASONS FOR ABSENCE FROM SCHOOL

	Reasons given for absence from school					
	Distance	Illness	Working	Helping at home	Bad roads	Other
1	2	3	4	5	6	7
Percent transported giving indicated reasons	4.48	26.42	22.56	34.06	7.01	5.47
Percent not transported giving indicated reasons	7.10	23.56	18.87	34.54	8.41	7.52

KINDS AND CONDITION OF ROADS AS FACTORS OF ACCESSIBILITY

The number and percentage of children traveling over hard-surface, gravel, or dirt roads to and from school are shown in table 29. The table shows that more than three-fourths of the children traveled over dirt roads.

For purposes of interpretation this study assumes that difficulties of travel over dirt roads are generally admitted. Keeping in mind, then, that children must travel over such roads regularly whether dry and dusty or wet and muddy, the effect is obvious. When the difficulties of traveling over dirt roads are remembered it is realized that not only mere distance in miles, but also the kind of road covered, has an important effect on the extent to which schools may be said to be accessible to children.

The table shows that the largest percentage of children traveling over dirt roads is in Georgia and the smallest is in Virginia, their respective percentages being 90.45 and 54.76. Conversely, the smallest percentage of children traveling over hard surface roads to and from school is also in Georgia, while the largest percentage is in Virginia, being, respectively, 3.40 and 37.23. According to the data, Texas is next to Georgia in having an unfavorable record with respect to roads, followed by North Carolina.

The condition of the road is also an important element in studying school accessibility. Data on this are shown in table 30. Observation of the table shows that nearly 30 percent of the children traveled over roads which were in poor condition, while nearly half traveled over roads in fair condition. Arkansas has the largest percentage of children traveling over roads that are in poor condition, and Virginia has the largest percentage who travel over good roads, according to the data.

TABLE 29.—NUMBER AND PERCENTAGE OF PUPILS INDICATING CERTAIN KINDS OF ROADS TRAVELED, ACCORDING TO STATES

State	Kind of road						Total number
	Hard surface		Gravel		Dirt		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Arkansas	972	13.32	1,238	16.97	5,085	69.71	7,295
Georgia	335	3.40	607	6.15	8,922	90.45	9,864
North Carolina	1,635	11.50	952	6.70	11,630	81.80	14,217
South Carolina	1,704	12.74	1,178	8.80	10,496	78.46	13,378
Texas	79	3.72	234	11.03	1,809	85.25	2,122
Virginia	2,183	37.23	470	8.01	3,211	54.76	5,864
Total	6,908	13.10	4,679	8.87	41,153	78.03	52,740

TABLE 30.—NUMBER AND PERCENTAGE OF PUPILS INDICATING CONDITION OF ROADS TRAVELED, ACCORDING TO STATES

State	Condition of roads						Total number
	Good		Fair		Poor		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Arkansas	1,395	19.72	2,296	32.46	3,382	47.82	7,073
Georgia	1,333	15.18	5,090	57.97	2,358	26.85	8,781
North Carolina	2,236	16.34	7,314	53.46	4,132	30.20	13,682
South Carolina	3,241	25.99	6,288	50.42	2,942	23.59	12,471
Texas	356	17.24	1,075	52.06	634	30.70	2,065
Virginia	2,220	38.56	2,051	35.63	1,486	25.81	5,757
Total	10,781	21.64	24,114	48.39	14,934	29.97	49,829

It would be interesting to analyze the data in more detail to ascertain the condition of the different kinds of roads, but this was not feasible. However, it may be assumed that many of the dirt roads over which more than three-fourths of the children traveled were in poor condition. It is conceivable, then, from the data presented in this study, that many thousands of Negro children walk long distances to and from school, over dirt roads which are in poor condition.

DISTANCE AND KINDS AND CONDITION OF ROADS

The number of children traveling indicated distances and the kinds and condition of roads traveled are shown in tables 31 and 32. Children traveling the longer distances travel also over the poorest roads. In other words, the handicaps of dirt roads and long distances

are combined for a large number of children. Table 31 shows that the percentages of children living designated distances from school who travel over hard-surface roads decrease progressively until the 4 to 4½ miles distance limitation is reached; here the percentage increases slightly. Of the children traveling over hard-surface roads, the largest percentage lives 5 or more miles from school. Excepting the group living 5 or more miles, the number of children traveling over dirt roads increases as the distance they live from school increases. Similarly, table 32 shows that, excepting again the group living 5 or more miles from school, as the distance children live from their schools increases the percentages traveling over good roads decrease, and conversely, the farther away children live the greater is the proportion traveling over poor roads.

TABLE 31.—NUMBER AND PERCENTAGE OF PUPILS TRAVELING OVER VARIOUS KINDS OF ROADS, ACCORDING TO DISTANCE

Kind of roads	Distance in miles												
	½ and less than 1		1 to 1½		2 to 2½		3 to 3½		4 to 4½		5 or more		Total number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Hard surface	2,173	17.39	1,881	13.41	1,139	9.41	551	8.36	229	11.27	524	24.77	6,497
Gravel	1,101	8.81	1,388	9.90	1,105	9.13	534	8.10	156	7.67	167	7.90	4,451
Dirt	9,224	73.80	10,754	76.69	9,858	81.46	5,505	83.54	1,648	81.06	1,424	67.33	38,413
Total	12,498	.....	14,023	.....	12,102	.....	6,590	.....	2,033	.....	2,115	.....	49,361

TABLE 32.—NUMBER AND PERCENTAGE OF PUPILS TRAVELING OVER ROADS IN VARIOUS CONDITIONS OF REPAIR, ACCORDING TO DISTANCE

Condition of roads	Distance in miles												Total number	Median percent
	½ and less than 1		1 to ½		2 to 2½		3 to 3½		4 to 4½		5 or more			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Good	3,488	28.96	2,985	21.97	1,970	16.80	1,017	15.80	296	15.43	457	22.21	10,213	21.38
Fair	6,154	51.10	6,711	49.40	5,444	46.43	2,904	45.11	863	45.00	930	44.70	23,006	48.14
Poor	2,402	19.94	3,889	28.63	4,311	36.77	2,516	39.09	759	39.57	681	33.09	14,558	30.48
Total	12,044	.....	13,585	.....	11,725	.....	6,437	.....	1,918	.....	2,068	.....	47,767	.....

The logic of the situation would seem to dictate that the farther children live from school the more favorable should be their traveling conditions.

TRANSPORTATION AND KINDS AND CONDITION OF ROADS

The data shown in tables 33 and 34 appear to indicate that hard-surface roads and good roads favor transportation, or it may be that the provision of transportation facilities affects the roads. It is not known which is cause or which is effect, but the fact is they are associated. Of the children transported, 30.49 percent travel over hard-surface roads, while 12.67 percent of those not transported travel over such roads (table 33). Likewise, 33.35 percent of the children who are transported travel over good roads as compared with 21.13 percent of those who are not transported (table 34).

TABLE 33.—NUMBER AND PERCENTAGE OF PUPILS TRAVELING CERTAIN KINDS OF ROADS, ACCORDING TO TRANSPORTATION

Kind of road	Transported		Not transported		Total number
	Number	Percent	Number	Percent	
1	2	3	4	5	6
Hard surface	591	30.49	5,420	12.67	6,011
Gravel	141	7.28	3,473	8.12	3,614
Dirt	1,206	62.23	33,889	79.21	35,095
Total	1,938		42,782		44,720

TABLE 34.—NUMBER AND PERCENTAGE OF PUPILS TRAVELING ROADS IN GIVEN CONDITION, ACCORDING TO TRANSPORTATION

Condition of road	Transported		Not transported		Total number
	Number	Percent	Number	Percent	
1	2	3	4	5	6
Good	637	33.35	8,812	21.13	9,449
Fair	927	48.53	20,285	48.63	21,212
Poor	346	18.12	12,616	30.24	12,962
Total	1,910		41,713		43,623

ROADS AND TOPOGRAPHY OF THE REGION

Does the topography of the region have any relation to the kind and condition of roads? Data in tables 35 and 36 will throw some light on this question for the schools studied. In table 35 it is seen

that while there are some differences among the various regions in the proportion of children traveling over hard-surface roads, in the two types of regions—hilly and level—having the largest number of children, the differences are very slight. They are greater, however, in the matter of dirt roads, the hilly region having 4.91 percent more children traveling dirt roads than the level region. The region in which the largest relative number of children travel over dirt roads is the mountain region (85.26). According to data in table 36, the highest percentage of children traveling over poor roads live in the mountain region. Excepting the "other" region, that cut by rivers and lakes has the highest percentage of children traveling over poor roads. The percentages of children in the hilly and level regions traveling over good roads are, respectively, 22.68 and 21.31. A larger percentage, however, of the children in the hilly regions travel over poor roads than of those in the level regions, the percentages are, respectively, 32.27 and 26.80.

From the data presented above it may be said that the kind and condition of roads traveled by pupils have very little relationship to the topography of the region in which the schools studied are located.

TABLE 35.—NUMBER AND PERCENTAGE OF PUPILS TRAVELING CERTAIN KINDS OF ROADS, ACCORDING TO TOPOGRAPHY OF THE AREA

Topography	Kinds of roads						Total number
	Hard surface		Gravel		Dirt		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Mountainous	77	12.34	15	2.40	532	85.26	624
Hilly	2,490	13.68	1,269	6.70	15,079	79.62	18,938
Level	3,624	14.72	2,602	10.57	18,388	74.71	24,614
Rivers or lakes	36	7.91	54	11.87	365	80.22	455
Other	130	6.67	173	8.89	1,644	84.44	1,947
Total	6,457	.....	4,113	.....	36,008	.....	46,578

TABLE 36.—NUMBER AND PERCENTAGE OF PUPILS REPORTING CERTAIN CONDITION OF ROADS, ACCORDING TO TOPOGRAPHY OF AREA

Topography	Condition of roads						Total number
	Good		Fair		Poor		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Mountainous	125	20.43	248	40.52	239	39.05	612
Hilly	4,070	22.68	8,085	45.05	5,793	32.27	17,948
Level	5,092	21.31	12,397	51.89	6,402	26.80	23,891
Rivers or lakes	79	17.91	191	43.31	171	38.78	441
Other	153	8.02	1,020	53.46	735	38.52	1,908
Total	9,519	.....	21,941	.....	13,340	.....	44,800

ROADS AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

The relationship between the predominant occupational characteristics and the kinds and condition of roads is shown in tables 37 and 38. According to the facts in table 37, of the three sections in which the largest numbers of children included in the study live, the highest percentage of children traveling over hard-surface roads live in the tobacco-farming sections, and the lowest in the cotton sections. The respective percentages are 16.97 and 10. There are very slight differences among the sections in the percentages of children traveling over dirt roads, but in the matter of gravel roads the variation is fairly pronounced. The percentages for the three regions are: Tobacco farming, 3.63; diversified farming, 7.81; and cotton farming, 10.46.

Again considering the three sections in which the largest numbers of children live, table 38 shows that there are very slight differences among them in the percentages of children who travel to and from school over good roads. But in the number who travel over poor roads, the differences are greater, the percentages for the three being, tobacco farming, 21.86; diversified farming, 30.57; and cotton farming, 31.78. The tobacco region seems to be in a more favorable position also in the relative numbers who travel over roads in fair condition, as may be observed from the table.

TABLE 37.—NUMBER AND PERCENTAGE OF PUPILS USING CERTAIN KINDS OF ROADS, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS OF THE REGION

Predominant occupational characteristics	Kinds of roads						Total number
	Hard surface		Gravel		Dirt		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Diversified farming	2,515	15.17	1,295	7.81	12,768	77.02	16,578
Cotton farming	2,137	10.00	2,235	10.46	16,993	79.54	21,365
Tobacco farming	542	16.97	116	3.63	2,536	79.40	3,194
Forests	132	24.53	56	10.41	350	65.06	538
Swamps					152	100.00	152
Other	24	11.01	52	23.85	142	65.14	218
Total	5,350	12.72	3,754	8.93	32,941	78.35	42,045

TABLE 38.—NUMBER AND PERCENTAGE OF PUPILS USING ROADS IN VARIOUS CONDITION OF REPAIR, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS OF THE REGION

Predominant occupational characteristics	Condition of roads						Total number
	Good		Fair		Poor		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Diversified farming	3,322	20.18	8,108	49.25	5,032	30.57	16,462
Cotton farming	4,223	20.78	9,644	47.44	6,460	31.78	20,327
Tobacco farming	711	22.89	1,716	55.25	679	21.86	3,106
Forests	145	30.46	157	32.98	174	36.56	476
Swamps			130	85.53	22	14.47	152
Other	47	24.23	81	41.75	66	34.02	194
Total	8,448	20.75	19,836	48.72	12,433	30.53	40,717

ROADS AND NONATTENDANCE OF OUT-OF-SCHOOL CHILDREN

According to data shown in table 39, distance children lived from the schools they attended had about the same relation to the condition of road over which the out-of-school children traveled while they were in school as was true for in-school children, as shown in table 32. From table 39 it will be seen that as the distance the out-of-school children lived from their schools increased the percentages traveling over good roads decreased, and, contrariwise, the percentages traveling over poor roads increased as the distance increased.

From data in hand, which are not shown here, it appears that the out-of-school children who had been transported were no more favored with respect to kinds and condition of roads traveled than those not transported. According to the data all the transported children

traveled over dirt roads, and 92 percent traveled over roads that were in poor condition. Of the nontransported out-of-school group, 85.76 percent had traveled over dirt roads, and 52.28 percent and 36.33 percent, respectively, had traveled over roads that were in fair and poor condition.

The numbers involved were: For those reporting kind of road, 1,570; and for those reporting condition of road, 1,517.

TABLE 39.—NUMBER AND PERCENTAGE OF OUT-OF-SCHOOL PUPILS GIVING CONDITION OF ROADS, ACCORDING TO DISTANCE

Distance in miles	Condition of roads						Total number
	Good		Fair		Poor		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Less than 1	41	16.67	154	62.60	51	20.73	246
1 to 1½	70	14.65	246	51.46	162	33.89	478
2 to 2½	62	13.19	231	49.15	177	37.66	470
3 to 3½	10	3.97	124	49.2	118	46.82	252
4 to 4½ miles	1	.99	47	46.53	53	52.48	101
5 or more			5	31.25	11	68.75	16
Total	184	11.77	807	51.63	572	36.60	1,563

PART III: AMOUNT OF EDUCATION AVAILABLE TO NEGROES IN RURAL COMMUNITIES

The presence of schools and of facilities for bringing the children into contact with the schools are important. But there are other indexes of availability of education which are of equal importance; one of them is the amount of education provided. In discussing the subject we shall use two measures of "amount"—the length of the school term and school attendance.

LENGTH OF SCHOOL TERM

GENERAL PICTURE

It is common knowledge that the school terms for colored children are short as compared with the accepted standard. The average number of days schools are kept open for Negroes in 17 Southern States is 135, which is approximately 1½ months less than the accepted standard in those States. The cumulative effect of this annual loss to Negroes over one school generation of 12 years means a difference of 18 months—or two school years. Comparative term lengths in the six States studied are shown in table 40.

TERM LENGTH AND DISTANCE

Of the children included in this study attending schools with given term lengths, 8,804, or 17.92 percent, attended 80 to 100 days; 24,292, or 49.46 percent, 101 to 140 days; and 16,028, or 32.62 percent, 141 to 180 days. The detailed facts are shown in table 41.

TABLE 40.—AVERAGE LENGTH OF TERM IN NEGRO AND WHITE SCHOOLS IN SIX STATES, 1931–32 [1]

State	White schools	Negro schools	State	White schools	Negro schools
Arkansas	143	116	South Carolina	169	114
Georgia	146	121	Texas	164	137
North Carolina	160	143	Virginia	170	163

[1] Statistics of Negro education, Washington, Government Printing Office, 1935. (U. S. Office of Education. Bulletin, 1935, no. 13.) In press.

TABLE 41.—NUMBER AND PERCENTAGE OF PUPILS ATTENDING SCHOOLS OF VARYING TERM LENGTHS, ACCORDING TO DISTANCE

Distance in miles	Length of school term in days						
	80–100		101–140		141–180		Total
	Number	Percent	Number	Percent	Number	Percent	Number
1	2	3	4	5	6	7	8
½ and less than 1	1,792	14.35	5,222	41.79	5,480	43.86	12,494
1 to 1½	2,599	18.91	6,738	49.01	4,409	32.08	13,746
2 to 2½	2,595	21.39	6,708	55.33	2,822	23.28	12,125
3 to 3½	1,290	19.70	3,733	57.00	1,526	23.30	6,549
4 to 4½	294	14.52	1,184	58.47	547	27.01	2,025
5 or more	234	10.71	707	32.36	1,244	56.93	2,185
Total	8,804	17.92	24,292	49.46	16,028	32.62	49,124

Although many of the children living the longest distances attended schools with long terms, large numbers who live long distances attend schools with short terms. The table shows that of the 6,549 children living a distance of 3 miles from their schools, 1,290, or 19.70 percent, attend schools with term lengths of 80 to 100 days; and for 234, or 10.71 percent of those who live 5 miles or more from school, the term lengths are 80 to 100 days. The percentage of children having a term of 101 to 140 days increases steadily as distances increase until the group living 5 miles from school is reached. On the other hand, there is a decrease according to distance traveled, with one exception, in the percentages having a term of 141 to 180 days.

Even though there are certain fluctuations in the percentages found in table 41, it is believed that the conclusion is justified that, excepting the longest distance—5 miles or more—it appears that the farther children live from school the shorter the term available. The median lengths of school terms shown below support this observation.

TABLE 42.—DISTANCE SCHOOLS ARE FROM HOMES OF CHILDREN

Distance in miles	Number of children involved	Median length of term	Distance in miles	Number of children involved	Median length of term
Less than 1	12,494	120.6	3 to 3½	6,545	113.2
1 to 1½	13,746	116.0	4 to 4½	2,025	115.1
2 to 2½	12,125	112.9	5 or more	2,185	143.8

TERM LENGTH AND TRANSPORTATION

Transportation also has a close relationship to the amount of schooling provided. Analysis of table 43 shows that a larger percentage of the children not transported than of those transported attend schools

with terms of 100 days or less, the respective percentages being 16.63 and 7.90. The percentages attending schools having terms of 100 days or less are: Transported children, 50.39; nontransported children, 65.24. The converse is true with respect to those attending schools with longer terms. Of the children who were transported, 49.61 percent have school terms of 141 days or more as compared with 34.76 for those who were not transported. Short terms are, as shown in the preceding section, associated with long distances, and it has been shown here that fewer children are transported to and from the schools having the shorter terms. It is clear, therefore, that some children have the triple disadvantage of excessive distance, short terms, and lack of transportation.

TERM LENGTH AND TOPOGRAPHY

In general, there are no marked differences in term lengths among the topographic regions, as shown in table 44. Although the mountainous regions have the largest percentage of schools with term lengths of 80 days or less, they also have the largest percentage having term lengths of 141 to 160 days. However, the numbers here are too small to justify any conclusions concerning trends. In the two regions furnishing the largest number of schools for the study, term lengths are approximately equal. It may be said then, from the data in hand, that residence in any given topographic region neither favors nor handicaps children as far as term length is concerned.

TABLE 43.—NUMBER AND PERCENTAGE OF PUPILS ATTENDING SCHOOLS WITH A GIVEN TERM LENGTH, ACCORDING TO TRANSPORTATION

Term length in days	Transportation				Total number	Median percent
	At public expense		At own expense or not at all			
	Number	Percent	Number	Percent		
1	2	3	4	5	6	7
80 or less	68	3.30	3,800	9.04	3,868	8.77
81 to 100	95	4.60	3,194	7.59	3,289	7.45
101 to 120	789	38.23	17,422	41.43	18,211	41.28
121 to 140	88	4.26	3,020	7.18	3,108	7.04
141 to 160	903	43.75	10,625	25.26	11,528	26.13
161 to 180	121	5.86	3,994	9.50	4,115	9.33
Total	2,064	.....	42,055	.....	44,119	.....

TABLE 44.—NUMBER AND PERCENTAGE OF SCHOOLS REPORTING LENGTH OF SCHOOL TERMS, ACCORDING TO TOPOGRAPHY

Term length in days	Topography										Total number	Median per-cent
	Mountainous		Hilly		Level		Cut by rivers or lakes		Other			
	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent		
80 or less	6	40.00	40	16.46	49	17.95	1	12.50	1	4.35	97	17.26
81 to 100	.....	.....	22	9.05	20	7.33	1	12.50	1	4.35	44	7.83
101 to 120	3	20.00	103	42.39	136	49.82	2	25.00	17	73.91	261	46.44
121 to 140	1	6.67	20	8.23	8	2.93	2	25.00	1	4.35	32	5.69
141 to 160	5	33.33	48	19.75	50	18.32	2	25.00	2	8.69	107	19.04
161 to 180	.....	.....	10	4.12	10	3.65	.....	.....	1	4.35	21	3.74
Total	15	.....	243	.....	273	.....	8	.....	23	.....	562	.....

TABLE 45.—NUMBER AND PERCENTAGE OF SCHOOLS REPORTING LENGTH OF SCHOOL TERMS, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS

Predominant occupational characteristic	School terms in days												Total number
	80 or less		81-100		101-120		121-140		141-160		161-180		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Diversified farming	20	9.02	11	4.95	106	47.75	6	2.70	70	31.53	9	4.05	222
Cotton farming	79	31.23	33	13.04	116	45.85	12	4.74	6	2.37	7	2.77	253
Tobacco farming	.....	.....	2	5.26	18	47.38	3	7.89	14	36.85	1	2.63	38
Forests	.....	.....	.....	.....	5	55.56	.....	.....	3	33.33	1	11.11	9
Swamps	1	33.33	.....	.....	.....	.....	.....	.....	2	66.67	.....	.....	3
Other	1	14.29	.....	.....	6	85.71	.....	.....	.....	.....	.....	.....	7
Total	101	.....	46	.....	251	.....	21	.....	95	.....	18	.....	532

TERM LENGTH AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

The relation between predominant occupational characteristics of certain regions and the length of school term is shown in table 45. Larger percentages of children in the cotton farming regions than in other regions have school terms of 80 days or less and of 81 to 100 days; and smaller percentages have term lengths of 141 to 160 and of 161 to 180 days. The difference between the diversified farming and the cotton-farming regions is particularly important since they are the regions in which most of the schools studied are located.

From the preceding discussion it seems clear that the amount of education offered Negro rural children is definitely associated with

and limited by (1) the distance children live from the schools they attend, (2) transportation facilities provided, and (3) the predominant occupational characteristics of the region.

SCHOOL ATTENDANCE

GENERAL PICTURE

The proportion of the term actually used by the children is a measure of the amount of schooling they receive. Table 46 shows the average number of days attended by the pupils enrolled. By comparing this table with table 41, it is seen that Negro children in the States considered, lose an average of 26 to 35 days each year from schools in which terms are shorter than the term for white children in the same States by nearly one-half month to nearly 3 months.

TABLE 46.—AVERAGE NUMBER OF DAYS EACH NEGRO PUPIL[1] ENROLLED ATTENDED SCHOOL COMPARED WITH ALL PUPILS IN SIX STATES[2]

State	Average number of days attended by—		State	Average number of days attended by—	
	Negro pupils	All pupils		Negro pupils	all pupils
Arkansas	80.5	104.7	South Carolina	86.3	113.3
Georgia	90.4	105.9	Texas	104.3	128.8
North Carolina	113.6	129.9	Virginia	127.9	139.9

[1] Statistics of Negro education. Washington, Government Printing Office, 1935. (U. S. Office of Education. Bulletin, 1935, no. 13). In press.
[2] Statistics of State school systems, 1931-32. Washington, Government Printing Office, 1934. (U. S. Office of Education. Bulletin, 1933, no. 2, ch. 1.)

ATTENDANCE AND DISTANCE

Percentage attending by distance.—The farther children live from school the fewer days they attend, according to the data in table 47. Analysis of the table shows that there is a definite tendency for the percentages of pupils who attend school 20 to 60 days a year to increase as the distance from school increases. This is true also of those who attend 61 to 100 days. In the next two higher groups, however, the opposite tendency is noticed. A larger percentage of the children who live nearer their schools than of those who live farther away attend 101 to 140 days. If the percentages of pupils attending school 100 days or less and those who attend 101 days or more are considered, the tendency for the nearest-to-school group to be favored in the matter of attendance is shown more clearly than when the attendance periods are subdivided as above. The percentages of pupils attending school 100 or fewer days and 101 or more days are given in table 48.

TABLE 47.—NUMBER AND PERCENTAGE OF PUPILS WHO ATTENDED SCHOOL A CERTAIN NUMBER OF DAYS ACCORDING TO DISTANCE

Distance in miles	Attendance periods by days								Total number.
	20 to 60		61 to 100		101 to 140		141 to 180		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10
Less than 1	986	8.99	2,413	22.00	4,828	44.03	2,740	24.98	10,967
1 to 1½	1,525	12.28	3,803	30.62	5,089	40.98	2,002	16.12	12,419
2 to 2½	1,708	15.89	3,721	34.63	4,243	39.50	1,072	9.98	10,744
3 to 3½	977	16.57	2,106	35.72	2,347	39.81	465	7.90	5,895
4 to 4½	274	14.99	626	34.27	765	41.87	162	8.87	1,827
5 or more	260	13.19	400	20.29	680	34.50	631	30.02	1,971
Total	5,730	13.08	13,069	29.82	17,952	40.96	7,072	16.14	43,823

Median days attended by distance.—In order to check the conclusion that distance affects attendance, the data were analyzed in terms of medians. The results are shown below:

DISTANCE PUPILS IN THIS STUDY LIVE FROM SCHOOL

Distance in miles	Median days attended	Distance in miles	Median days attended
Less than 1 mile	118.2	3 to 3½	97.1
1 to 1½	105.2	4 to 4½	100.3
2 to 2½	99.3	5 or more	120.0

TABLE 48.—PERCENTAGE OF PUPILS ATTENDING SCHOOL 100 DAYS OR LESS AND 101 OR MORE DAYS

Distance in miles	Attendance period in days		Distance in miles	Attendance period in days	
	100 or less	101 or more		100 or less	101 or more
Less than 1	30.99	69.00	3 to 3½	52.30	47.71
1 to 1½	42.90	37.10	4 to 4½	49.25	50.74
2 to 2½	50.52	49.48	5 or more	33.48	64.51

Because of the differences in the distance groups used in the study previously cited,[1] it is not possible to make direct comparisons with those data. However, they are sufficiently similar to the groupings used here to make certain general comparisons. The tabulations given show that the children in that study compared with those in this study are favored in the matter of attendance. When all children studied herein—transported and nontransported, are combined, as

[1] Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education, Bulletin, 1930, no. 34.)

in the tabulations given, the median number of days attended according to distance they live from school is less than the median for both the transported and nontransported children in the other study. The data given below are for the nontransported group:

DISTANCES PUPILS, IN STUDY USED FOR COMPARISON,[2] LIVE FROM SCHOOL

Distance in miles	*Median days attended*	*Distance in miles*	*Median days attended*
Less than 1	157	3 to 4	155
1 to 2	145	4 or more	164
2 to 3	143		

TABLE 48.—PERCENTAGES OF CHILDREN ATTENDING SCHOOL A GIVEN NUMBER OF DAYS, ACCORDING TO INDICATED DISTANCES

Group I			Group II		
Distance in miles children travel[1]	Percent attending—		Distance in miles children travel[1] (nontransported)	Percent attending—	
	69 days or less	150 days or more		70 days or less	150 days or more
Less than 1	13.63	22.67	Less than 1	11.7	60.6
1 to 1½	18.30	14.36	1 to 2	16.9	46.3
2 to 2½	23.51	8.31	2 to 3	19.1	45.0
3 to 3½	24.48	6.25	3 to 4	12.7	57.1
4 to 4½	23.16	7.38	4 or more	[3] 6.4	[3] 71.8
5 or more	17.45	28.57			

[1] Both transported and nontransported children in present study.
[2] Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education, Bulletin, 1930, no. 34.)
[3] 4 miles or more.

It is seen from a comparison of the two sets of data that distance tends to have a greater influence on the attendance of children in the present study than on the children in the study referred to above. A further comparison of the relation of distance to attendance for the two groups of children is presented in table 49.

Reasons for absence, according to distance.—In order to ascertain to what the children themselves attribute their nonattendance, they were asked to list the reasons. The data from this inquiry are shown in table 50. Excepting the group living 5 or more miles from school, there is a consistent increase in the percentage of children indicating distance as a reason for absence as the distance increases. Confirming the findings previously reported, the table shows that "bad roads" is the reason given for poor attendance by an increasingly large number of pupils as the distance they live from school increases. "Illness" as a cause of absence is listed by a larger percentage of the nearest-to-school group than of the farthest-from-school group.

[1] Ibid.

TABLE 50.—NUMBER AND PERCENTAGE OF PUPILS GIVING VARIOUS REASONS FOR ABSENCE FROM SCHOOL, ACCORDING TO DISTANCE

Reasons for absence from school	Distance in miles												Total number	Median percent
	½ and less than 1		1 to 1½		2 to 2½		3 to 3½		4 to 4½		5 or more			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Distance	143	1.85	305	3.21	694	7.90	765	15.55	299	20.33	252	15.52	2,458	7.22
Illness	2,438	31.50	2,476	26.01	1,705	19.40	736	14.96	238	16.18	321	19.78	7,914	23.24
Working	1,395	18.03	1,791	18.82	1,749	19.91	891	18.11	245	16.65	302	18.61	6,373	18.72
Helping at home	2,810	36.31	3,518	36.96	3,088	35.15	1,583	32.18	450	30.59	456	28.10	11,905	34.95
Bad roads	313	4.04	658	6.91	841	9.57	628	12.77	174	11.83	213	13.12	2,827	8.30
Other	640	8.27	770	8.09	709	8.07	316	6.43	65	4.42	79	4.87	2,579	7.57
Total	7,939	.....	9,518	.....	8,786	.....	4,919	.....	1,471	.....	1,623	.....	34,056	.....

ATTENDANCE AND TRANSPORTATION

Another factor contributing to school attendance in rural communities is transportation. This is demonstrated by facts shown in table 51. Dividing the children into two groups, those transported at public expense and those not so transported, a pronounced difference in attendance is found between them. Smaller percentages of the transported pupils attend school 60 days or less, and 61 to 99 days than of the nontransported children. Combining the two attendance groups, it is found that 29.63 percent of the transported children attend school less than 100 days, as contrasted with 43.42 percent of the nontransported children. But, when those who attend 100 days or more are considered, the opposite tendency is shown. The percentage for the transported group is 70.37, for the nontransported group it is 57.58, indicating that transportation facilities encourage children to attend school a greater number of days.

TABLE 51.—NUMBER AND PERCENTAGE OF PUPILS ATTENDING SCHOOL A GIVEN NUMBER OF DAYS, ACCORDING TO TRANSPORTATION

Attendance in days	Transported		Not transported		Number replying
	Number	Percent	Number	Percent	
1	2	3	4	5	6
60 or less	203	10.61	6,442	17.18	6,645
61 to 99	364	19.02	9,462	25.24	9,826
100 to 139	744	38.87	14,017	37.40	14,761
140 to 180	603	31.50	7,563	20.18	8,166
Total	1,914	.....	37,484	.....	39,398

TABLE 52.—NUMBER AND PERCENTAGE OF PUPILS IN SCHOOL DISTRICTS HAVING CERTAIN TOPOGRAPHIC CHARACTERISTICS ACCORDING TO ATTENDANCE

Attendance in days	Topography										Total
	Mountainous		Hilly		Level		Cut by rivers or lakes		Other		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12
20 and less to 40	41	8.20	986	5.75	1,102	4.98	28	8.46	159	9.29	2,316
41 to 60	100	20.00	1,229	7.17	1,465	6.61	26	7.85	124	7.25	2,944
61 to 80	67	13.40	2,370	13.83	2,833	12.79	44	13.29	207	12.10	5,521
81 to 100	19	3.80	2,902	16.94	3,382	15.26	47	14.20	179	10.46	6,529
101 to 140	139	27.80	6,350	37.04	8,475	38.25	87	26.29	691	40.39	15,742
141 to 180	134	26.80	3,304	19.27	4,900	22.11	99	29.91	351	20.51	8,788
Total	500	.....	17,141	.....	22,157	.....	331	.....	1,711	.....	41,840

ATTENDANCE AND TOPOGRAPHY

Data presented in table 52 indicate that except for the mountainous region there is very little difference between topographic regions in the matter of school attendance. In the mountainous regions a larger percentage (41.60) of the pupils attend school 80 days or less than of pupils in the other regions considered here, the region cut by rivers and lakes having the next largest (29.60). A smaller percentage (58.40), however, attends school 81 days or more than the pupils of the other regions. Again, the region cut by rivers and lakes ranks next to the mountainous region, with a percentage of 70.40.

ATTENDANCE AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

The children living in the cotton farming areas are handicapped in the matter of attendance as they are in the matter of term length. In comparison with the other sections, according to the data presented in table 54, a larger percentage of children attends school 100 days or less, and a smaller percentage attends 101 days or more. This is shown further by the following data in table 53.

TABLE 53.—PERCENTAGE ATTENDING SCHOOL, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS AND TERM LENGTH

Term length in days	Predominant occupational characteristics				
	Diversified farming	Cotton farming	Tobacco farming	Forestry section	Other
1	2	3	4	5	6
100 or less	30.38	56.77	21.56	22.83	16.37
101 or more	58.62	43.23	78.44	77.17	83.63

TABLE 54.—NUMBER AND PERCENTAGE OF PUPILS LIVING IN SCHOOL DISTRICTS HAVING CERTAIN PREDOMINANT OCCUPATIONAL CHARACTERISTICS, ACCORDING TO ATTENDANCE

Attendance in days	Predominant occupational characteristics												Total
	Diversified farming		Cotton farming		Tobacco farming		Forests		Swamps		Other		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Less than 20 to 40	497	3.39	1,533	7.85	87	3.19	26	6.25	2	1.82	4	2.34	2,149
41 to 60	714	4.87	2,002	10.26	99	3.63	15	3.60	3	2.73	4	2.34	2,837
61 to 80	1,348	9.21	3,802	19.48	125	4.59	19	4.57	3	2.73	5	2.93	5,302
81 to 100	2,308	13.91	3,743	19.18	227	10.15	35	8.41	10	9.09	9	5.26	6,112
101 to 140	5,780	39.44	6,702	34.34	1,503	55.09	177	42.55	47	42.72	149	87.13	14,358
141 to 180	4,275	29.18	1,734	8.89	637	23.35	144	34.62	45	40.91	.....	.....	6,835
Total	14,652	.....	19,516	.....	2,728	.....	416	.....	110	.....	171	.....	37,593

TABLE 55.—NUMBER AND PERCENTAGE OF PUPILS USING ROADS IN VARIOUS CONDITIONS OF REPAIR, ACCORDING TO ATTENDANCE

Attendance in days	Condition of roads						Total number	Median percent
	Good		Fair		Poor			
	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9
20 and less to 40	337	3.78	950	4.71	1,079	8.54	2,366	5.67
41 to 60	492	5.52	1,405	6.98	1,168	9.24	3,065	7.36
61 to 80	887	9.94	2,797	13.88	1,915	15.14	5,599	13.42
81 to 100	1,118	12.54	3,266	16.20	2,237	17.69	6,621	15.87
101 to 140	3,020	33.87	8,263	41.00	4,499	35.60	15,782	37.83
141 to 180	3,063	34.35	3,475	17.23	1,744	13.79	8,282	19.85
Total	8,917	.....	20,156	.....	12,642	.....	41,715	.....

ATTENDANCE AND CONDITION OF ROADS

Facts shown in table 55 indicate that the condition of the roads over which children travel to and from school influences attendance. The percentage of pupils attending 100 days or less increases progressively from the group reporting "good" roads to those reporting "fair" and "poor" roads. The percentage reporting "good" roads who attended school 141 to 180 days is markedly higher than that of either of the groups reporting "fair" and "poor" roads.

Another way to determine the influence of the condition of roads on attendance is to ascertain the percentage of pupils attending school a given number of days in the three groups reporting "good", "fair", and "poor" roads. Data on this are presented in table 56. The percentages of pupils in the groups attending school 100 days or less are distinctly greater for those reporting "fair" and "poor" roads than for those reporting "good" roads, while the percentage of pupils attending school 141 to 180 days is considerably less for the group reporting "poor" roads than for those reporting "good" roads.

TABLE 56.—NUMBER AND PERCENTAGE OF PUPILS ATTENDING SCHOOL A GIVEN NUMBER OF DAYS, ACCORDING TO CONDITION OF ROADS

Attendance in days	Condition of roads						Total number
	Good		Fair		Poor		
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
20 and less to 40 days	337	14.2	950	40.2	1,079	45.6	2,366
41 to 60	492	16.1	1,405	45.8	1,168	38.1	3,065
61 to 80	887	15.8	2,797	50.0	1,915	34.2	5,599
81 to 100	1,118	16.9	3,266	49.3	2,237	33.8	6,621
101 to 140	3,020	19.1	8,263	52.4	4,499	28.5	15,782
141 to 180	3,063	37.0	3,475	42.0	1,744	21.0	8,282
Total	8,917	21.4	20,156	48.3	12,642	30.3	41,715

PART IV. QUALITY OF EDUCATIONAL FACILITIES AVAILABLE TO NEGROES IN RURAL COMMUNITIES

It is difficult to determine the quality of education without a thorough study of many factors and the application of many measures. In the final analysis the true index of the quality of education given children is the extent to which the education received results in improved conduct. This, of course, is an elusive factor and is difficult to measure.

However, it has been found, on the basis of certain objective data, that when certain conditions are present in a school we may reasonably expect an improved educational output, and when these conditions do not prevail, in general, a lower quality of educational output may be expected. We have not attempted to inquire into all such factors in connection with the schools investigated in this report; but a sufficient number have been studied to give a rather good picture of the situation regarding schools for Negroes in rural areas. Among these are: (1) Type of school, (2) training of teachers, (3) salary of teachers, (4) age-grade distribution, (5) overageness, and (6) school failures.

TYPE OF SCHOOL

Several studies [1] have been made which show that the size of schools attended by children, as measured by certain criteria, is definitely associated with their educational progress. In this study, therefore, investigation was made only of the sizes of the schools, and the extent to which the different size groups are associated with certain other measures of availability already discussed.

The numbers and types of schools studied are: 1-teacher, 339; 2-teacher, 169; 3-teacher, 46; and 4-or-more-teacher, 59. Of the 613 schools 55.30 percent are of the 1-teacher type and 27.57 percent are of the 2-teacher type. Thus it is seen that more than four-fifths of the schools are of the 1- and 2-teacher type. It is obvious that as far as the type of school influences the quality of education, Negro children, judged by this study, are at a considerable disadvantage. The percentage distribution of 54,266 children among the types of schools follows: 1-teacher, 28.84; 2-teacher, 26.52; 3-teacher, 11.58; and 4-or-more-teacher, 33.06.

[1] Rur[illegible]ntary education among Negroes under Jeanes supervising teachers. Washington, Government [illegible]ting Office, 1933. (U. S. Office of Education, Bulletin, 1933, no. 5.)

Educational achievement of 1-teacher and of larger rural schools. Washington, Government Printing Office, 1928. (U. S. Office of Education, Bulletin, 1928, no. 15.)

Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education, Bulletin, 1930, no. 34.)

Kyte, George C. Pupil status in the rural elementary school. Thirtieth yearbook, Part I, National society for the study of education. Bloomington, Ill., Public School Publishing Co., 1931.

TYPE OF SCHOOL AND DISTANCE

Data were collected on 51,174 children in order to see if the type of school which children attend is related to the distance they live from school. They are not shown here because no significant trends were revealed. It was found that the proportion of children living various distances remains about constant for each of the indicated types of schools; also, that the relative numbers of pupils attending the various types of schools, when they are distributed over the five distance groups, correspond rather closely to the percentage distribution of all the pupils according to the distances they live from the schools they attend. It may safely be said then, insofar as these data are representative, that the distance Negro children live from schools in rural communities has very slight, if any, relation to the type of school they attend. This conclusion is supported by the evidence shown elsewhere in this study, that practically all the schools provided Negroes in rural areas are small schools.

TYPE OF SCHOOL AND TRANSPORTATION

Some facts concerning the number of children transported and not transported according to type of school attended are shown in table 57. A much smaller percentage of the children transported than of those not transported attend 1-teacher schools while the difference between the two groups attending 4-or-more-teacher schools is in favor of the transported group. If the 1- and 2-teacher schools are combined it is found that 32.09 percent of the transported children attend such schools in contrast to 56.63 percent of the nontransported group. On the other hand when the 3- and 4-or-more-teacher schools are combined it is found that 67.91 percent of the transported children attend these schools as compared with 43.37 percent of the nontransported children. According to the data presented here it appears that the type of school is definitely related to transportation.

TYPE OF SCHOOL, TOPOGRAPHY, AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

According to the data collected 93.33 percent of the schools in the mountain sections are 1-teacher schools as compared with the following percentages for the indicated regions: Hilly, 81.40; level, 80.22; and, cut by rivers and lakes, 87.50. There are no mountain schools having 4 or more teachers. In general the hilly and level regions are about equal in percentages of schools of the various types. It is probable that there are too few cases in the mountain group to permit of valid conclusions in the matter.

The data show very slight differences in sizes of schools provided among the various regions characterized by the three predominant occupational interests, namely, diversified farming, cotton farming,

and tobacco farming. That is to say, children who live in any one of these particular sections are as likely to attend a 1-, 2-, 3-, or 4-or-more-teacher school as if they lived in any of the others.

TABLE 57.—NUMBER AND PERCENTAGE OF PUPILS ATTENDING SCHOOLS OF VARIOUS TYPES ACCORDING TO TRANSPORTATION

Type of school	Transported		Not transported		Total
	Number	Percent	Number	Percent	
1	2	3	4	5	6
1-teacher	150	7.15	13,156	30.01	13,306
2-teacher	523	24.94	11,670	26.62	12,193
3-teacher	287	13.69	4,751	10.83	5,038
4-or-more teacher	1,137	54.22	14,268	32.54	15,405
Total	2,097		43,845		45,942

TYPE OF SCHOOL AND ATTENDANCE

The degree to which size of school influences school attendance appears in table 58. The data show that a relatively larger number of children in the smaller schools than in the larger schools attend 100 days or less, and that a relatively smaller number attend 141 to 180 days. The percentage of children attending 101 to 140 days is greater in the 2- and 3-teacher schools than in the 1-teacher schools; the small percentage of children (34.02) in the 4-or-more-teacher schools attending 101 to 140 days is offset by the large percentage (40.69) in attendance 141 to 180 days. According to these data it appears that the larger schools have some factor that influences the number of days children attend school which the smaller schools do not have.

TABLE 58.—NUMBER AND PERCENTAGE OF PUPILS IN CERTAIN TYPES OF SCHOOLS ACCORDING TO ATTENDANCE

Attendance in days	Types of schools								Total number	Median per-cent
	1-teacher		2-teacher		3-teacher		4-or-more-teachers			
	Number	Per-cent	Number	Per-cent	Number	Per cent	Number	Per-cent		
1	2	3	4	5	6	7	8	9	10	11
100 and less	6,928	57.45	5,726	47.75	2,368	43.48	4,008	25.34	19,030	41.99
101 to 140	4,159	34.49	4,878	40.68	2,658	48.81	5,382	34.02	17,077	37.6
141 to 180	972	8.06	1,388	11.57	420	7.71	6,428	40.64	9,208	20.32
Total	12,059		11,992		5,446		15,818		45,315	

TYPE OF SCHOOL AND OUT-OF-SCHOOL CHILDREN

Of the out-of-school pupils 43.24 percent were enrolled in 1-teacher schools when they last attended; 23.15 percent in 2-teacher schools; 12.32 percent in 3-teacher schools; and 21.29 percent in 4-or-more-teacher schools.

Do the larger schools have a greater tendency to retain children in school longer—i. e., until they are older—than the smaller schools? A partial answer to this question may be found in table 59. It is seen here that of the out-of-school children who attended 1-teacher schools 43.09 percent were eliminated between the ages of 6 and 12. The corresponding percentages for the 2- and 3-teacher schools are decidedly lower, being, respectively, 18.18 and 19.38. The 4-or-more-teacher schools have a lower percentage than the 1-teacher schools (41.61) but much higher than the 2- and 3-teacher schools. All groups of schools are about equal in the proportion of children held in school between the ages of 13 and 14. But the 1- and 4-or-more-teacher schools held low percentages of children in school for the age groups 15 and 16, and 17 and over. The 2- and 3-teacher schools held high percentages of children of these ages in school.

Another way to estimate the ability of certain types of schools to retain children in school until they reach given ages is to ascertain what proportion of out-of-school children of given ages attended schools of certain types. Data on this question appear in table 60. The table shows that more than half of the out-of-school children who were 10 years old or less at the time this investigation was made had attended 1-teacher schools. Similarly, more than half of those who were between the ages of 11 and 14 had attended 1-teacher schools. The respective percentages are 55.24 and 53.18.

From facts previously presented one would expect that a large proportion of the nontransported out-of-school children had attended 1-teacher schools. The facts given below shows this to be true:

Type of school	Percent of nontransported children attending	Type of school	Percent of nontransported children attending
1-teacher	45. 03	3-teacher	12. 64
2-teacher	21. 69	4-or-more teacher	20. 64

These percentages are based on a total of 1,337 out-of-school children. There were 23 out-of-school children answering this question who were transported. All of them had attended two-teacher schools.

TABLE 59.—NUMBER AND PERCENTAGE OF CHILDREN OF GIVEN AGES WHEN LAST IN SCHOOL, ACCORDING TO TYPE OF SCHOOL NEAREST THEIR HOMES

Age in years when last in school	Type of school								Total number	Median per cent
	1-teacher		2-teacher		3-teacher		4-or-more teacher			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
1	2	3	4	5	6	7	8	9	10	11
6 to 12	231	43.09	48	18.18	31	19.38	121	41.61	434	34.49
13 to 14	140	26.12	72	27.27	41	25.62	76	25.50	329	26.15
15 to 16	122	22.76	102	38.64	60	37.50	68	22.82	352	27.98
17 and over	43	8.03	42	15.91	28	17.50	30	10.07	143	11.38
Total	536	.....	264	.....	160	.....	296	.....	1,258	.....

TABLE 60.—NUMBER AND PERCENTAGE OF CHILDREN OF GIVEN AGES WHO ARE OUT OF SCHOOL, ACCORDING TO TYPE OF SCHOOL THEY WOULD ATTEND IF THEY WERE IN SCHOOL NEAREST THEIR HOMES

Present age	Type of school								Total Number
	1-teacher		2-teacher		3-teacher		4-or-more teacher		
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	
1	2	3	4	5	6	7	8	9	10
10 years and less	158	55.24	59	20.64	21	7.34	48	16.78	286
11 to 14	184	53.18	60	17.34	22	6.36	80	23.12	346
15 to 16	118	38.56	79	25.82	37	12.09	72	23.53	306
17 to 18	107	33.13	83	25.69	61	18.89	72	22.29	323
19 years and over	40	27.97	44	30.77	32	22.38	27	18.88	143
Total	607	43.24	325	23.15	173	12.32	299	21.29	1,404

TEACHERS—THEIR TRAINING AND SALARY

Teachers are important factors in any consideration of the quality of education provided children. It was not feasible in the present study to investigate the qualifications of all the teachers in the schools with which contact was made. It was decided, therefore to study only the principal or head teacher.

GENERAL TRAINING OF NEGRO RURAL TEACHERS

For a knowledge of the general status of Negro teachers in rural communities the reader is referred to the National Survey of the Education of Teachers.[2] In this survey it was found that 35.8 percent of the Negro teachers in the open country and 22.5 percent in the villages had only 4 years of high-school training or less, as compared with 4.5 and 4.1 percent, respectively, for white teachers in the corresponding situations. Moreover, it was found that of teachers who had only 4 years of high-school training or less, 66.4 percent were in the open country, and 14.4 percent were in villages; and that 52.9 percent in the open country were teaching in 1- or 2-teacher schools.

TRAINING OF HEAD TEACHERS

In the following discussion the title "head teacher" will be used to refer to both principal and head teacher. The training of the head-teacher, according to the topographic regions, is shown in table 61. Although the number of teachers in the mountainous regions is probably too small to permit of valid conclusions, it is interesting to observe that a larger percentage of the teachers in these regions have training above the high-school level than in the other sections. Differences between the hilly and level regions are marked in the lowest and highest training groups, but not in the others.

TABLE 61.—NUMBER AND PERCENTAGE OF HEAD TEACHERS HAVING A GIVEN AMOUNT OF TRAINING, ACCORDING TO TOPOGRAPHY OF THE REGION

Topography	Amount of training														
	Less than high school		4-year high school only		Above high school in months										
					1 to 9		10 to 18		19 to 27		28 to 36		More than 36		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total
Mountainous	1	6.67	1	6.67	2	13.33	6	40.00	----	----	5	33.33	----	----	15
Hilly	16	9.25	11	6.36	35	20.23	45	26.00	17	9.83	37	21.39	12	6.94	173
Level	28	14.66	9	4.71	45	23.56	49	25.65	18	9.42	28	14.66	14	7.33	191
Cut by rivers and lakes	----	----	1	25.00	2	50.00	----	----	----	----	1	25.00	----	----	4
Other	4	22.22	----	----	5	27.78	8	44.44	----	----	----	----	1	5.56	18
Total	49	12.22	22	5.49	89	22.19	108	26.93	35	8.73	71	17.71	27	6.73	401

The training of the head teachers according to the predominant occupational characteristics appears in table 62. A larger percentage of the teachers in the cotton farming section have 4 years of high-

[2] Education of Negro teachers in the United States. Washington. Government Printing Office, 1933. (U. S. Office of Education, Bulletin, 1933, no. 10, Vol. IV.)

school training or less than in the diversified farming areas, their respective percentages being 23.73 and 15.16. The differences among the regions in the number of teachers having training above high school is not pronounced.

Taking the group as a whole it is seen that 17.33 percent have 4 years of high-school or less than high-school training. This is in contrast to the training of the rural teachers as a whole as found by the National Survey of the Education of Teachers mentioned previously. About twice as many of the Survey teachers are in the undertrained group as of the head teachers in the present study. Also, 17.87 percent of the head teachers have training of from 3 to 4 years on the college level as compared with 12.2 percent of the Survey teachers having a corresponding amount of training.

SALARIES OF HEAD TEACHERS

It is believed that the salaries of teachers in a given school have some relation to the quality of the educational process in that school. There is evidence of relationship between teachers' salaries and their education, location of school, and length of term.[3] However, as in the matter of training, no detailed discussion will be entered into here concerning the salaries of teachers because the subject is covered fully in the survey volume previously cited, mention being made only of the salary of the head teacher as one index of the quality of education, in order to round out the general discussion of availability of education.

The salaries of the head teachers are given in table 63 for the six States studied. Of particular significance is the fact that 43.63 percent of these teachers receive annual salaries of $200 or less, and that 14.79 percent receive between $201 and $300, which means that approximately 3 out of every 5 of the teachers receive $300 or less. Probably most of these are in the 1- and 2-teacher schools.[4]

Georgia has the largest percentage of teachers receiving an annual salary as low as $200, followed by South Carolina and Arkansas. Their respective percentages are: Georgia, 92.17; South Carolina, 66.94; and Arkansas, 51.61. North Carolina, Virginia, and Texas show significantly low percentages of their teachers receiving salaries as low as $200 or less; they are: North Carolina, 3.91; Virginia, 7.61; and Texas, 12.50.

[3] Ibid., p. 19.
[4] Rural elementary education among Negroes under Jeanes supervising teachers. Op. cit.

TABLE 62.—NUMBER AND PERCENTAGE OF HEAD TEACHERS HAVING A GIVEN AMOUNT OF TRAINING, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS OF THE REGION

Amount of training	Predominant occupational characteristics												Total number	Median percent
	Diversified farming		Cotton farming		Tobacco farming		Forests		Swamps		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Less than high school	25	14.04	19	12.20	....	.....	....	....	....	.....	1	20	45	12.00
High school only	2	1.12	18	11.53	....	.....	....	....	....	.....	....	....	20	5.33
1 to 9 months above high school	40	22.50	32	20.51	9	31.04	1	20	....	.....	2	40	84	22.40
10 to 18 months above high school	48	26.96	42	26.92	9	31.04	2	40	2	100	1	20	104	27.73
10 to 27 months above high school	17	9.55	12	7.69	3	10.34	....	....	....	.....	....	....	32	8.53
28 to 36 months above high school	32	17.97	26	16.67	7	24.14	2	40	....	.....	....	....	67	17.88
More than 36 months above high school	14	7.86	7	4.48	1	3.44	....	....	....	.....	1	20	23	6.13
Total	178	.....	156	.....	29	.....	5	....	2	.....	5	....	375	.....

TABLE 63.—NUMBER AND PERCENTAGE OF HEAD TEACHERS RECEIVING GIVEN SALARY, ACCORDING TO STATE

Salary	Arkansas		Georgia		North Carolina		South Carolina		Texas		Virginia		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10		12	13	14	15
$200 or less	32	51.61	106	92.17	5	3.91	81	66.94	2	12.50	7	7.61	233	43.63
$300	12	19.36	3	2.61	27	21.09	21	17.36	4	25.00	12	13.04	79	14.79
$400	10	16.13	2	1.74	59	46.09	4	3.30	3	18.75	50	54.35	128	23.97
$500	1	1.61	....	.....	20	15.62	7	5.78	5	31.25	16	17.39	49	9.18
$600	1	1.61	1	.87	9	7.03	3	2.48	2	12.50	4	4.35	20	3.74
$700	1	1.61	1	.87	....	.....	1	.83	....	.....	1	1.09	4	.75
$800	1	1.61	1	.87	5	3.91	1	.83	....	.....	2	2.17	10	1.87
$900	1	1.61	1	.87	1	.78	2	1.65	....	.....	....	.....	5	.94
$1,000	....	.....	....	.....	....	.....	1	.83	....	.....	....	.....	1	.19
$1,100	1	1.61	....	.....	....	.....	....	.....	....	.....	....	.....	1	.19
$1,200 or more	2	3.23	....	.....	2	1.56	....	.....	....	.....	....	.....	4	.75
Total	62	.....	115	.....	128	.....	121	.....	16	.....	93	.....	534	.....

The variation in salaries received by teachers in the different topographic regions is shown in table 64. Among the important facts shown in this table are the high percentages of teachers in the hilly and level regions receiving salaries of $200 or less. While both

are high there is a marked difference between them. Their respective percentages are 36.54 and 52.30.

According to the predominant occupational characteristics of the regions studied it is found, as shown in table 65, that the diversified and cotton-farming regions have the highest relative numbers of teachers in the low salary groups. The percentages receiving $200 or less are: Diversified farming, 33.33; cotton farming, 59.82.

TABLE 64.—NUMBER AND PERCENTAGE OF HEAD TEACHERS RECEIVING A GIVEN SALARY, ACCORDING TO TOPOGRAPHY OF THE REGION

Salary	Topography										Total	
	Mountainous		Hilly		Level		Cut by rivers or lakes		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
$200 or less	3	20.00	76	36.54	125	52.30	2	33.33	9	42.86	215	43.97
$300	1	6.67	35	16.83	29	12.13	1	16.67	6	28.57	72	14.72
$400	8	53.33	60	28.85	35	14.64	.....	.....	4	19.05	107	21.88
$500	2	13.33	21	10.10	21	8.79	2	33.33	.....	.....	46	9.41
$600	1	6.67	8	3.85	11	4.60	.....	.....	1	4.76	21	4.30
$700	.....	.....	3	1.43	1	.42	.....	.....	.....	.....	4	.82
$800	.....	.....	1	.48	9	3.76	.....	.....	.....	.....	10	2.05
$900	.....	.....	2	.96	3	1.26	.....	.....	.....	.....	5	1.02
$1,000	.....	.....	.....	.....	1	.42	.....	.....	.....	.....	1	.20
$1,100	.....	.....	.....	.....	1	.42	.....	.....	.....	.....	1	.20
$1,200 or more	.....	.....	2	.96	3	1.26	1	16.67	1	4.76	7	1.43
Total	15	.....	208	.....	239	.....	6	.....	21	.....	489	.....

TABLE 65.—NUMBER AND PERCENTAGE OF HEAD TEACHERS RECEIVING A GIVEN SALARY, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS OF THE REGION

Salary	Predominant occupational characteristics												Total
	Diversified farming		Cotton farming		Tobacco farming		Forests		Swamps		Other		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
$200 or less	63	33.33	134	59.82	5	16.13	3	37.50	.....	.....	3	50.00	208
$300	19	10.05	36	16.07	9	29.03	.....	.....	.....	.....	1	16.67	65
$400	64	33.86	29	12.95	3	9.68	4	50.00	1	50	2	33.33	103
$500	22	11.64	13	5.80	9	29.03	.....	.....	1	50	.....	.....	45
$600	9	4.76	7	3.12	2	6.45	.....	.....	.....	.....	.....	.....	18
$700	4	2.12	1	.45	.....	.....	.....	.....	.....	.....	.....	.....	5
$800	5	2.65	1	.45	3	9.68	1	12.50	.....	.....	.....	.....	10
$900	1	.53	1	.45	.....	.....	.....	.....	.....	.....	.....	.....	2
$1,200	2	1.06	2	.89	.....	.....	.....	.....	.....	.....	.....	.....	4
Total	189	.....	224	.....	31	.....	8	.....	2	.....	6	.....	460

GRADE DISTRIBUTION

One important index of the quality of the education provided by a school is the extent to which it retains pupils as they progress from grade to grade. To be sure, many factors enter into the question of pupil mortality, such as economic problems and ill health. However, it is generally conceded that the value and attractiveness of the educational services rendered by a school play a large role in holding the pupils.

Although some of the elements entering into this holding power are intangible, many are of the objective type, such as size of school, accessibility of school, teachers, term length, and attendance. It has been shown that the schools for Negroes in rural areas are below standard in most of the elements mentioned above. We should expect, therefore, to find these schools below standard also in their holding power. Data presented in table 66 and subsequent tables in this section show this to be the situation.

TABLE 66.—PERCENTAGE OF NEGRO PUPILS IN 26[1] COUNTIES STUDIED ENROLLED IN EACH GRADE COMPARED WITH NEGRO PUPILS IN 18 STATES AND WITH ALL PUPILS IN CONTINENTAL UNITED STATES

Grade	Negro pupils in 26 counties	Negro pupils in 18 States[2]	All pupils in continental United States[3]
1	2	3	4
Kindergarten		0.2	2.67
First	35.19	33.4	14.96
Second	14.83	14.2	10.57
Third	12.61	12.6	10.14
Fourth	11.47	11.1	9.85
Fifth	9.16	9.0	9.37
Sixth	6.91	6.9	8.67
Seventh	4.71	5.0	7.81
Eighth	2.37	1.8	6.40
High school			
First year	1.38	2.3	6.76
Second year	.85	1.6	5.28
Third year	.52	1.1	4.06
Fourth year		.8	3.32
Number of pupils	51,385	2,353,320	26,275,441

[1] Two counties in Texas not included.
[2] Statistics of education of Negroes. Washington. Government Printing Office, 1935. (U. S. Office of Education, Bulletin, 1935, no. 13.) In press.
[3] Statistics of State school systems, 1931–32. Washington. Government Printing Office, 1934. (U. S. Office of Education, Bulletin, 1933, no. 2, ch. I.)

GENERAL PICTURE

In table 66 appear the percentages of pupils in the various grades for three groups of pupils—those comprising the present study, all Negro pupils in the 18 States maintaining separate schools for the colored and white races, and all pupils in continental United States.

Higher percentages of the pupils in the present study than of all the Negro pupils of the 18 States, are in the lower grades; higher percentages of both groups of Negro pupils are in these grades than of all the pupils in the United States. The two extreme points furnish the widest contrast. For example, 50.02 percent of the pupils in the present study are enrolled in the second grade and below, in contrast to 28.20 percent of all pupils in the United States. And 2.75 percent are enrolled in high school, in contrast to 19.42 percent for all pupils in the United States. As indexes of the quality of education offered, these percentages show the rural Negro children to be at considerable disadvantage.

GRADE DISTRIBUTION AND DISTANCE

Do the distances which children live from the schools they attend affect their distribution among grades? According to data appearing in table 67 the answer is in the negative, with the exception of the 5 or more miles group. Approximately the same percentage of children in the various distance groups are enrolled in the different grades. Moreover, these percentages correspond rather closely to the grade distribution of all pupils in continental United States, as shown in table 66. A smaller percentage of the children living 5 miles or more from the schools they attend than of those living 1 to 1½ miles is enrolled in the lower grades—from the first through the sixth. Beginning with the seventh grade, however, the opposite tendency is noted for each grade. This latter tendency is noted in the data below which show the percentage of pupils in each grade living 5 miles or more from school:

PERCENTAGE OF 51,385 PUPILS IN EACH GRADE LIVING 5 OR MORE MILES FROM SCHOOL

Grade	Percent	Grade	Percent
1	2.5	7	9.0
2	2.5	8	23.3
3	2.5	9	33.3
4	2.4	10	33.0
5	3.4	11	30.5
6	4.2		

TABLE 67.—NUMBER AND PERCENTAGE OF PUPILS IN EACH GRADE, ACCORDING TO DISTANCE

Grade	Distance in miles												Total number
	½ and less than 1		1 to 1½		2 to 2½		3 to 3½		4 to 4½		5 or more		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	4,448	34.16	5,127	35.21	4,693	37.34	2,584	37.40	776	36.81	454	20.47	18,082
2	1,791	13.75	2,200	15.11	1,955	15.56	1,131	16.37	352	16.70	189	8.52	7,618
3	1,583	12.16	1,877	12.89	1,668	13.27	926	13.40	265	12.57	159	7.17	6,478
4	1,580	12.13	1,780	12.22	1,417	11.28	756	10.94	219	10.39	140	6.31	5,892
5	1,266	9.72	1,379	9.47	1,158	9.21	566	8.19	174	8.25	162	7.30	4,705
6	1,006	7.73	1,000	6.87	855	6.80	421	6.09	121	5.74	149	6.72	3,552
7	689	5.29	680	4.67	437	3.48	303	4.39	93	4.41	217	9.78	2,419
8	290	2.23	252	1.73	211	1.68	132	1.92	51	2.42	285	12.85	1,221
9	157	1.20	133	.91	95	.76	59	.85	31	1.47	237	10.69	712
10	109	.84	84	.58	56	.45	23	.33	21	1.00	144	6.49	437
11	103	.79	49	.34	22	.17	8	.12	5	.24	82	3.70	269
Total	13,022	.....	14,561	.....	12,567	.....	6,909	.....	2,106	.....	2,218	.....	51,385

GRADE DISTRIBUTION AND ATTENDANCE

The relation of grade distribution to attendance is shown in table 68. The data show that the percentages of pupils in the lower attendance ranges decrease from the lower to the higher grades. When the highest attendance range is reached (141 to 180 days) the converse is true; that is, a smaller percentage of children is enrolled in the lower and a larger percentage in the upper grades.

In order to check the matter from another angle, the percentages of pupils attending school a given number of days who were enrolled on the various grade levels were ascertained. The results are shown in table 69:

TABLE 68.—NUMBER AND PERCENTAGE OF PUPILS IN VARIOUS GRADES, ACCORDING TO ATTENDANCE

Attendance in days	Grade level						Total number	Median percent
	1-4		5-7		8-11			
	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9
20 to 60	4,785	14.75	903	8.79	121	4.53	5,809	12.79
61 to 100	10,252	31.59	2,690	26.22	323	12.07	13,265	29.23
101 to 140	12,144	37.42	4,184	40.77	645	24.11	16,973	37.40
141 to 180	5,269	16.24	2,485	24.22	1,586	59.29	9,340	20.58
Total	32,450	.....	10,262	.....	2,675	.....	45,387	.....

TABLE 69.—PERCENTAGE OF PUPILS ATTENDING SCHOOL A GIVEN NUMBER OF DAYS AT INDICATED GRADE LEVELS

Grade	Attendance in days			
	20 to 60	61 to 100	101 to 140	141 to 180
1	2	3	4	5
1 to 4	82	78	71	56
5 to 7	16	20	25	27
8 to 11	2	2	4	17

Read table thus: 82 percent of the children attending school 20 to 60 days were enrolled in grades 1 to 4; 16 percent in grades 5 to 7; and 2 percent in grades 8 to 11.

The percentage of pupils enrolled in the lower grades decreases as the number of days in attendance increases, and the percentage of those enrolled in the higher grades increases. The conclusion seems to be justified, therefore, that distribution of pupils in the different grades is associated with the amount of attendance.

GRADE DISTRIBUTION, TOPOGRAPHY, AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

There are some variations among the topographic regions in the percentages of children enrolled on the different grade levels according to data in table 70. There is a marked difference between the hilly and level regions in the relative numbers of children enrolled in grades 1 to 4, they are respectively, 39.38 and 54.58. This is a greater difference than exists between the ratios of the total number of children in these two regions to all the children comprising the study. For grades 5 to 7 the respective percentages of children in the hilly and level regions are 43.15 and 50.17.

According to data not shown here, it appears that the predominant occupational characteristics have slight influence on the grade distribution of the children. The percentages of grade distributions are approximately the same for each region, and correspond rather closely to the percentages of grade distributions for all the children in this study as shown in table 66. The percentages of children living in the given sections enrolled in grades 1 to 4 are: Diversified farming, 72.4; cotton farming, 76.5; tobacco farming, 72.6. For grades 5 to 7 the percentages are: Diversified farming, 22.4; cotton farming, 19.9; tobacco farming, 21.7. The percentages for grades 8 to 11 are: Diversified farming, 5.0; cotton farming, 3.5; tobacco farming, 5.6.

TABLE 70.—NUMBER AND PERCENTAGE OF PUPILS AT DIFFERENT GRADE LEVELS, ACCORDING TO TOPOGRAPHY OF THE REGION

Topography	Grade level						Total number	Median percent
	1-4		5-7		8-11			
	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9
Mountainous	441	1.22	174	1.69	13	0.48	628	1.28
Hilly	14,219	39.38	4,433	43.15	1,193	44.05	19,845	40.43
Level	19,708	54.58	5,154	50.17	1,240	45.79	26,102	53.17
Cut by rivers or lakes	332	.93	106	1.03	18	.66	547	.93
Other	1,404	3.89	407	3.96	244	9.02	2,055	4.19
Total	36,104	.....	10,274	.....	2,708	.....	49,086	.....

TABLE 71.—NUMBER AND PERCENTAGE OF PUPILS TRANSPORTED AND NOT TRANSPORTED IN VARIOUS GRADES

	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
Transported	449	21.48	200	9.57	206	9.86	161	7.69	17	8.22	145	6.93
Not transported	15,865	35.89	6,631	14.99	5,629	12.74	5,145	11.64	4,083	9.23	3,081	6.97
Total	16,314	.....	6,831	.....	5,835	.....	5,306	.....	4,255	.....	3,226	.....

	Grade										Total	
	Seventh		Eighth		Ninth		Tenth		Eleventh			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	14	15	16	17	18	19	20	21	22	23	24	25
Transported	205	9.80	212	10.19	194	9.28	97	4.64	49	2.34	2,091	100.00
Not transported	1,908	4.32	914	2.06	468	1.05	296	.67	193	.44	44,213	100.00
Total	2,113	.....	1,127	.....	662	.....	393	.....	242	.....	46,304	.....

GRADE DISTRIBUTION AND TRANSPORTATION

A comparison between the transported and nontransported children in the matter of grade distribution is shown in table 71. The data show that a larger percentage of the transported children is retained in school until the upper grades are reached than of the nontransported children. For example, 48.60 percent of the transported children is found in the fourth grade or lower as contrasted with 75.26 percent of the corresponding group of nontransported children. On the other hand the respective percentages of the transported and nontransported children retained until they reach the eighth grade and above are 26.42 and 4.20. It appears then that the holding power of a school in terms of grade distribution is favorably influenced by transportation.

GRADE DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN

The percentages of out-of-school Negro rural children eliminated at given grades in the 28 counties covered in this study compared with the out-of-school children in the study previously referred to are shown in the following table:

TABLE 72.—PERCENTAGE OF CHILDREN ELIMINATED AT INDICATED GRADES

Grades	Negro	White [1]	Grades	Negro	White [1]
1 to 4	51.43	5.8	9 to 10	0.85	14.5
5 to 6	24.75	9.7	11, 12, and above	.91	13.0
7	9.58	11.0	Number of children	1,535	7,554
8	2.48	46.0			

[1] Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education, Bulletin, 1930, No. 34.)

Pupil mortality as shown by the grade distribution of in-school children was excessive for Negroes in comparison with all children, as shown by table 65; the differentials for the children actually eliminated at given grade levels as shown above are even more pronounced.

GRADE DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN BY SEX

The distribution of the out-of-school children according to the grades they were in when eliminated from school, according to sex, is shown in table 73. A larger number of boys is eliminated from school than girls, but the percentages of the two sexes who are eliminated from each grade from the first through the sixth are about the same, excepting the fourth grade. Beginning with the seventh grade and proceeding to the tenth the proportion of girls eliminated is considerably greater than that of boys. In the eleventh grade, however, the boys again outnumber the girls.

TABLE 73.—NUMBER AND PERCENTAGE OF CHILDREN OUT OF SCHOOL WHO ATTAINED A CERTAIN GRADE LEVEL, ACCORDING TO SEX

Grade	Sex				Total
	Male		Female		
	Number	Percent	Number	Percent	
1	2	3	4	5	6
1	176	21.00	161	23.34	337
2	102	12.17	77	11.17	179
3	116	13.84	80	11.59	196
4	147	17.54	85	12.32	232
5	111	13.25	78	11.30	189
6	98	11.69	85	12.32	183
7	64	7.64	83	12.03	147
8	12	1.43	26	3.77	38
9	3	.37	9	1.30	12
10			1	.14	1
11	9	1.07	5	.72	14
Total	838		690		1,528

The reason for this relatively greater elimination of girls than boys in the upper grades is not apparent. However, it is probably associated with the early marriage of Negro girls. According to the United States Census, more Negro girls between the ages of 15 and 19 than Negro boys of the same ages are married. The respective percentages are: Girls, 20.5; boys, 3.7. Also, data in table 15 indicated that 3 percent of the out-of-school children left school in order to marry. It is assumed, in light of the data just quoted, that most of these were girls.

GRADE DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN AND DISTANCE

If a smaller percentage of out-of-school children who live nearer schools they attended are eliminated in the lower grades than of those who live farther away, it may be assumed that distance has an influence on the ability of schools to retain pupils in school. Data in table 74 show this to be the situation for the schools studied here. The table shows that a larger percentage of the farthest-away group is eliminated from the lower grades than of the nearest-to-school group, and a smaller percentage is eliminated from the higher grades. Analysis of the table based on larger grade groupings reveals this tendency even more markedly as shown by the following data:

PERCENTAGE OF CHILDREN ELIMINATED FROM SCHOOL BETWEEN GRADES 1 TO 4, ACCORDING TO DISTANCE THEIR HOMES ARE FROM SCHOOL

Distance in miles	Percent eliminated	Distance in miles	Percent eliminated
Less than 1	49.21	3 to 3½	67.38
1 to 1½	59.10	4 to 4½	84.54
2 to 2½	61.42	5 or more	94.12

GRADE DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN AND TYPE OF SCHOOL

Data presented in table 75 show the relation of the type of school to the grade distribution of out-of-school children. The smaller the school the greater the relative numbers of children eliminated in the lower grades, and the larger the school the greater the relative numbers retained through the upper grades. For example, the table shows that of the children who attended one-teacher schools 74.04 percent were eliminated between grades 1 and 4; of those attending two-teacher schools 55.81 percent were eliminated from the same grades. These data indicate for the schools studied, that the type of school is associated with the retention of children in school.

TABLE 74.—NUMBER AND PERCENTAGE OF PUPILS HAVING ATTAINED A CERTAIN GRADE LEVEL WHEN LAST IN SCHOOL, ACCORDING TO DISTANCE

Grade	Distance in miles												Total	
	Less than 1		1 to 1½		2 to 2½		3 to 3½		4 to 4½		5 and over			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Median Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	35	13.78	101	21.63	105	22.63	53	22.46	39	40.21	5	29.41	338	22.02
2	21	8.27	52	11.13	51	10.99	33	13.98	20	20.62	3	17.65	180	11.73
3	25	9.84	61	[illegible]	52	11.21	34	14.41	14	14.43	5	29.41	191	12.44
4	44	17.32	62	13.28	77	16.59	39	16.53	9	9.28	3	17.65	234	15.24
5	32	12.60	59	12.63	64	13.79	24	10.17	4	4.12	1	5.88	184	11.99
6	40	15.75	69	14.78	54	11.64	28	11.86	5	5.15	----	-------	196	12.76
7	33	12.99	45	9.64	43	9.27	21	8.90	5	5.15	----	-------	147	9.58
8	10	3.93	14	3.00	10	2.15	3	1.27	1	1.04	----	-------	38	2.48
9	7	2.76	1	.21	4	.86	----	-------	----	-------	----	-------	12	.78
10	----	-------	----	-------	1	.22	----	-------	----	-------	----	-------	1	.07
11	7	2.76	3	.64	3	.65	1	.42	----	-------	----	-------	14	.91
Total	254	-------	467	-------	464	-------	236	-------	97	-------	17	-------	1,535	-------

TABLE 75.—NUMBER AND PERCENTAGE OF OUT-OF-SCHOOL CHILDREN HAVING REACHED A CERTAIN GRADE LEVEL WHEN LAST IN SCHOOL, ACCORDING TO TYPE OF SCHOOL

Grades	Type of school								Total	
	1-teacher		2-teacher		3-teacher		4-or-more teacher			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11
1–4	405	74.04	168	55.81	83	51.23	150	50.68	806	61.72
5–6	107	19.56	85	28.24	55	33.95	76	25.68	323	24.73
7	25	4.57	39	12.96	24	14.82	32	10.81	120	9.19
8	9	1.65	8	2.66	.....	.....	21	7.09	38	2.91
9–10	1	.18	1	.33	.....	.....	8	2.70	10	.76
11–12	.....	.....	.....	.....	.....	.....	9	3.04	9	.69
Total	547		301		162		296		1,306	

GRADE DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN AND TRANSPORTATION

The extent to which transportation is associated with the retention of children in school was studied. The data collected show considerable differences in the percentages of transported and nontransported children eliminated from school at different grade levels. However, when larger grade groupings are considered the differences are not as apparent. For example, of those who were transported to and from school at public expense, 62.49 percent were eliminated between grades 1 and 4; for the nontransported group the percentage was 62.28. For those who were eliminated between grades 5 and 8 the percentages were: Transported, 37.51; nontransported, 36.40. It may be said, then, according to the data in hand that transportation has very slight influence on the ability of schools to retain children in school.

OVERAGENESS

GENERAL PICTURE

The extent to which children are overage and its relation to certain of the other factors of availability previously treated are discussed in this section.

A general view of the age-grade status of the children in this study appears in table 76. Of special significance is the wide range of ages in each grade, but particularly in the lower grades. For example, the range of ages for the first grade is from 3 years to 20; for the second grade, 5 to 20. As was pointed out in a previous study,[5] such variations in ages of children in rural schools probably mean lack of curriculum adaptations, which in turn make for maladjustments.

[5] Availability of public-school education in rural communities. Op. cit.

Also, they impose a relatively heavier burden on teachers. The large proportion of children of the upper-age groups in the lower grades probably will be the ones most likely to drop out early. The numbers and percentages of children who are of normal age, overage, and underage may be observed from the table.

Comparisons among the six States in the percentages of children who are overage are shown in table 77.

TABLE 76.—AGE-GRADE DISTRIBUTION OF NEGRO RURAL CHILDREN OF THE 28 COUNTIES OF THE 6 STATES STUDIED

Age	Children in grade—											Total
	1	2	3	4	5	6	7	8	9	10	11	
3	1											1
4	16											16
5	236	3										239
6	3,853	39	12			4						3,908
7	3,916	399	65	6	1		1					4,388
8	3,201	1,097	310	43	3	1	1					4,656
9	2,059	1,247	719	247	53	2	1					4,328
10	1,571	1,376	1,019	636	217	33	1					4,853
11	755	984	1,009	792	429	131	22	1				4,123
12	670	900	1,126	954	731	332	95	8	1	1		4,818
13	302	570	761	918	807	506	225	52	10	2		4,153
14	193	361	572	849	801	643	451	153	34	3		4,060
15	89	153	316	565	642	607	432	214	125	42	7	3,192
16	44	78	161	325	437	565	502	283	161	73	23	2,652
17	13	28	54	124	210	303	297	227	155	105	48	1,564
18	9	14	21	59	113	131	190	188	126	120	74	1,045
19	2	3	5	18	36	42	79	69	89	53	58	454
20	1	1	2	8	13	21	32	27	25	25	30	185
21					2	1	5	10	2	8	14	42
22						2			3	1	6	12
23							5			2	3	10
24								2		2	1	5
25												
26								2			1	3
Total:												
Number	**16,931**	**7,253**	**6,152**	**5,544**	**4,495**	**3,324**	**2,339**	**1,236**	**731**	**437**	**265**	**48,707**
Percent	**34.76**	**14.89**	**12.63**	**11.38**	**9.23**	**6.82**	**4.80**	**2.54**	**1.50**	**0.90**	**0.54**	
Normal:												
Number	7,769	1,496	1,029	883	646	463	320	205	159	115	71	13,156
Percent	45.89	20.63	16.73	15.93	14.37	13.93	13.68	16.58	21.75	26.32	26.79	27.01
Overage:												
Number	8,909	5,715	5,046	4,612	3,792	2,821	1,993	1,022	561	316	187	34,974
Percent	52.62	78.79	82.02	83.19	84.36	84.87	85.21	82.69	76.74	72.31	70.57	71.80
Underage:												
Number	253	42	77	49	57	40	26	9	11	6	7	577
Percent	1.49	.58	1.25	.88	1.27	1.20	1.11	.73	1.51	1.37	2.64	1.19

TABLE 77.—NUMBER AND PERCENTAGE OF NEGRO RURAL CHILDREN WHO ARE OVERAGE IN SIX STATES, BY GRADES

State	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
Arkansas	1,292	48.92	844	76.04	832	81.97	819	84.09	635	80.89	476	83.51
Georgia	1,995	52.76	1,186	84.23	945	87.02	843	88.00	634	92.42	451	86.56
North Carolina	2,564	50.08	1,557	74.93	1,299	78.21	1,295	79.69	1,119	82.22	827	85.70
South Carolina	2,819	59.30	1,789	83.95	1,663	88.22	1,402	89.58	1,113	89.21	887	89.15
Texas	309	42.10	223	75.08	223	79.36	182	76.47	174	84.88	143	81.72
Virginia	996	52.42	668	72.42	618	70.79	591	72.52	465	73.93	330	72.05
Total	9,975	.....	6,267	.....	5,580	.....	5,132	.....	4,160	.....	3,114	.....

State	Grade										Total	
	Seventh		Eighth		Ninth		Tenth		Eleventh		Number	Median Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	14	15	16	17	18	19	20	21	22	23	24	25
Arkansas	294	85.22	238	84.70	95	81.20	27	69.23	9	52.94	5,561	70.45
Georgia	295	87.28	84	74.34	56	73.68	18	65.61	8	57.14	6,515	72.31
North Carolina	592	83.73	325	79.66	211	73.26	142	73.58	98	77.78	10,029	69.01
South Carolina	571	93.92	297	87.10	171	77.73	93	72.09	65	68.42	10,890	77.82
Texas	136	85.53	71	83.53	14	82.35	7	63.64	3	100.00	1,485	67.35
Virginia	290	72.14	69	80.23	50	69.44	36	75.00	22	73.33	4,135	66.34
Total	2,178	.....	1,084	.....	597	.....	323	.....	205	.....	38,615	.....

The fact that given percentages of children are overage is important to know, but it is of greater importance to have information concerning the extent of overageness. That is, how many children are behind the grades in which they should normally be 1 year, 2 years, or 3 years, and so on. The answer to this question for the children in this study is given in tables 78 and 79. In comparison with the children used for comparative purposes (table 78), Negro boys and girls are at a serious disadvantage. In every overage group a relatively larger number of the Negro children (group I) than of the others (group II) is overage. For example, 17.18 percent of the 49,496 colored children studied is overage 1 year as contrasted with 9.6 percent of the children with whom they are compared. For those who are overage 2 years the percentages are: Group I, 15.96; group II, 4.3.

The data on Negro children who are more than 6 years overage are shown in table 79.

It is especially significant to note that of the total children studied, 70.66 percent were overage as compared with 17.6 percent of children in the study previously cited.[6]

TABLE 78.—NUMBER AND PERCENTAGE OF TWO GROUPS OF CHILDREN OVERAGE ACCORDING TO NUMBER OF YEARS

Years overage	Group I [1]		Group II [2]	
	Number	Percent	Number	Percent
1	2	3	4	5
1	8,501	17.18	5,092	9.6
2	7,896	15.96	2,284	4.3
3	6,945	14.03	984	1.9
4	5,085	10.28	525	1.1
5	3,415	6.89	214	.4
6 or more	3,132	6.32	156	.3
Total:				
Overage	34,974	70.66	9,255	17.6
Cases	49,496		52,574	

[1] Children in present study.
[2] Availability of public-school education in rural communities. Washington, Government Printing Office, 1931. (U. S. Office of Education, Bulletin, 1930, no. 34.)

TABLE 79.—NUMBER AND PERCENTAGE OF NEGRO CHILDREN OVERAGE A GIVEN NUMBER OF YEARS

Years overage	Number	Percent	Years overage	Number	Percent
7	834	2.38	11	14	0.04
8	344	.98	12	5	.01
9	126	.36	13	1	0
10	51	.15			

OVERAGENESS AND DISTANCE

In view of the relation of distance to other factors of availability as previously shown one would expect also to find a close relation between distance and overageness; and such is the case, as appears in table 80. Considering the group as a whole it is found that a smaller percentage of the nearest-to-school group is overage than of those farthest away. There is a progressive increase in the percentage of children overage as the distance from school increases. This tendency is not only found for the total group, but for practically every grade. According to the data in this table, then it may be concluded that overageness is influenced by the distance children live from the schools they attend.

[6] Ibid.

TABLE 80.—NUMBER AND PERCENTAGE OF NEGRO RURAL CHILDREN WHO ARE OVERAGE, ACCORDING TO DISTANCE, BY GRADES

Distance in miles	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
Less than 1	2,021	45.64	1,271	71.24	1,171	74.40	1,219	77.45	983	78.14	742	74.95
1 to 1½	2,580	50.63	1,728	78.87	1,551	83.12	1,487	83.87	1,159	84.66	861	86.53
2 to 2½	2,669	57.04	1,609	82.60	1,404	84.99	1,220	86.65	1,025	89.21	754	90.30
3 to 3½	1,528	59.64	940	83.78	804	87.87	662	88.03	494	88.06	382	91.39
4 to 4½	460	59.43	300	85.47	236	89.39	195	89.45	161	93.06	104	86.67
5 or more	266	58.98	160	85.56	139	88.54	124	89.86	147	91.30	130	87.84
Total	9,594	.....	6,008	.....	5,305	.....	4,907	.....	3,969	.....	2,973	.....

Distance in miles	Grade										Total	
	Seventh		Eighth		Ninth		Tenth		Eleventh			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	14	15	16	17	18	19	20	21	22	23	24	25
Less than 1	534	79.94	230	79.86	115	73.72	74	69.16	62	60.20	8,422	65.13
1 to 1½	570	84.45	212	85.83	105	79.55	51	61.45	38	79.17	10,342	71.45
2 to 2½	385	89.12	175	83.78	77	82.89	42	75.00	13	65.00	9,373	75.10
3 to 3½	274	91.33	112	86.14	45	76.27	18	78.26	5	62.50	5,264	76.85
4 to 4½	83	89.25	42	82.35	23	76.67	18	90.00	5	100.00	1,627	77.51
5 or more	188	88.26	232	81.41	172	72.82	112	78.32	70	85.36	1,740	79.16
Total	2,034	.....	1,003	.....	537	.....	315	.....	193	.....	36,768	.....

Read table thus: 2,021 or 45.64 percent of the children in the first grade living less than 1 mile from school are overage; 1,271 or 71.24 percent in the second grade living 1 to 1½ miles from school are overage.

OVERAGENESS AND TRANSPORTATION

In view of the hardships encountered by the nontransported children as they travel to and from school one would expect to find a greater amount of overageness among them than among those transported at public expense. However, according to data shown (table 81) this is not the case. Analysis of the data indicates that among the children transported there is a higher percentage of overageness than among those not transported at public expense in every grade, except the second and seventh. Here the differences are inconsequential. The difference in the eleventh grade is rather pronounced in favor of the nontransported children. It is difficult to account for the apparent advantage of this group over the transported one, unless it is due to the fact that they put forth special effort to counteract the disadvantages imposed upon them by the absence of transportation facili-

ties. Another explanation may be that, due to the operation of the factor of selectivity, the nontransported children may have greater scholastic ability.

TABLE 81.—NUMBER AND PERCENTAGE OF NEGRO RURAL CHILDREN WHO ARE OVERAGE, ACCORDING TO TRANSPORTATION, BY GRADES

Grade	Percentage of transported children overage	Percentage of nontransported children overage	Grade	Percentage of transported children overage	Percentage of nontransported children overage
1	59.5	51.9	8	80.7	82.9
2	76.7	79.2	9	75.1	74.3
3	82.2	81.7	10	75.7	72.0
4	85.0	82.9	11	89.8	63.6
5	88.8	84.6			
6	84.7	84.2	Total	77.1	71.2
7	85.0	85.6	Number of cases	1,596	31,283

OVERAGENESS, TOPOGRAPHY, AND PREDOMINANT OCCUPATIONAL CHARACTERISTICS

There seem to be no differences among the various topographic regions in the percentages of children who are overage, with the exception of the mountain region. And here the numbers are probably too small to make valid any conclusions regarding them. The percentages of pupils overage in the indicated regions are: Mountainous, 72.2; hilly, 73; level, 70.9; rivers and lakes, 68.3; and other, 71.4.

Predominant occupational characteristics appear to have more marked relationship to the overageness of Negro children in rural areas than topographic regions, as shown by data in table 82. The sections rendering the most reliable data on this point are the three from which the largest numbers of children come, namely, diversified farming, cotton farming, and tobacco farming. A larger percentage of children overage come from the cotton-farming sections than from the other two. The respective percentages of those who are overage in the three regions are: Diversified farming, 68.24; tobacco farming, 70.85; and cotton farming, 76.02. The apparent handicap suffered by the children from the cotton sections in this matter is probably a reflection of the many other handicaps experienced by the children in these sections pointed out earlier in this report.

TABLE 82.—NUMBER AND PERCENTAGE OF NEGRO RURAL CHILDREN WHO ARE OVERAGE, ACCORDING TO PREDOMINANT OCCUPATIONAL CHARACTERISTICS, BY GRADES

Predominant occupational characteristics	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
Diversified farming	2,753	47.64	1,911	75.41	1,671	77.50	1,629	79.23	1,275	81.37	1,053	80.69
Cotton farming	4,668	57.51	2,849	82.10	2,564	87.21	2,224	87.80	1,810	88.99	1,345	89.79
Tobacco farming	631	53.79	378	80.94	322	78.16	252	81.29	269	84.59	176	80.00
Forests	95	45.67	35	56.45	49	61.25	61	70.93	51	80.95	37	80.43
Swamps	28	51.85	22	81.48	5	45.45	24	66.67	8	57.14	3	33.33
Other	47	40.87	22	75.86	22	81.48	10	66.67	17	70.83	11	100.00
Total	8,222	.....	5,217	.....	4,633	.....	4,200	.....	3,430	.....	2,625	.....

Predominant occupational characteristics	Grade											
	Seventh		Eighth		Ninth		Tenth		Eleventh		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	14	15	16	17	18	19	20	21	22	23	24	25
Diversified farming	823	82.71	332	80.00	174	75.00	104	68.87	64	74.42	11,789	68.24
Cotton farming	792	90.00	392	87.50	170	82.93	75	78.12	26	83.87	16,915	76.02
Tobacco farming	139	82.25	51	77.27	47	73.44	29	76.32	12	66.67	2,306	70.85
Forests	21	77.78	5	83.33	.....	.....	.....	.....	.....	.....	354	61.25
Swamps	2	100.00	.....	.....	.....	.....	.....	.....	.....	.....	92	60.13
Other	9	100.00	.....	.....	.....	.....	.....	.....	.....	.....	138	60.00
Total	1,786	.....	780	.....	391	.....	208	.....	102	.....	31,594	.....

Read table thus: 47.64 percent of the first-grade children who live in the diversified farming sections are overage; 82.10 percent of the second-grade children who live in the cotton farming section are overage, etc.

TABLE 83.—NUMBER AND PERCENTAGE OF NEGRO RURAL CHILDREN WHO ARE OVERAGE, ACCORDING TO ATTENDANCE, BY GRADES

Attendance in days	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
20 to 59	1,638	60.58	724	88.62	593	93.83	556	93.76	411	93.62	278	95.21
60 to 99	2,960	63.05	1,798	86.77	1,664	90.04	1,485	93.16	1,133	92.57	840	93.95
100 to 139	2,981	65.12	2,259	77.81	1,968	81.15	1,791	82.23	1,564	85.37	1,173	85.74
140 or more	695	51.57	897	63.84	839	66.37	824	67.32	697	67.73	535	68.85
Total	8,274	.....	5,678	.....	5,064	.....	4,656	.....	3,805	.....	2,826	.....

Attendance in days	Grade											
	Seventh		Eighth		Ninth		Tenth		Eleventh		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	14	15	16	17	18	19	20	21	22	23	24	25
20 to 59	164	98.20	77	92.77	22	95.65	8	100.00	3	100.00	4,474	76.66
60 to 99	521	94.89	219	93.58	62	91.17	11	91.66	3	75.00	10,696	81.07
100 to 139	821	86.78	322	84.29	134	81.21	48	85.71	22	66.66	13,083	71.64
140 or more	458	69.02	383	74.22	339	70.04	243	69.03	157	69.77	6,067	65.49
Total	1,964	.....	1,001	.....	557	.....	310	.....	185	.....	34,320	.....

Read table thus: Of the first-grade children who attended school 20 to 59 days, 1,638, or 60.58 percent were overage; 695, or 51.57 percent, of the first-grade children who attended school 140 days and more were overage, etc.

OVERAGENESS AND ATTENDANCE

Of all the relationships of overageness to other factors having to do with the availability of education to Negroes in rural areas the one that is most pronounced and perhaps the most important is its relation to attendance. Data on this phase of the study are shown in table 83. Analysis of the table shows a decided tendency for the children who attend school the smallest number of days to have the greatest percentage of overageness and for the children who attend the greatest number of days to have the smallest percentage. This is true for the group as a whole as well as for each of the grades. These trends are presented graphically in figure 3.

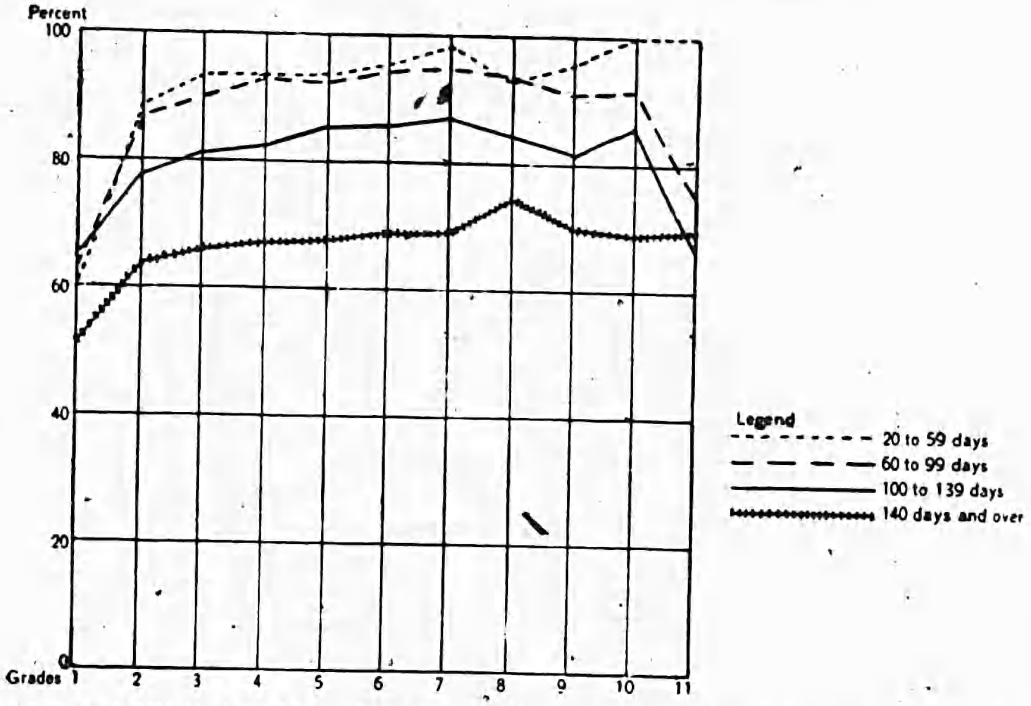

FIGURE 3.—Percentage of children who are overage according to the number of days they attended school.

SCHOLASTIC FAILURES

FAILURES OF IN-SCHOOL CHILDREN

A large percentage of the pupils and students in American educational institutions fail in the work they attempt to do. This is true in all kinds of institutions, and among all groups. The problem has been increasing in magnitude for several years, and has now reached the point where schools and teachers are beginning to analyze the situation and to attribute some of the blame to conditions, rather than wholly on the pupils. The matter has been considered by many persons, particularly from the economic point of view. They have deplored the waste in money, time, and energy resulting from scholastic failures, and the repetition of grades and subjects. As important as this phase of the matter is, it does not approach in significance the social and personality maladjustments that result from failures.

The question as it affects Negroes has been studied on the high-school and college levels.[7] It was deemed advisable, therefore, to study the matter further on the elementary school level in the present study. Information was obtained on this phase of the study from 55,426 children. Of this number, 45,087 replied for the first grade, and 28,321 for the first and second grades. Details concerning the other

[7] Caliver, Ambrose. A personnel study of Negro college students. Teachers college, Columbia University, New York City. Contribution to education no, 484, 1931.

A background study of Negro college students. Washington, Government Printing Office. (U. S. Office of Education, Bulletin, 1933, no. 8.)

Davis, T. E. A study of Fisk University freshmen from 1928 to 1930. Journal of Negro Education 2: 477-83, 1933.

grades may be observed from table 84. Those who spent 1 year or less than 1 year in a grade were considered normal or accelerated, respectively. All those who spent more than a year in a given grade were considered as having failed. Several indicated that they had spent 1½ years in a grade, and many others failed to reply respecting their status in certain grades. These two groups were excluded from the calculations found in the table.

Considering the group as a whole and the possible duplicate failures in different grades, the number of failures reaches the total of 45,252. This cumulative total results from some pupils failing several times. For example, pupil A may have spent 2 years in the first grade, 3 years in the third grade, and 2 years in the fifth grade, and so on.

The table shows that 17,282 children spent 2 years in the first grade, and 8,531 spent 2 years in the second grade. The percentage of children who spent only 1 year or less than 1 year in a given grade decreases as the higher grades are reached. A large number of children spent 3, 4, and 5 years in a grade, and a few spent 8 or 9 years in the first and second grades. This situation results from the well-known practice of older children spending a few weeks in school between the planting and harvesting seasons. A total of 38,860, or 85.88 percent of the total failures, were 1-year repetitions;[8] 5,042, or 11.14 percent 2-year repetitions, and so on.

[8] Grade repetitions are considered grade failures in this study.

TABLE 84.—NUMBER AND PERCENTAGE OF GRADE REPETITIONS[1] OF NEGRO PUPILS AND NUMBER AND PERCENTAGE[2] OF THOSE WHO SPENT 1 YEAR OR LESS THAN 1 YEAR IN RESPECTIVE GRADES

Number of years repeated	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
1 only	22,958	[3]41.42	18,746	33.79	15,726	28.37	12,049	21.74	8,596	15.51	5,764	10.40
Less than 1	213	[3]0.38	168	0.30	116	0.21	59	0.11	46	0.08	31	0.06
1	17,282	78.86	8,531	90.59	5,147	91.40	3,780	95.47	2,121	95.03	1,118	95.39
2	3,469	15.83	781	8.30	465	8.26	145	3.66	93	4.17	50	4.27
3	784	3.58	88	0.93	16	0.28	30	0.76	12	0.54	3	0.26
4	236	1.08	14	0.15	1	0.02	3	0.08	5	0.22	.....	.....
5	91	0.42	1	0.01	.....	.....	.....	.....	1	0.04	1	0.08
6	36	0.16	1	0.01	.....	.....	.....	.....	.....	.....	.....	.....
7	13	0.05	1	0.01	1	0.02	.....	.....	.....	.....	.....	.....
8	5	0.02	.....	.....	1	0.02	1	0.03	.....	.....	.....	.....
Total repetitions	21,916	.....	9,417	.....	5,631	.....	3,959	.....	2,232	.....	1,172	.....

Number of years repeated	Grade										Total	
	Seventh		Eighth		Ninth		Tenth		Eleventh			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	14	15	16	17	18	19	20	21	22	23	24	25
1 only	3,379	6.10	1,790	3.23	972	1.75	417	0.75	106	0.19	.....	.....
Less than 1	22	0.04	2	0.004	4	0.007	1	0.002	.....	.....	.....	.....
1	617	94.20	156	96.89	79	100.00	19	95.00	10	100.00	38,860	85.88
2	33	5.04	5	3.11	.....	.....	1	5.00	.....	.....	5,042	11.14
3	5	0.76	.....	.....	.....	.....	.....	.....	.....	.....	938	2.07
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	259	0.57
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	94	0.21
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	0.08
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	0.03
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	0.02
Total repetitions	655	.....	161	.....	79	.....	20	.....	10	.....	[4]45,252	.....

[1] Grade repetitions are considered grade failures in this study.

[2] Percentage of total replying for respective grades.

Read table thus: 17,282, or 78.27 percent of the children reporting repetitions in the first grade spent 2 years in the first grade; 3,469, or 15.83 percent spent 3 years in the first grade, etc. For all the children there was a total of 45,252 grade repetitions, of which 38,860, or 85.88 percent were 1-year repetitions and 5,042, or 11.14 percent, 2-year repetitions.

[3] There are more repetitions than children due to the fact that some children repeated a grade more than once or repeated more than 1 grade.

The seriousness of the situation presented is enhanced by the fact that the persons failing are not the only ones handicapped, but that the morale of the whole school is affected, resulting in a lower quality of achievement for all.

FAILURES OF OUT-OF-SCHOOL CHILDREN

Data respecting the failures of out-of-school children when they were attending school are given in table 85. There is a tendency for the percentages of 2-year failures (those repeating grades once) to increase as the upper grades are reached. Contrariwise, the percentages of the 3-and-more-year failures decrease from the lower to the higher grades. Data concerning the relation of the ages of out-of-school children to their scholastic failures while in school were gathered but are not shown here. While of the older children a relatively large percentage has 2- and 3-year failures, no significant trends are revealed. As in the case of the in-school children, the number of failures for those out of school is greater than the total number of children involved for most of the age groups. For example, among the 173 children eliminated from school when they were 13 years old there were a total of 179 failures. The number for the 218 children 14 years old was 334.

Although the differences between boys and girls in the matter of failures are not pronounced as shown in table 86, there are differences in the percentages who are "normal", that is, who spent only 1 year in the grades. These differences (not shown in table) are in practically every case in favor of the girls. Of the 771 girls replying to this inquiry 218, or 28.27 percent, remained in the first grade only 1 year as compared with 201, or 21.43 percent, of the 938 boys.

Data presented here indicate the need of a program which will include scientific testing and guidance. The habit of failure engendered by repeated failures seriously hinders the development of wholesome personalities.

TABLE 85.—NUMBER AND PERCENTAGE OF GRADE REPETITIONS[1] OF OUT-OF-SCHOOL NEGRO CHILDREN

	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
Total answers	1,225		1,060		939		737		535		351	
Years repeated:												
1	708	89.06	371	91.83	293	92.14	215	96.41	108	93.91	46	95.83
2	71	8.94	30	7.42	22	6.92	8	3.59	5	4.35	2	4.17
3	10	1.26	1	.25	2	.63			1	.87		
4	4	.50	1	.25	1	.31			1	.87		
5			1	.25								
6	1	.12										
7	1	.12										
Total repetitions	795		404		318		223		115		48	

	Grade										Total	
	Seventh		Eighth		Ninth		Tenth		Eleventh			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	14	15	16	17	18	19	20	21	22	23	24	25
Total answers	186		51		31		19		16			
Years repeated:												
1	10	100.0	3	100.0	1	100.0			1	100.0	[2]1,756	91.56
2											138	7.19
3											14	.73
4											7	.36
5											1	.05
6											1	.05
7											1	.05
Total repetitions	10		3		1				1		[2]1,918	

[1] Grade repetitions are considered grade failures in this study.

Read table thus: 795 children who dropped out of school in the first grade spent 2 or more years in school; of this number 708, or 89.06 percent, spent 2 years in the first grade; and 71, or 8.94 percent, spent 3 years. Of the 404 children who dropped out in the second grade 371, or 91.83 percent, had spent 2 years in the second grade, and 30, or 7.42 percent, had spent 3 years. For all the children there was a total of 1,918 grade repetitions, of which 1,756, or 91.56 percent, were 1-year repetitions, and 138, or 7.19 percent, 2-year repetitions.

[2] There are more repetitions than children due to the fact that some children repeated a grade more than once or repeated more than one grade.

TABLE 86.—NUMBER AND PERCENTAGE OF GRADE REPETITIONS[1] OF OUT-OF-SCHOOL NEGRO CHILDREN, BY SEX (938 BOYS AND 771 GIRLS)

Years repeated and sex	Grade											
	First		Second		Third		Fourth		Fifth		Sixth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
1 boys	413	87.13	221	92.86	177	91.71	133	97.08	62	93.93	14	93.33
girls	290	91.48	147	89.63	115	92.74	84	95.45	47	94.00	31	96.87
2 boys	49	10.34	15	6.30	14	7.25	4	2.92	2	3.03	1	6.67
girls	22	6.94	16	9.76	8	6.45	4	4.55	3	6.00	1	3.13
3 boys	6	1.27	1	.42	1	.52	.....	.....	1	1.52	.....	.....
girls	4	1.26	.....	.....	1	.81	.....	.....	.....	.....	.....	.....
4 boys	4	.84	1	.42	1	.52	.....	.....	1	1.52	.....	.....
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 boys	1	.21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
girls	.....	.....	1	.61	.....	.....	.....	.....	.....	.....	.....	.....
6 boys	1	.21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
girls	1	.32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total boys	474	50.53	238	25.37	193	20.57	137	14.61	66	7.04	15	1.59
girls	317	41.12	164	17.48	124	16.08	88	11.41	50	6.48	32	4.15

Years repeated and sex	Grade										Total	
	Seventh		Eighth		Ninth		Tenth		Eleventh			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	14	15	16	17	18	19	20	21	22	23	24	25
1 boys	6	100.00	1	100.00	1	100.00	.....	.....	1	100.00	1,029	90.90
girls	4	100.00	2	100.00	.....	.....	.....	.....	.....	.....	720	92.19
2 boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	85	7.51
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54	6.91
3 boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.79
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.64
4 boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.62
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.09
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.13
6 boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.09
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.13
Total boys	6	.64	1	.108	1	.108	.....	.....	1	.108	1,132	.....
girls	4	.518	2	.259	.....	.....	.....	.....	.....	.....	781	.....

[1] Grade repetitions are considered grade failures in this study.

PART V. SUMMARY AND CONCLUSIONS

This study presents a general picture of the availability of educational opportunities to Negroes in rural communities. The five major implications of the study are: (1) That the largest number and most difficult educational problems concerned with Negroes are found in rural areas; (2) that the few schools provided in rural areas are difficult of access; (3) that the educational facilities offered are meager in amount; (4) that the education given is of poor quality; and (5) that many of the factors of educational availability are closely associated with one another, and that their combined influence is accentuated and operates most severely upon children in rural communities.

MAJOR EDUCATIONAL PROBLEMS IN RURAL AREAS

That the major educational problems concerned with Negroes are found in rural areas is shown by the following facts:

1. A majority of them live in rural areas.
2. A larger percentage of the population in rural areas is of school age than of urban populations.
3. A smaller proportion of children of school age attend schools in rural areas than in urban centers.
4. The disproportion between the school enrollment of boys and girls in rural communities is greater than in cities.
5. Eighty-two percent of the children between the ages of 10 and 15 who are gainfully employed are working in agricultural pursuits.
6. Illiteracy among those in the rural areas is two to six times greater than in cities.
7. The general educational status of Negroes in rural areas is below that in industrial and urban communities.

INACCESSIBILITY OF SCHOOLS

Some of the findings of this study which support the conclusion that schools for Negroes in rural communities are difficult of access to the children for whom they are provided are:

1. The proportion of children in this study of the various age groups living 3 or more miles from school is from 2 to 17 times greater than of rural children in the study used for comparison.
2. A large proportion of young children live excessive distances from school.
3. The farther the younger children live from school, the more likely they are to drop out on account of distance.

4. Although many of the children live excessive distances from their schools, little transportation is provided.
5. Large numbers of children travel over dirt roads which are in a poor state of repair.
6. The worst roads over which children travel are in general found in those regions having predominant occupational characteristics in which Negroes are most largely engaged.
7. A large percentage of children who live long distances from school travel over bad, dirt roads.

AMOUNT OF EDUCATION MEAGER

The amount of education available to Negroes is meager. This conclusion is supported by the following findings in this study:

1. The school term is 1 month to 2½ months shorter than the accepted standard in the same States and counties.
2. A large percentage of children who attend schools with short terms also live long distances from school.
3. Term length is closely related to transportation—the children not transported at public expense have the shortest terms.
4. The shortest terms are in general found in those regions having predominant occupational characteristics in which Negroes are most largely engaged.
5. A larger percentage of children living long distances from school attend fewer days than of those living shorter distances.
6. A larger percentage of children not transported at public expense attend school fewer days than of those who are so transported.
7. A larger percentage of children living in those regions having predominant occupational characteristics in which Negroes are most largely engaged attend school fewer days than of those living in other regions.

QUALITY OF EDUCATION LOW

The quality of education available to Negroes in rural communities is below standard. This conclusion is supported by the present study in which it was found:

1. That most of the schools provided Negroes in rural communities are small schools.
2. That these small schools fail to retain children in school throughout the course.
3. That they fail to promote good attendance.
4. That little transportation is provided the children attending them.
5. That the high pupil mortality is related to the lack of transportation facilities.
6. That the high pupil mortality is closely related to the poor attendance.

7. That the excessive overageness of the children is closely related to the long distances they live from school and their poor attendance.
8. That the training of Negro teachers is inadequate and their salaries are low.

AVAILABILITY FACTORS INTERRELATED

When the difficulties and limitations concerned with availability of schools are combined or associated in such a manner as to increase their effect, the situation may become acute. A comparison of these factors is presented in tables 87, 88, and 89. The various counties and States are ranked according to the extent to which they possess the most favorable aspects of the item in question. That is, the county or State having the most desirable status with regard to a factor is ranked one, the county or State possessing the next most desirable status is ranked two.

Data in table 87 reveal comparisons among all the counties on 15 items. In table 88 are found comparisons on 11 items among those counties having a rank of 14 or higher in overageness. It is interesting to note that 11 of the 14 counties ranked 14 or higher in more than half of the 11 items. Six of the counties ranked 14 or higher in 7 of the items, 3 in 8 of the items, and 1 in 9 of the items. In other words, counties which have a favorable rank in overageness have favorable ranks in several other items.

A clearer picture of the relationships between the various items may be seen in table 89. Here are comparisons among the 6 States in 19 items. A fairly close relationship, as is to be expected, is found between items 1 and 2—school attendance and gainful employment of boys. Also, items 5 and 6—farm ownership and diversified farming—show a close relationship. Bearing out findings of the study showing that attendance and age-grade status are associated, it is found that items 12 and 15 are closely correlated. Also salary of teachers and age-grade status show some relationship as shown in items 14 and 15. There is a close relationship between items 2 and 15, namely, percentage of boys 10 to 15 gainfully employed and overageness.

The findings of this study and the data revealed in these three tables substantiate these general conclusions:

1. That Negro children in rural areas lack adequate educational opportunities.
2. That educational facilities provided are in the main difficult of access.
3. That the amount of education offered is meager with respect to length of term and attendance.

4. That the quality of education provided is below standard as shown by types of schools, training and salaries of teachers, grade distribution, the high percentage of overage children and of school failures.
5. That many factors of educational availability are so interrelated in the case of Negro children in rural communities that the problem of their education is complicated and demands the immediate and sympathetic study and active interest of everyone having any concern for the progress of the race and the ultimate welfare of the Nation.

TABLE 87.—INTERRELATIONSHIPS BETWEEN CERTAIN FACTORS OF EDUCATIONAL AVAILABILITY FOUND IN THE 28 COUNTIES STUDIED

County no.	Percentage of children living 2½ miles or less from the schools they attend	Rank	Percentage of children traveling over good roads to and from school	Rank	Percentage of children traveling over hard surface roads to and from school	Rank	Percentage of children attending 1- and 2-teacher schools	Rank	Median age of teachers	Rank	Percentage of head teachers receiving annual salary of $400 or less	Rank	Median days each pupil attended school	Rank
1	64.12	26	7.14	27	1.93	26	70.00	4	39.3	26	75.00	14	80.6	26
2	68.60	24	21.16	13	15.51	12	42.86	1	33.5	16.25	83.33	17	70.8	27
3	81.67	9	29.16	5	21.64	6	100.00	27	43.5	28	66.66	12	88.3	22
4	85.75	5	19.01	18	10.42	14	88.89	18	38.5	24.5	100.00	24.5	65.7	28
5	79.77	12	23.98	9	17.61	10	78.57	11	34.7	20.5	54.16	10	83.5	23
6	63.82	27	17.89	19	5.57	21	71.43	5	35.6	7	91.67	20	109.4	13.5
7	84.48	6	10.97	25	7.09	18	93.54	22	35.4	6	96.88	23	118.6	7.5
8	75.57	18	20.52	14	.65	27	100.00	27	28.9	12	77.78	15	96.9	20
9	77.88	15	23.29	10	2.35	24	76.00	8	36.3	22	100.00	24.5	118.3	9
10	87.53	4	------	28	------	28	90.00	19	24.3	3	90.00	19	98.2	19
11	78.72	14	13.68	21	2.65	23	96.43	25	25.2	5	96.29	22	108.5	15
12	68.75	23	20.26	15	24.26	5	87.50	17	38.5	24.5	16.67	4	149.2	2
13	75.62	17	20.22	16	10.37	15	75.00	6.5	29.7	13	40.00	6	110.0	11
14	60.76	28	21.69	12	19.94	7	86.20	15	28.5	10	41.38	7	112.9	10
15	72.75	20	11.30	24	8.21	16	76.92	9	33.5	16.25	10.81	1	110.2	12
16	88.02	3	22.65	11	18.94	9	75.00	6.5	23.5	1	------	1	143.1	5
17	71.04	21	13.40	22	6.06	20	80.00	13	25.8	8	46.66	8	118.6	7.5
18	81.18	11	28.37	6	11.01	13	86.44	16	40.1	27	86.21	18	82.9	24
19	81.85	8	10.68	26	8.05	17	79.07	12	33.5	16.25	92.50	21	81.9	25
20	82.15	7	37.75	2	17.49	11	81.82	14	28.5	10	81.82	16	109.4	13.5
21	90.17	2	31.26	3	19.12	8	45.46	2	37.8	23	50.00	9	108.0	16.5
22	81.32	10	19.05	17	2.04	25	64.70	3	34.7	20.5	12.50	2	99.0	18
23	73.14	19	13.78	20	6.53	19	100.00	27	25.0	4	62.50	11	91.0	21
24	76.57	16	26.98	8	27.87	3	94.12	24	31.5	13	15.15	3	144.0	3
25	78.84	13	31.23	4	28.01	2	93.33	21	31.8	14	23.33	5	142.5	6
26	64.28	25	27.54	7	24.92	4	93.75	23	24.0	2	70.00	13	108.0	16.5
27	70.22	22	11.61	23	4.65	22	90.91	20	33.5	16.25	------	----	143.9	4
28	90.85	1	61.99	1	33.14	1	77.27	10	28.5	10	------	----	149.7	1

TABLE 87.—INTERRELATIONSHIPS BETWEEN CERTAIN FACTORS OF EDUCATIONAL AVAILABILITY FOUND IN THE 28 COUNTIES STUDIED—Continued

County no.	Percentage of pupils over age	Rank	Length of term-median days	Rank	Percentage of Negro illiteracy	Rank	Percentage enrollment is of Negro population of school age	Rank	Number of pupils per teacher	Rank	Percentage high-school enrollment is of Negro population of high-school age	Rank	Number of high-school pupils per teacher	Rank	Number of children of high-school age per high-school teacher	Rank
1	86.84	6	85.5	23	23.0	23	63.60	20	48	17	4.66	22	13	5.5	270	18
2	73.36	21	80.8	25	8.4	2	79.90	3	40	9.5	11.16	12	11	1.5	94	4
3	62.17	3	80.5	28	11.6	3	86.74	2	42	13	9.96	16	33	21	329	21
4	72.88	19	80.7	26	21.0	15	67.66	17	58	23	.87	26	12	3.5	1,385	26
5	73.28	20	105.0	20	18.6	10	58.28	24	67	25	.32	27	8	8.5	2,474	27
6	74.37	22	110.0	17	15.5	8	62.49	22	34	35	4.04	25	18	9.5	446	23
7	63.42	4	111.76	10	20.2	13	53.12	25	49	18.5	12.99	11	20	13	155	10
8	78.35	26	111.0	14.5	6.2	1	62.98	21	38	8	----	----	----	----	----	----
9	77.01	25	111.0	14.5	21.9	19	72.92	6	70	26	7.39	15	14	7	187	14
10	71.56	17	131.0	7	21.3	17	67.59	18	47	15.5	14.12	8	25	18.5	177	13
11	76.28	24	111.0	14.5	20.3	15	69.39	13	61	24	4.81	21	24	16.5	489	24
12	62.02	2	151.0	2.5	12.7	5	70.53	10	35	5.5	7.17	19	21	22.5	293	20
13	69.87	15	111.0	14.5	21.8	18	78.76	4	36	7	20.32	4	30	22.5	147	9
14	68.45	14	111.35	12	21.1	16	27.07	26	15	1	4.43	24	23	25	519	25
15	71.52	16	111.7	11	14.3	6	68.82	14	41	11.5	18.13	5	25	18.5	140	8
16	67.30	9	151.0	2.5	18.8	11	66.60	19	40	9.5	15.12	6	18	9.5	117	3
17	66.53	5	114.0	8	20.0	12	92.11	1	51	20.5	22.97	3	19	11.5	84	3
18	80.73	28	83.7	24	23.0	23	70.96	8	49	18.5	6.72	20	17	14.5	259	17
19	79.42	27	80.67	27	27.4	26	70.13	11	47	15.5	4.50	23	11	1.5	254	16
20	67.72	11	91.0	22	23.0	23	68.30	16	45	14	11.02	13	16	7	130	6
21	75.97	23	103.0	21	32.3	27	76.89	5	55	22	11.13	14	29	20.5	289	19
22	67.44	10	110.2	18	14.7	7	----	----	----	----	38.31	1	19	11.5	50	1
23	67.03	7	112.4	19	11.8	4	----	----	----	----	22.99	2	13	5.5	55	2
24	67.04	8	148.5	6	22.0	20	69.69	12	31	2	13.62	9	18	14.5	134	7
25	68.08	13	149.8	5	23.4	25	70.66	9	35	5.5	9.99	15	21	20.5	210	14
26	72.65	18	113.5	9	32.5	28	71.53	7	41	11.5	8.37	17	14	7	171	12
27	67.87	12	151.0	2.5	18.1	9	68.75	15	34	3.5	15.02	7	24	16.5	157	11
28	61.83	1	151.0	2.5	22.2	21	59.35	23	51	20.5	38.24	10	48	26	363	22

TABLE 88.—COMPARISON BETWEEN COUNTIES HAVING A RANK OF 14 OR HIGHER IN OVERAGENESS WITH VARIOUS OTHER EDUCATIONAL AVAILABILITY FACTORS[1]

	Items										
County no.	Over-ageness	High school population per high-school teacher	Term length	Attend-ance	Illit-eracy	Pupils per teacher	Ratio of en-enroll-ment to popula-tion of school age	High-school enroll-ment to popula-tion	Type of school	Dis-tance	Kind of road
1	2	3	4	5	6	7	8	9	10	11	12
1	6	18	23	26	23	17	20	22	4	26	26
3	3	21	28	22	3	13	2	16	27	9	6
7	4	10	10	7.5	13	18.5	25	11	22	6	18
12	2	20	2.5	2	5	5.5	10	19	17	23	5
14	14	25	12	10	16	1	26	24	15	28	7
16	9	5	2.5	5	11	9.5	19	6	6.5	3	9
17	5	3	8	7.5	12	20.5	1	3	13	21	20
20	11	6	22	13.5	23	17	16	13	14	7	11
22	10	1	18	18	7	3	-------	1	3	10	25
23	7	2	19	21	4	7	-------	2	27	19	19
24	8	7	6	3	20	4	12	9	24	16	3
25	18	14	5	6	25	1	9	15	21	13	2
27	12	11	2.5	4	9	12	15	7	20	21	22
28	1	22	2.5	1	21	6	23	10	10	1	1

[1] Ranks taken from table 87.

Read table thus: County number 1, which had a rank of 6 in overageness ranked 18 in high-school population per high-school teacher, 23 in term length, and 26 in attendance. County number 7 which ranked 4 in overageness, ranked 10 in high-school population per high-school teacher, 10 in term length, and 7.5 in attendance.

TABLE 89.—INTERRELATIONSHIPS BETWEEN CERTAIN FACTORS OF EDUCATIONAL AVAILABILITY OF NEGROES FOUND IN THE 28 COUNTIES OF 6 STATES STUDIED

Item	Arkansas	Rank	Georgia	Rank	North Carolina	Rank	South Carolina	Rank	Texas	Rank	Virginia	Rank
1. Percentage of boys 14 to 15 attending school in rural areas	81.0	1	57.1	6	72.6	3	66.2	5	80.9	2	71.5	4
2. Percentage of boys 10 to 15 gainfully employed	22.1	4	28.0	5	20.3	3	30.2	6	16.7	2	10.4	1
3. Percentage of illiterates 10 years old and over	16.1	2	19.9	4	20.6	5	26.9	6	13.4	1	19.2	3
4. Percentage of illiterates 10 to 14 in rural farming areas	5.2	2	8.5	5	6.6	3	11.4	6	3.8	1	6.9	4
5. Percentage of Negro farm operators owning the farms	11.4	5	10.4	6	17.2	3	15.4	4	18.6	2	48.4	1
6. Percentage of children coming from diversified farming regions	12.7	6	43.57	3	44.62	2	15.93	5	38.46	4	84.85	1
7. Percentage living 2 miles or more from school	49.82	5	45.39	3	51.53	6	42.06	2	49.42	4	39.06	1
8. Percentage of children transported at public expense	2.13	4	3.97	2	11.15	1	.7	6	1.08	5	3.02	3
9. Percentage of children traveling hard-surface roads to and from school	13.32	2	3.4	6	11.50	4	12.74	3	3.72	5	37.34	1
10. Percentage of children traveling good roads to and from school	19.72	3	15.18	6	16.34	5	25.99	2	17.24	4	38.56	1
11. Average length of school term in days	116	5	121	4	143	2	114	6	137	3	163	1
12. Average number of days each pupil attends school	80.6	6	90.4	4	113.6	2	86.3	5	104.3	3	127.5	1
13. Percentage of schools that are of 1- and 2-teacher type	75	1	88.43	5	79.22	2	79.84	3	81.82	4	90.26	6
14. Percentage of head teachers receiving salaries of $200 or less	51.61	4	92.17	6	3.91	1	66.94	5	12.50	3	7.61	2
15. Percentage of children over age	70.45	4	72.31	5	69.01	3	77.82	6	67.35	2	66.34	1
16. Percentage enrollment is of total population of school age	69	3	65.70	5	69.82	2	71.45	1	-----	---	66.17	4
17. Pupils per teacher	50	4	54	5	37	1	49	3	-----	---	39	2
18. Ratio of high-school enrollment to high-school population	4.34	6	[1] 8.62	4	14.72	2	8.16	5	29.58	1	12.09	3
19. Children of high-school age per high-school teacher	380	6	213	4	164	2	210	3	53	1	223	5

[1] Only 4 counties used.

APPENDIX

(INQUIRY FORMS USED IN THIS STUDY)

I. INFORMATION CONCERNING PUPILS ENROLLED IN YOUR SCHOOL (to be filled in by grade teacher)

Name of teacher ..... Name of school .....

Location of school ..... (Town) (State) (County)

2–5	6–7	8	9	10–11	12			13			14			15–16	17						18–29											30
Name or initial of pupil	Age	Sex	Grade	Distance from school in miles [1]	Kind of road [2]			Condition of road [2]			Means of transportation (check one)			Number of days attended last year	Chief reason for extended loss of time from school last year (check one only)						Indicate number of years child has spent in each grade											Number of failures in high school
					1 Hard surface	2 Gravel	3 Dirt	1 Good	2 Fair	3 Poor	1 Public expense	2 Own expense	3 None		1 Distance	2 Illness	3 Working	4 Helping at home	5 Bad roads	6 Other: What?	Grades 1	2	3	4	5	6	7	8	9	10	11	12	
Example: J. Jones	21	M	11	5½		×			×			×		128				×			1	2	1	1	1	1	2	1	1	1			3

[1] Means distance over route commonly traveled by pupil. (Check only one.)
[2] Kind and condition of road refers to characteristics of greatest portion of the road most commonly traveled. (Check only one.)

TEACHER DATA (If the school is organized in any form of junior high school, report teachers employed in the junior high school as secondary. Give data for each teacher separately):

Name of teacher	31-2	33	34	35	36-37	38	39-40	41	42
				Training					
	Age	Sex	Annual salary	Secondary in years	Above high school in months	Number of grades teaching	Number of children teaching daily	Months teaching experience before present year	Total months in present position before this year
Elementary:									
Secondary:									

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION

Washington, D. C.,
——, 1932.

II. AVAILABILITY OF RURAL SCHOOL FACILITIES FOR NEGROES

The following information is to be supplied by the head teacher or principal:

43–46. Name or number of school district.....

Name of principal or head teacher.....

Name of school.....

Location of school.....
(Town) (County) (State)

47. School located in underscore: (1) Open country; (2) Village.

48. Is it a Rosenwald school? Underscore: (1) Yes; (2) No.

49–51. Total population of school district or area covered by your school census .....

52–53. How many are Negroes? .....

Underscore the item which describes your school:

54. Elementary: Grades included (1, 2, 3, 4, 5, 6, 7, 8).

55. High school—grades included:
1. 9–12.
2. 10–12.
3. 8–11.
4. 9–11.
5. 7–9.
6. 7–12.
7. 8–9.
8. Other .....

56. Elementary and high school combined:
1. 1–12.
2. 1–11.
3. 1–10.
4. 1–9.
5. 1–8.
6. Other .....

57–58. Number of children on the census roll of your school area .....

59–62. Number of children enrolled in this school:
1932–33 .....
1931–32 .....

63–64. Number of days school was in session last year (1931–32) .....

65–66. Number of pupils in average daily attendance last year [1] .....

67–68. Number of pupils attending this school whose parental homes are not in the area covered by your school census .....

69–70. Number of pupils noted in 67–68 living in your county .....

71–72. Number of pupils noted in 67–68 not living in your county .....

73. Who pays tuition for pupils attending your school but not living in your county? Underscore: (1) Your county; (2) County from which student comes; (3) Other source; What?

74. Does your county have dormitory accommodations for pupils? .....

75. Predominant topography of school district: Underscore one: (1) Mountainous; (2) Hilly; (3) Level; (4) Cut by rivers or lakes; (5) Other; What?.....

76. Predominant characteristic of school district; Underscore one: (1) Diversified farming; (2) Cotton farming; (3) Tobacco farming; (4) Forests; (5) Swamps; (6) Other: What?....

77. Who owns the building in which your school is located? Underscore one: (1) Public-school authorities; (2) Church; (3) Lodge; (4) Private citizen; (5) Other; Who? .....

78. How many classrooms have you in your school? .....

79–80. How many children can be comfortably seated in your school? .....

[1] Average daily attendance derived by dividing total days attended by all pupils during the year by number of days school was in session.

UNITED STATES
DEPARTMENT OF THE INTERIOR

Office of Education,
Washington, D. C.,
——, 1933.

AVAILABILITY OF RURAL-SCHOOL FACILITIES FOR NEGROES

Name of school..... 1. Type of school: Encircle which: 1-, 2-, 3-, 4-or-more-teacher.

Principal or head teacher..... Location of school..... (Town) (State) (County)

III. Information Concerning Out-of-School Pupils

2-5	6-7	8	9-10	11			12			13			14-15	16	17-28												29				
				Kind of road [2]			Condition of road [2]			Means of transportation (check one)					Indicate number of years child has spent in each grade												Chief reason child is not in school (check for 1 only)				
				1	2	3	1	2	3	1	2	3			Grade												1	2	3	4	
Name or initial of pupil	Age	Sex	Distance from nearest school in miles [1]	Hard surface	Gravel	Dirt	Good	Fair	Poor	Public expense	Own expense	None	Age when last in school	Grade level when last in school	1	2	3	4	5	6	7	8	9	10	11	12	Distance	Working	Grades completed		Other: State briefly
Example: M. Jones	14	F	3½		×			×			×		13	4	2	1	1											×			

[1] Means distance over route commonly traveled by pupil. (Check only one.)
[2] Kind and condition of road refers to characteristic of greatest portion of road most commonly traveled. (Check only one.)