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A COMPARATIVE STUDY OF URBAN
AND RURAL SCHOOLS IN SIX
TEXAS COUNTIES

EDUCATIONAL RESEARCH CENTER
UNIVERSITY OF TEXAS AT AUSTIN

BROWN

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A COMPARATIVE STUDY OF URBAN
AND RURAL SCHOOLS IN
SIX TEXAS COUNTIES

By

Enos E. Brown

Accepted by the Faculty of the Graduate School of Prairie

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

filling the thesis requirements for the degree of

Master of Science

Master of Science

in the

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Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

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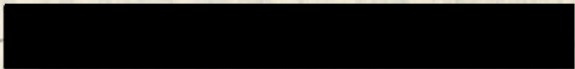

Director of Thesis

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CHAPTER I
INTRODUCTION

A definite upward trend has been underway in the program of public education in Texas since 1938. The incentive for correcting such procedures and practices was due to certain evident weaknesses as revealed by a series of investigations made under the supervision of the Texas State Department of Education. The bases of the study evolved around teacher-training, teacher-load, the physical plant and salary adjustment. In that investigation made by the Department of Education, it was found that the traditional procedures of subject matter assignments abstracted as they were from a functioning program were not meeting the challenges which confronted each high school graduate as they either entered college or sought employment in the trades in the fields of industry; the number of pupils per classroom was also found to exceed the normal load for adequate instruction; most of the physical plants, especially in the smaller towns and rural areas, were not adequately constructed and not spacious enough to accommodate the current enrollments. At the time of the investigation, the salary incentive had become alarmingly conspicuous for inadequacy. Because of these findings and the publication of same, in this study a cross section of the results of the foregoing study and accomplishments is being made to determine the relative progress which pupils are making in these situations who are now in training during this period of transition.

In formulating premises upon which to base his study, the writer was thinking in terms of two basic principles which underlie all good instruction. It is generally conceded, first, that the teacher should know what to teach and how to teach it; and second, that no teacher has taught until some one has learned. It is the object of this study to discover, as nearly as possible, the vitalizing influences which were contributed by the teachers and environment on the learning process of the pupils in the ten selected elementary and high schools located in six Texas counties. It proposes further to find out the ^d distinct and overlapping procedures of these schools' systems in their respective training programs.

These schools operate under similar conditions, that is, they all carry grades from one through twelve under one administration.

Schools which are qualified and receive Rural State Aid are listed as rural schools. Urban schools are those with resources-property valuations and pupil enrollment which disqualify them from Rural State Aid.

The schools are located in the following counties: Grimes, Montgomery, Harris, Walker, Robertson and Brazos. The list of schools included in this study are as follows: Richards High School, Richards, Texas; Lawson High School, Montgomery, Texas; George Washington Carver High School Navasota, Texas; Willis High School, Willis, Texas and Lincoln High School, College Station, Texas. The urban schools are: Conroe High School, Conroe, Texas; Sam Houston High School,

Huntsville, Texas; Calvert High School, Calvert, Texas; Carver High School, Baytown, Texas and George Washington Carver High School, Houston, Texas.

Purpose of the Study

The purpose of this study was to ascertain the relative accomplishments of students, on the same academic level in ten selected rural and urban schools, on the basis of attendance, records and grades. It is proposed to find first: the distribution of enrollments, re-enrollments, promotions, retentions and graduations. Second: distribution of averages of tenure, daily attendance, semester pupil-grades, grade subject load, enrollment per grade and the distribution of teachers who kept records on pupil reaction to good citizenship principles.

Scope of the Study

This study was extended to include five high schools and five elementary schools, or elementary departments in high schools. Five of the schools selected were urban and five were rural schools. They were located in the six Texas counties as follows: Harris, Montgomery, Walker, Grimes, Brazos and Robertson. The study was based on record found in files in the respective departments for the first semester of the school-year, 1948-49. Questionnaires were also used in securing the information sought.

Source of Data

For the purpose of securing adequate information on which to base this study, teachers' records and office files were used as sources of information. In the collection and interpretation of the materials, the writer examined thoroughly authoritative books, pamphlets, periodicals, newspapers, and unpublished Masters' Theses. Questionnaires and personal interviews were utilized in collecting data.

Method of Collecting Data

In order to secure the information for this study, the survey method was employed in gathering data. This method made it possible to utilize data on current conditions from the five elementary and five high schools. The information secured was organized statistically, and in most instances, expressed in averages. These averages were used in making comparisons. It was proposed to use the questionnaire to assemble information for comparison of pupil progress under similar and dissimilar learning environments as may be found in the rural and urban schools surveyed.

Similar Studies

In reviewing related studies, the writer secured unpublished Masters' Theses from Prairie View College, pamphlets

from the Office of Education, Washington, District of Columbia and from a treatise compiled by a principal of an extreme northwestern state.

To formulate determinations on the basis of findings in this study, it was considered advisable to see what other researchers had found which would relate to situations similar to those found in this study.

As presented below, one may note a cross section of reports from beginning researchers, and educators with experience in the field of education from kindergarten through the adolescent training period, as well as a more detailed statistical report compiled by a government agency.

Comparative studies imply a balancing of opinions, facts and authoritative data.

Excerpts from the reports of the researchers referred to above are given below.

Hines¹ holds that of the thirty colored schools of Travis County, there are two independent school districts and twenty-eight common school districts. Three of these schools offer instruction above the eighth grade.

The buildings of all the Colored rural schools of Travis County are framed and painted white. Most of the schools are fairly well equipped with tables, chairs, maps, charts, textbooks, blackboards, libraries, and recreational equipment.

¹Hines. A Comparative Study of Some Current Practices in Elementary Education as Found in Negro Schools of Travis County, Texas, pp 20-23

Twenty-four teachers of the thirty Colored rural schools of Travis County have college degrees. Thirteen have had three or more years of college training. The teachers' salaries are comparatively low.

Hines further states that ²:

"The eight applications of the unit idea presented were the problem method, project method, activity movement, the Winnetka system, the Dalton system, the Miller Contract Plan, the Group-Study Plan and the Morrison Plan."

Hines ³ further states that:

"The community-entered school program proved to be of more practical value to the pupils and the people of the community. The curriculum of the community-centered school program taught the pupils and community people how to make the best of their environment."

From the results of the application of modern principles and practices as applied in the Colored Rural Schools of Travis County, it would seem evident that many modern educational theories can be applied in all rural areas.

Randle attempted to show the effectiveness of the two types of school organizations. She states that ⁴:

"There are two types of school organizations, namely; consolidated and non-consolidated types. The first school for Negroes in a common school district to become consolidated was in 1941."

² Op.cit. p 15

³ Hines, Lilly Belle, Op. Cit. p 35

⁴ Randle, A Comparative Study of Common Schools for Negroes in Brazos County, p 30

In following the discussion, the observation shows that both types of organizations are below the standard median score in most instances. It was also found that the consolidated schools, in most cases, scored lower than did the non-consolidated schools. She states further that⁵:

"It is significant that while the average achievement of the non-condolidated schools is a little greater in one or two instances, it must be pointed out that consolidated schools for Negroes, in Brazos County is still in its infancy.

There are some implications that the building programs in the consolidated might have had some bearing on the achievements made."

The Problem of Reporting Pupil Progress.-- One of the problems with which every school is confronted is how to report educational growth to the pupil and to his parents. For many years the common practice was to report achievement on a percentage-of-perfection basis.

According to E. C. Bolmeier⁶:

"A mark of 81 in spelling indicated that the pupil could spell eighty-one per cent of the words that he was expected to spell at a particular grade level. Then came the normal curve with a symbol denoting the pupil's percentile rank in his class. After the contract plan was adopted as a teaching technique in many schools, marks on report cards indicated how much work a pupil had done. With increased attention to individual differences and to achievement in relations to individual ability, some schools abandoned formal report cards entirely,

⁵Op. cit. pp 27-28

⁶Bolmeier, E. C. An Analytical Appraisal Report of Progress. School Review, May 1943. p. 16.

and others began to show merely that pupils were doing "satisfactory" or "unsatisfactory" work. The trend in marking seems to be toward a system which allows for a great amount of description of the pupil's growth."

Use of Age-Grade-Progress Statistics.-- The facts obtained in age-grade-progress study of a school system will throw light upon the causes of many situations that might otherwise be puzzling. To some extent they reflect the school's policies regarding pupil promotion and adjustment. Most frequently, however, they raise questions which require further consideration through the analysis and guidance of individual cases. The needed adjustment of pupils will depend upon the facilities and objectives of the school system. The types of assistance which pupil progress data can give are illustrated by the following examples.

(1) Age-grade statistics will show that pupils of many ages are found in the same grade. In the lower grades of some elementary schools are many relatively old pupils, actually adolescent while in the high school there may be many students less than fourteen years of age. The wide range of ages of pupils within a grade emphasizes the importance of planning work to suit the needs and powers of the group.

(2) The data will reveal what proportion of the retardation in school is a result of late entrance to the first grade, and what proportion is due to failure. Although the ages of 6 is the traditional and also the most common legal age for entrance to the first-grade, a large number of pupils do not

enter until they are seven or eight years old. In school systems in which this is true, some education of the public should be undertaken to show parents the advantage of having their children begin school at the normal time, that is, at age six. In any case, the school is under obligation to provide activities which will be of benefit to the child who enters school, regardless of his level of maturity. Yet, even if the work of the first grade can be adapted to the varying abilities of six-years-old children so that the slow pupils do not fail, the problem is not solved, because in passing such children into high grades the primary teacher only exposes them to repeated failure there. As now constituted the curriculum of the middle and upper grades is often so constructed that primary teachers are forced to fail slow pupils in order to get them ready for the work of the higher grades. Accordingly, and readjustment of the curriculum of the first grade to fit the abilities and interests of six-year-old children necessitates also a consideration of the curriculum of the whole school system.

(3) The age-grade-progress data at grade levels above the first will indicate where the retardation is most severe. Changes in the extent of retardation and acceleration in either age-grade or in grade progress after first grade take place because of one or both of two factors. One is the irregularity occurring in pupil progress; that is, the changing of pupils from one grade to another between promotion periods, as well as

nonpromotion and double promotions at the promotion period. The other factor is the elimination of pupils from school. Pupils who leave school are likely to be those who are over age. In the situation represented by the summaries of age-grade placement and grade progress on the forms and the number of pupils by age (Form) decreased considerably beginning with the seventh-grade, the per cent above age (retarded by age) ranging from 36.9 per cent in the sixth grade to 15.4 per cent in the twelfth grade. During this same school period the number of pupils with retarded progress (Form) decreased from 44.6 per cent in the sixth grade to 25.6 per cent in the twelfth grade. There is thus a definite relation between these two factors, that of overage and that of retarded progress. The fact that a large number of pupils leave school at the junior high school level raises the problem as to whether the school could provide activities of value to the pupils, and whether by law or otherwise the community should retain them in school.

Synopsis of Related Study Findings.-- In the review of the similar studies of unpublished Master's Theses by Lillie Belle Charley-Hines and Irene Etherlind Randle of Prairie View College, "The Hand Book for Compiling Age-Grade Progress Statistics, a pamphlet published by the Office of Education, Washington, District of Columbia, and an Analytical Appraisal Report of Pupils Progress by W. L. Van Loan of the public schools of Vanport City, Oregon, it was revealed that certain common school problems have evolved and attracted attention because of

the differences in pupils' learning capacities, environmental conditions, basic principles and educational objectives of local school officials and administrators.

The mechanics of organization for recording pupil accomplishments, as well as basic principles to be used in determining pupil progress on the various academic levels and under different physical environmental conditions constituted the core of the studies. Problems were acknowledge to exist. Citations were made on the importance of educational objectives of specific schools being made a part of the school-community program. Any law is best obeyed when it is best understood. The assumption as interpreted implicated a closer tie of cooperative effort when the parents knew what the school expected of his or her children for recitations and to learn in a citizenship training program.

It is acknowledged that to evaluate a pupil in terms of his own ability and growth is a difficult task. It was also pointed out that while it is desirable to give a pupil a mark which shows his growth in terms of capacity, but there are also times when it is imperative that he be evaluated as a member of the group. Therefore, the behavior patterns of individual development against group consciousness was left unsolved. However, apparently, it was revealed that the researchers concluded that no perfect system for determining an all round pupil's progress has been made to function within the limits of established supervisory technique. It indicated the advisa-

bility for instructors to report on pupils according to educational objectives set up by the local administrative and supervisory staffs.

The use of questionnaires was the principal method of ascertaining information which was utilized in this study. The number of teachers reporting varied on most of the surveys sought. While in most schools seventy five percent of the reporting teachers attempted to answer all questions, there were several who answered only in parts. As will be noted in the following analysis, the number of reporting teachers from the same school often varied on the same question. This disparity in reporting handicapped to a great extent the securing of full information from the same schools or schools on the same question. However, for the sake of brevity in arriving at conclusions, what information received has been used to the best of the writer's knowledge of calculating the real situation.

Many tables were required in order to clarify the statistical data upon which the discussion followed. Schools in the same class were listed in one table and those of the other class were listed in another table. For comparison these respective class tables were summarized and discussed upon the basis of the situation then shown.

As near as possible, the tables were built around the questions in sequence, but where related information was needed this order of listing tables varied.

In Table I, page 14 is shown that the tenure for the high school teachers in the five urban high schools surveyed

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

The use of questionnaires was the principal method of ascertaining information which was utilized in this study. The number of teachers reporting varied on most of the answers sought. While in most schools seventy five percent of the reporting teachers attempted to answer all questions, there were several who answered only in parts. As will be noted in the following analysis, the number of reporting teachers from the same school often varied on the same question. This disparity in reporting handicapped to a great extent the securing of full information from the same school or schools on the same question. However, for the sake of brevity in arriving at conclusions, what information received has been used to the best of the writer's knowledge of calculating the real situation.

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In Table I, page 14 is shown that the tenure for the high school teachers in the five urban high schools surveyed

had an average tenure per school ranging from 1.5 years to 7.2 years. The average number of teachers reporting had an average tenure of 4.38 years per school.

Table I shows the number of teachers in the elementary departments of the urban high schools who answered the questionnaires and the average tenure by schools for the reporting teachers.

There were forty-five elementary teachers in the five urban schools who had an average tenure of 4.84 years. There was an average of nine teachers reporting per school. The highest tenure was shown in a school which had one of the least number of reporting teachers.

A total of seventy-three elementary and high school teachers was shown for the urban schools.

TABLE I. DISTRIBUTION OF REPORTING TEACHERS TENURE BY SCHOOLS

Location urban	Teachers reporting		Average years tenure by schools	
	Elem.	Hi. S.	Elem.	Hi. S.
Baytown	6	4	3.8	1.5
Conroe	11	6	3.9	7.2
Calvert	11	5	4.8	5.4
Houston	10	9	4.8	3.9
Huntsville	7	4	6.9	3.9

In the five rural schools as shown in Table II, below, it is revealed that of the eighteen high school teachers reporting, they had an average tenure of 8.18 years per school. The school having the highest average tenure showed an average of 12.5 years. Three schools had three teachers reporting each. These three schools show an average tenure of 6.5 years.

Table II reveals that the highest average teacher tenure of elementary teachers of the five rural high schools reporting is 14.8 years. The average tenure per school for the twenty two teachers in the five elementary departments is 6.1 years. The total average of all the schools exceeds the school average for three of the schools reporting.

TABLE II. HIGH SCHOOL DISTRIBUTION OF REPORTING TEACHERS' TENURE BY SCHOOLS

Location rural	Teachers reporting		Average years tenure by schools	
	Elem.	Hi. S.	Elem.	Hi. S.
Navasota	5	5	14.8	8.8
Montgomery	5	4	2.6	12.5
College Station	6	3	2.5	7.0
Richards	3	3	4.3	6.3
Willis	3	3	6.3	6.3

As shown in Table III, below, there were seventy-three teachers reporting from the urban high schools and forty-one from the rural schools.

TABLE III. COMPARISON OF TENURE OF REPORTING TEACHERS IN RURAL AND URBAN SCHOOLS

Class of schools	Number of teachers reporting		Average number of years of tenure		Average number of teachers reporting	
	Elem.	H.S.	Elem.	H.S.	Elem.	H. S.
Urban	45	28	4.8	3.8	9.0	5.6
Rural	23	18	6.6	7.8	4.6	3.6

Of the five high schools reporting as in shown in Table IV, page 17, it is shown that one hundred per cent of teachers reported. The average number of teachers per school was 5.6. The average number of pupils per school was 285.4. The highest average number of pupils per teacher for any school was 61 and the lowest was 31. In the school reporting the highest number per teacher was one of the schools in the metropolitan area and it is inferred that this number represented such classes as music and physical education.

In Table V, page 18, the enrollment by rural schools is shown. It is revealed that 19 reporting teachers from the five rural high schools reported a total of 544. This is an average enrollment of 28.6 pupils per teacher. The average number of teachers per school was four.

TABLE IV. AVERAGE ENROLLMENT OF URBAN AND RURAL SCHOOLS FOR FIRST SIX WEEKS

Location urban	Teachers reporting		Teachers not reporting		Total teachers		Total pupils	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Ele.	H.S.
Baytown	5	4	2	0	7	4	311	125
Conroe	12	6	1	0	13	6	379	231
Calvert	11	5	0	0	11	5	327	194
Houston	10	9	0	0	10	9	459	549
Huntsville	7	4	0	0	7	4	362	328
Totals	45	28	3	0	48	28	1,838	1,427

In Table V, page 18, it is shown that 25 of the 27 employed teachers answered the question relating to the first six weeks enrollment. There were 755 students enrolled in the elementary departments of the five rural schools surveyed at the end of the first six weeks. The average number of pupils per teacher varied slightly except one school whose six weeks' average was five tenths. The other averages per teacher ran as low as 24 pupils per teacher. However, under existing law at the time of this survey, the number of pupils was not too excessive per teacher.

As shown in Table VI, page 19, there were 1,971 pupils enrolled in the ten high schools at the end of the first six weeks. Thirty one per cent of the total enrollment was from

the rural schools as reported by nineteen teachers. Twelve teachers employed in the 10 school did not respond to the questionnaires.

TABLE V. AVERAGE ENROLLMENT OF RURAL HIGH SCHOOLS FOR FIRST SIX WEEKS

Location	Teachers reporting		Teachers not reporting		Total teachers		Total pupils	
	Elem.	H.S.	Elem.	H.S.	Elem	H.S.	Elem.	H.S.
rural								
Navasota	6	5	0	0	6	5	144	145
Montgomery	6	5	0	0	6	5	183	117
College station	6	3	0	0	6	3	182	89
Richards	3	3	1	0	4	3	104	109
Willis	4	3	1	0	5	3	142	84
Totals	25	19	2	0	27	19	755	544

It is shown in Table VI, page 19, that a total of 2,593 pupils were enrolled in the five rural and five urban departments at the end of the first six weeks' period. There were 55 per cent as many rural elementary teachers as urban who instructed 41 per cent as many pupils. The average teacher load for the urban teacher was 30 pupils. This is a cross section of all eight elementary grades for all teachers reporting. The respective class averages may be more or less depending upon the local enrollment. But for an overall picture, it appears that the

teacher-load is fairly well distributed according to the existing law at the time of the survey.

TABLE VI. COMPARISON OF ENROLLMENT OF RURAL AND URBAN AND RURAL PUPILS AT THE END OF THE FIRST SIX WEEKS

Class of school	Number of teachers reporting		Total teachers		Total pupils	
	Elem.	H.S.	Elem.	H. S.	Elem.	H.S.
Urban	45	28	48	56	1,838	1,427
Rural	25	19	27	23	755	544
Totals	70	47	75	79	2,593	1,971

It is shown here in Table VII, page 20, that there were 495 pupils re-enrolled in the five urban high schools surveyed. Twenty-two were from other states than Texas. The largest number were from one room to the other in the same school. This item represents 67 per cent of the total re-enrollment. This apparently was due to mid-term promotions. The 39 reporting teachers distributed the re-enrollees as follows: From other rooms in the same school, 332; from other schools within the district, 90; from other school districts, 45; from other states than Texas, 22. The largest number re-enrolled for any purpose was that of 108 from one room to another room in the same school. The average number re-enrolled in the five

urban schools was 99. The school having the largest re-enrollment was 193. Nine employed teachers did not make a report on this item. This investigation was made during the first semester of the 1948-49 school year. Referring to Table VII, it is shown that the re-enrollees constituted 19 per cent of the total membership for the urban and rural schools and 27 per cent of the total enrollment of the urban schools.

TABLE VII. RECORDS OF RE-ENROLLEES

Location urban	From other rooms		From other schools		From other dis- tricts		From other states		Total re- enrollees	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Baytown	4	37	4	4	3	6	1	2	12	45
Conroe	0	63	5	13	5	10	1	6	11	92
Calvert	0	63	0	16	0	10	0	1	0	90
Houston	2	108	11	47	4	26	3	12	20	193
Huntsville	23	61	0	10	0	3	0	1	23	75
Totals	29	332	20	90	17	45	5	22	66	495

Table VIII, page 21, shows that a total of 230 pupils were re-enrolled during the first semester in the five rural schools surveyed. Of this number, there were 216 from other rooms in the same schools, 11 from other schools within the

district, 1 from other districts within the state and 2 from other states. In Table VIII it is also shown that 100 per cent of total teachers reported. The total re-enrollments from rooms was 80, distributed as follows: from rooms 29; schools, 19; districts, 17 and from other states, 5. This distribution shows that there were six times as many from other rooms as from other states. The number from other schools and other districts were about the same.

Of the 13 teachers reporting, there was an average of 18 re-enrollees each. Ninety-four per cent of the total re-enrollees were from rooms within the same schools. It is assumed that these were results of mid-term promotions.

TABLE VIII. RECORDS OF RE-ENROLLEES

Location	From other rooms		From other schools		From other districts		From other states		Total re-enrollees	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Navasota	35	45	17	5	8	0	2	1	65	51
Montgomery	194	56	6	3	2	1	0	0	207	60
College Station	0	92	2	0	2	0	0	1	7	93
Richards	10	23	5	3	0	0	0	0	18	26
Willis	4	0	15	0	0	0	0	0	22	0
Totals	243	216	45	11	12	1	2	2	319	230

In Table IX, below, is shown the re-enrollments in the five rural high schools surveyed. Distributions were made by schools and rooms in the same school, other districts, schools and states. There was a total of 305 re-enrollees distributed as follows: rooms, 242; schools, 45; districts, 16 and states 2.

The distribution of re-enrollments as shown in Table IX, shows that there were more re-enrollees within the same schools than otherwise. One may observe also that re-enrollment was greatest in the rural schools than urban schools except out-of-state re-enrollments.

TABLE IX. COMPARISON OF RE-ENROLLMENT OF URBAN AND RURAL SCHOOLS

Classes of schools	Total teachers		Re-enrollees from other							
			Rooms		Schools		Districts		State	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Urban	38	28	332	29	90	20	45	12	22	7
Rural	9	19	216	242	11	61	1	16	2	2
Totals	47	47	548	271	101	81	46	28	24	9

Table X, page 23, shows the comparison of enrollments in the ten high schools surveyed. It is shown that a total of 376

pupils were re-enrolled either from other rooms, schools, districts, or other states. The distribution was as follows: from rooms, 272; from other schools, 65; from other districts, 33 and from other states, 6. This distribution shows that the highest re-enrollment is made in the rooms. This is assumed to be accounted for because of mid-term promotions or consolidations.

TABLE X. COMPARISON OF URBAN AND RURAL RE-ENROLLMENT FOR HIGH SCHOOL DEPARTMENTS

Class of school	Number of teachers reporting	Number of teachers employed	Re-Enrollees from other			
			Rooms	Schools	Districts	States
Urban	28	56	29	20	17	5
Rural	19	23	243	45	16	2
Totals	47	79	272	65	33	7

Table XI, page 24, shows the distribution of teachers by schools and grades in the elementary departments of the five urban schools surveyed. Out of the 48 teachers reporting, it is shown that only one school doesn't have any teachers instructing pupils in more than one grade, two schools with one teacher each teaching more than one grade, one school with 11 teachers shows six of them teaching more than one grade. However, this is a report on the school district in which there are two rural schools of one and two teachers respectively and

each with grades ranging from the first through the sixth grade. Invariably, the first grade has the greatest number of teachers in all reporting schools. The number of teachers instructing first graders range from one to four per school. The number of teachers giving instruction to the second, third and fourth grades is about the same. The number for the fifth and seventh grades is the same. The number of teachers distributed as to grades shows: first grade, 11; second grade, 7; third grade, 5; fourth grade, 6; fifth grade, 4; sixth grade, 3; seventh grade, 4; eighth grade, 1.

TABLE XI. DISTRIBUTION OF TEACHERS BY SCHOOLS AND GRADES

Location Urban	Number of teachers reporting	Number of teachers by grades								Number of teachers instructing more than one grade
		1	2	3	4	5	6	7	8	
Baytown	7	4	1	1	1	0	0	0	0	2
Conroe	13	2	2	1	2	2	1	2	1	1
Calvert	11	2	1	1	1	0	0	0	0	6
Houston	10	2	2	2	1	1	1	1	0	1
Huntsville	7	1	1	0	1	1	1	1	0	0
Totals	51	11	7	5	6	4	3	4	1	10

Table XII, page 25, shows that two schools with ten reporting teachers, there is not one instance in which one teacher instructs but one grade; rather, it is noted that all of the

elementary teachers have more than one grade to teach. The best organization appears to be where one school has five teachers each of whom instructs one grade only. This is for the first five grades. Fifteen of the 24 teachers reporting for the elementary departments of the five rural schools investigated instruct pupils in more than one grade. None of the reporting teachers instruct pupils beyond the sixth grade.

TABLEXII. DISTRIBUTION OF TEACHERS BY SCHOOLS AND GRADES

Location rural	Number of teachers reporting	Number of teachers by grades								Number of teachers instructing more than one grade
		1	2	3	4	5	6	7	8	
Navasota	6	-	-	-	-	-	-	-	-	-
Montgomery	5	1	1	1	1	1	-	-	-	1
College Station	6	1	1	1	-	-	-	-	-	1
Richards	3	-	-	-	-	-	-	-	-	3
Willis	4	1	-	-	-	-	1	-	-	2

*The spaces marked with the dash indicate that the reporting teachers did not designate their grade load.

Although some teachers answered a part of the questions, there were but a few of them who answered all of them.

To determine the teacher load, a summary of the number of pupils given by the reporting teachers was made. An average was found and averages by the class of school was also determined. Table XIII, page 26, shows the distribution of enroll-

ment of the elementary departments of urban high schools surveyed. Forty-one teachers reporting showed an average enrollment of 50.8 pupils. The average enrollment for the five urban high schools was 400 pupils. The average number of teachers reporting per school was eight. The disparity shown by comparing the average enrollment by the total enrollment is justified because of the duplications by teachers who had more than one homeroom grade and special teachers who had no homeroom grade or grades.

TABLE XIII. DISTRIBUTION OF ENROLLMENT BY SCHOOLS

Location	Number of teachers reporting		Average enrollment per teacher		Total enrollment	
	Elem.	H.S.	Elem.	H. S.	Elem.	H. S.
Baytown	6	4	56	61	246	338
Conroe	10	6	30	116	710	300
Calvert	10	5	46	75	378	456
Houston	8	9	55	115	1,040	439
Huntsville	7	4	67	142	569	468

Personal attention to individual pupils is determined mainly by the number of pupils enrolled in a class. Student progress is also limited usually by the quality of personal attention a teacher is able to allot their pupils whom they instruct.

Table XIV, below, shows the distribution of enrollment by schools in the five rural schools surveyed. Twenty-four teachers reporting had an average of 53.6 pupils. The total enrollment was 1,361 or an average of 272 pupils per school. The highest average teacher enrollment was 93 and the lowest 36. The medians for teachers reporting was 4.5 and the median for enrollment for teachers was 2.5 and the median for enrollment for teachers was 61.5, the median total enrollment for schools was 342. The highest enrollment for the rural schools was 560 and the lowest was 124.

TABLE XIV. DISTRIBUTION OF ENROLLMENT IN RURAL SCHOOLS

Location Rural	Number of teachers reporting		Average enroll- ment per teacher		Total enrollment	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Navasota	6	5	93	35	560	175
Montgomery	6	5	44	56	263	224
College Station	5	3	54	45	270	135
Richards	3	3	41	37	124	112
Willis	4	3	36	45	144	136

In Table XIV it is revealed that the total number of students reported by the teachers exceed the actual individual enrollment of these departments. However, this number is

justified in that many of these teachers instruct more than one class at the same time such as physical education, home-making, vocational agriculture and other courses accommodating the grouping of classes. The 28 teachers reported an aggregate of 2,943 enrollees. The aggregate average teacher enrollment was 499. This too, is the result of class grouping. But upon the basis of averages of school enrollment, it is shown that the school average was 588 per school.

In Table XV, below, it is shown that a total of 1,981 pupils were enrolled in the ten high schools surveyed. The average enrollment for each of the ten high schools was 198. The enrollment on this latter basis for the urban high schools was more than twice that of the rural high schools. The total enrollment for the rural schools was about 55 percent of that for the urban high schools.

TABLE XV. COMPARISON OF AVERAGE ENROLLMENT OF URBAN AND RURAL HIGH SCHOOLS FOR FIRST SEMESTER

Class of school	Number of teachers reporting		Average enrollment per teacher		Total enrollment	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Urban	41	28	44	51.3	2,001	1,437
Rural	24	19	56.6	28.6	1,361	544

In Table XV, the total enrollment for the urban schools was 1.3 more than for rural schools, however, the enrollment per teacher in the rural schools shows an increase of three more than for urban teachers.

The reporting of rural teachers was constant on this phase of investigation with 100 per cent cooperation while only 84 per cent of urban teachers answered questions respecting enrollment.

The total enrollment of the urban schools was not only 1.3 more than the total rural enrollment but it also shows a greater concentration of pupil population exposed to classroom instruction where teachers have a narrower spread in grade load for directing pupil participation in the learning process.

Table XVI, page 30, shows that of the 28 teachers in the elementary departments that only 11 reported and only seven of the 11 used the core area as suggested by the State Department of Education of Texas. Two schools used the core organization as a basis of their instructional procedure. There were 63 per cent of the rural teachers conforming to the regulations. Also is revealed that while 39 per cent of the total number of elementary teachers in urban schools reported, that there were 84 per cent of the total number of rural teachers reporting. The total elementary teachers in ten departments was 47, the number reporting was 27 but only 19 of them used the "Core Area" organization.

The implication here is that a slight departure from the subject centered curriculum has been adopted by the rural schools. It is not considered so mandatory for elementary departments to adhere to procedures for which units of credits are required for promotion as is expected from high school students. It is further implied that more integration of subject matter courses are made where fewer teachers have to do more.

TABLE XVI. COMPARISON OF TEACHER PARTICIPATION BASIS OF CORE

Class of school	Number of reporting teachers		Number of teachers using core area organization	
	Elem.	H.S.	Elem.	H. S.
Urban	43	11	38	7
Rural	20	16	19	12

As shown in Table XVI there were 38 teachers of the 43 reporting who used the core area. This represents 86 per cent of the total number of teachers reporting in the elementary departments.

In the same table, it is also revealed that 95 per cent of the reporting teachers used the core area organization in teaching. Sixty-three teachers reporting state that they used the core area.

Table XVI, page 30, also reveals that one school had a 100 per cent participation in reporting on the core area. Of 19 teachers in the elementary departments, 16 reported on this phase of instructional organization, 12 of whom were using the core area. Fifty-seven per cent of teachers belonging in the departments made reports. Forty-two percent of the teachers in the department used the core area.

All schools accredited by the State Department of Texas are required to keep some type of permanent records. Different schools often use different symbols for grading, and too, as shown in Table XVII, below, some teachers in the same school used different symbols. Of the twenty eight teachers reporting, 21 used letters, two numerals and five used both letters and numerals.

TABLE XVII. SYMBOLS USED IN MEASURING ACCOMPLISHMENTS BY SCHOOLS

Location	Number of teachers in Depts.	Number of teachers reporting	Number of teachers using		
			Letters	Numerals	Both
Urban					
Baytown	4	4	4	0	0
Conroe	6	6	0	1	5
Calvert	5	5	5	0	0
Houston	9	9	8	1	0
Huntsville	4	4	4	0	0

Table XVIII, below, shows that the 20 teachers employed in the elementary schools all reported on methods of grading.

TABLE XVIII. SYMBOLS USED IN MEASURING ACCOMPLISHMENTS BY SCHOOLS

Location	Number of teachers in Depts.	Number of teachers reporting	Number of teachers using		
			Letters	Numerals	Both
Rural					
Navasota	5	5	5	0	2
Montgomery	6	6	5	1	5
College Station	3	3	1	2	0
Richards	3	3	3	0	0
Willis	3	3	3	1	2

teen
Seven teachers used letters, four used numerals and nine used both letters and numerals. Three used letters only. The urban schools showed a higher degree of consistency in the use of symbols for grading than the rural schools. However, a greater per cent of rural teachers in the rural schools reported than of those in the urban schools.

Table XIX, page 33, shows that 42 elementary teachers in the urban high schools surveyed report that there was an average of 39 pupils per teacher in attendance daily for the first semester of the 1948-49 school year. This figure shows that all their classroom attendance were in excess of the state's allowance per teacher.

TABLE XIX. THE AVERAGE DAILY ATTENDANCE FOR FIRST SEMESTER OF URBAN ELEMENTARY DEPARTMENTS

Location Urban	Number of teachers reporting		Daily average per teacher for first semester	
	Elem.	H.S.	Elem.	H. S.
Baytown	4	4	43	68
Conroe	13	5	13	29
Calvert	10	4	41	23
Houston	9	9	43	45
Huntsville	6	6	58	55

Twenty-two elementary teachers in the five rural high schools as shown in Table XX, page 34, reported an average daily attendance per teacher of thirty pupils.

Table XX shows that the average daily attendance for the first semester of the urban high schools was 1,036. It is also shown that 24 teachers reported.

The composite average of the 24 reporting teachers was 220. It is further shown that there were 32 teachers not reporting.

It is shown in this Table that the aggregate average attendance for the five rural high schools daily was 306. This represented 45.6 per cent of enrollment.

In Table XXI, page 35, it is shown that 64 of the 85 teachers employed reported on the average daily attendance. The

total average attendance in the ten high schools surveyed as reported by the 64 teachers was 348 pupils.

TABLE XX. THE AVERAGE DAILY ATTENDANCE FOR FIRST SEMESTER OF RURAL SCHOOLS

Location Rural	Number of teachers reporting		Daily average per teacher for first semester	
	Elem.	H. S.	Elem.	H. S.
Navasota	5	5	23	27
Montgomery	5	5	28	20
College Station	6	3	34	67
Richards	3	2	32	43
Willis	3	3	33	49

As shown in Table XXI, page 35, the average daily attendance for the urban high schools exceeds that of the rural high school per teacher by 30.2 per cent. The total urban high school attendance exceeded that of the rural by approximately 50 per cent.

Table XXII, page 35, it is shown that 52 of the 62 employed teachers answered the query respecting the grade made by their pupils for the first semester of the school year, 1948-49. Their reports when averaged shows an average grade of B.

Table XXII reveals that in the elementary departments of the rural schools, the average grade per school for the elementary student body as a whole made an average grade of B.

TABLE XXI. COMPARISON OF AVERAGE DAILY ATTENDANCE FOR FIRST SEMESTER OF TEN HIGH SCHOOLS

Class of schools	Number of teachers reporting		Daily average attendance for first semester	
	Elem.	H. A.	Elem.	H. S.
Urban	42	24	198	1,036
Rural	22	18	150	670
Totals	64	42	348	1,706

TABLE XXII. THE AVERAGE CLASS GRADE FOR FIRST SEMESTER IN URBAN SCHOOLS

Location	Number of teachers reporting		Average class grade by schools	
	Elem.	H. S.	Elem.	H. S.
Baytown	6	3	B	C
Conroe	13	4	C	C+
Calvert	10	5	B	C
Houston	10	9	B	B
Huntsville	6	3	B	B
Totals	52	24	B	C+

The grades shown in Table XXIII, page 36, are for the whole school instead of by classes. The average in the summary is by classes of schools.

In Table XXIII, below, is shown that of the 56 teachers contacted, there were 24 responses in answering the questions. The average grade for the five high school departments was B. Most of the teachers used the letter symbol for grading. Elsewhere in this report is shown that letters, figures and sometimes both were used by teachers in making grades.

In table XXIII it is shown that nineteen of the 23 teachers employed reported. The average grade was B.

TABLE XXIII. THE AVERAGE CLASS GRADES FOR FIRST SEMESTER IN RURAL SCHOOLS

Location	Number of teachers reporting		Average grade for school	
	Elem.	H. S.	Elem.	H. S.
Navasota	6	5	B	B
Montgomery	5	9	C+	C
College Station	5	3	B	B
Richards	2	3	B	B
Willis	2	3	C	C
Totals	20	19	B	B

As herewith shown in Table XXIV, page 37, the first semester averages for both departments of both classes of schools shows a passing grade. It shows however, that the better average grade was made by the pupils in the rural high school department.

ments. A higher per cent of the rural teachers reported than the urban teachers. The percentage of daily attendance in column three is verified in Table XXIV. The table shows that the highest attendance was by the urban elementary pupils, the lowest percentage of attendance was by the rural elementary pupils.

TABLE XXIV. COMPARISON OF AVERAGES FOR FIRST SEMESTER 1948-49 GRADES

Class of school	Number of teachers reporting		First semester average of all schools		Percent of daily attendance of all schools	
	Elem.	H. S.	Elem.	H. S.	Elem.	H. S.
Urban	39	24	B	C+	81	51.7
Rural	19	19	B	B	41.2	72.3

Table XXV, page 38, shows that 21 reporting teachers in the five urban high schools had a total enrollment of 714 pupils on which reports were made and distributed by grades as follow: Seventh, 23; eight, 193; ninth, 195; tenth, 103; eleventh, 111; and twelfth, 89. Only one school reported for the seventh grade, 4 reported for the eighth and ninth grades respectively, 3 for the tenth grade, 4 for the eleventh grade and 3 for the twelfth grade.

As shown in Table XXV, a total of 1,930 pupils were enrolled in the five elementary departments of the five urban

schools surveyed. Forty-one teachers reported. The distribution of pupils enrolled by grades was as follows: first grade, 281; second, 187; third, 166; fourth, 267; fifth, 274; sixth, 260; seventh 239 and eight, 256. The average enrollment per school was 386 pupils. The largest enrollment by grades was in the fifth grade. There was an average grade load of 241 pupils for all schools surveyed.

TABLE XXV. DISTRIBUTION OF PUPILS LOAD PER GRADE BY SCHOOL

Location Urban	Number of teachers	Enrollment by grades											
		1	2	3	4	5	6	7	8	9	10	11	12
Baytown	9	103	29	26	30	33	27	23	44	47	0	24	0
Conroe	17	73	47	26	51	55	23	47	34	43	28	0	16
Galvert	14	105	46	67	61	85	74	64	45	38	32	11	0
Houston	17	0	0	47	75	20	61	43	70	67	43	31	28
Huntsville	9	0	65	0	50	81	75	62	63	0	0	45	54

Elsewhere in the contribution is shown that the total enrollment for the rural elementary schools for the first semester of the 1948-49 school year was 1,361. However, in this particular report as revealed in Table XXVI, page 39, the 35 teachers state that according to their records, there were 1,006 pupils enrolled in five elementary departments by grades. The difference of 355 is not to be considered a discrepancy in re-

porting but rather that in several instances some teachers answered some of the questions or none while the others answered all. This irregularity of reporting is noticeable in several of the answers to questions asked. The enrollment by grades as shown in Table XXVI is as follows: first grade, 242; second grade, 78; third, 93; fourth, 135; fifth, 110; sixth, 157; seventh, 100; and eight, 91. There was ten more enrolled in the fifth than the seventh. The fall-off in enrollments occurred mostly in the second, fifth, and seventh. The eight grade held a progressively decreasing average loss of approximately $33\frac{1}{2}$ per cent for each three-year intervening period. The first graders had decreased by 67 per cent by the time they reached the eight grade.

TABLE XXVI. DISTRIBUTION OF PUPIL LOAD PER GRADE BY SCHOOLS

Location	Number of teachers		Enrollment by grades											
	Rural		1	2	3	4	5	6	7	8	9	10	11	12
Navasota	9	5	56	0	33	33	30	19	30	26	0	0	0	0
Montgomery	6	5	53	32	26	35	20	43	0	20	0	0	0	0
College Station	10	3	39	30	18	36	20	45	39	18	0	15	11	13
Richards	5	2	42	16	16	20	15	15	12	12	19	16	11	12
Willis	5	3	52	0	0	11	25	35	21	15	19	0	0	0

In comparing the pupil load per grade of the urban with the rural schools for grades shown in Tables XXVI and XXVII, it is revealed that all of the urban teachers had the greater load per grade. The average for the urban eighth grade per school was 48 pupils while that of the rural schools reporting was 12 pupils. This consistency prevails in all the high school grades of reporting schools of the two classes. The potential senior class membership for 1949-50 session of school shows that the urban schools will have one and one-fourth more candidates for graduation than the rural schools will have. The first year high school pupils of the urban schools will exceed those in the rural schools by more than 500 per cent. This disparity may be adjusted if completed records from all the rural schools were available.

Four of the five urban high schools surveyed returned a report on the distribution of subject load per pupil (or grade) as shown in Table XXVII, page 41. Those reporting show that ten teachers instruct as high as eight subjects in the eighth grade and as low as four in the twelfth grade. The subject load for the ninth, tenth and eleventh are the same for two high schools with five and six subjects per grade respectively. One school carries five subjects in the tenth grade and four each in the ninth, tenth and twelfth grades.

Seven reporting teachers in four of the five rural high schools surveyed show that six subjects per pupil was the maximum load.

TABLE XXVII. DISTRIBUTION OF SUBJECT LOAD PER PUPIL BY SCHOOLS AND GRADES

Location	Number of teachers reporting		Number of subjects per grade											
	Elem.	H.S.	1	2	3	4	5	6	7	8	9	10	11	12
Baytown	4	3	6	0	6	9	5	0	6	6	0	0	6	0
Conroe	11	2	8	6	7	7	9	7	8	16	6	6	5	5
Calvert	11	3	7	6	6	6	6	7	7	15	4	5	4	4
Houston	5	4	0	0	7	6	8	8	0	8	5	5	5	4
Huntsville	4	0	7	0	0	0	6	0	7	7	0	0	0	0

As shown in Table XXVIII, page 42, there were only two schools reporting data on the subject load of the eighth grade. The number of subjects in the elementary departments of the urban schools ran as high as nine subjects for the fourth grade and as low as five subjects for the fifth grade. The average number of subjects per grade for the reporting teachers and schools are as follows: first grade, 7; second grade, 6; third grade, 8; fourth grade, 7; and the eighth grade, 5. The 35 reporting teachers were instructing on an average of seven classes or subjects per teacher.

The five elementary departments of the rural high schools, as shown in Table XXVIII, page 42, had twenty teachers reporting. The average of five subjects per grade was reported. Twelve items pertaining to subject loads varying from the first through

the eighth grade were omitted. Averages were computed upon the basis of figures submitted. However, as high as nine subjects or classes were reported by one school. These grades in which these nine classes were taught per grade are fifth, seventh, and the eighth grades.

TABLE XXVIII. RURAL ELEMENTARY SUBJECT LOAD PER PUPIL

Location Rural	Number of teachers reporting	Number of subjects taught per grade											
		1	2	3	4	5	6	7	8	9	10	11	12
Navasota	5	7	0	8	0	9	0	9	9	0	0	0	0
Montgomery	4	0	0	5	5	0	7	0	6	0	0	0	0
College Station	5	5	4	0	4	6	4	0	0	5	4	4	4
Richards	3	4	5	6	5	5	6	0	0	0	0	0	0
Willis	3	0	0	0	0	5	0	6	6	5	0	0	0

Table XXIX, page 43, shows that for the high school grades proper, the maximum subject load was five subjects per pupil. One school reported four subjects each for the tenth, eleventh, and twelfth grades.

In Table XXIX it is revealed that fourteen of the 28 teachers reporting in the five urban high schools instructed classes in both the elementary and high school departments. The number of grades in which classes were taught varied by schools from

four classes per teacher to nine classes per teacher. Only one school reporting showed that no teacher had classes in both the elementary and high school departments. Reference is here made of the teachers with the heaviest loads, but this is not to imply that every teacher in the system has the same number of grades to teach. The average number of grades for all teachers in the five high schools is 5.6 grades each. This compares favorably with the median for schools reporting.

TABLE XXIX. DISTRIBUTION OF GRADES BY TEACHERS

Location Urban	Number of teachers reporting	Number of grades in which classes are taught	Number of teachers instructing H. S. and Elem. Classes
Baytown	4	9	3
Conroe	5	5	1
Calvert	5	5	3
Houston	9	5	7
Huntsville	4	4	0

Table XXX shows that of the eighteen teachers reporting, there were seven who taught classes in both the elementary and high school departments. In Table XXX, page 44, the figures show that the number of grades taught by the teachers of the respective school average from four to eight classes per teacher. Two schools show that no teacher is required to teach in

both the elementary and high school departments. The average number of teachers from two schools show that three teachers instruct pupils in both the high school and elementary departments.

TABLE XXX. DISTRIBUTION OF GRADES BY TEACHERS

Location	Number of teachers reporting	Number of grades in which classes are taught	Number of teachers instructing H. S. and Elem. classes
Rural			
Navasota	4	4	0
Montgomery	5	6	3
College Station	3	5	1
Richards	3	8	3
Willis	3	4	0

These five rural high schools surveyed show that 25 per cent of the teachers reporting were teaching classes in both the elementary and high school departments. Contrasting this percentage of overlapping instruction with that of the urban high school teachers we find that there are one-half as many rural teachers as urban teachers who are teaching classes in both the elementary and high school departments. These figures are based upon the reporting teachers rather than upon the total number of teachers in the respective classes of schools.

Table XXXI, page 45, reveals that of 26 reporting teachers, 17 of them had only one homeroom grade. It is further

shown that 11 teachers had no homeroom grade.

Sixty-five percent of the reporting teachers had more than one homeroom grade while only approximately eight per cent of the reporting teachers had only one homeroom grade; however, apparently there were several teachers in the urban high schools who gave instructions to groups composed of many grades and classes. This shows up as evidence of the eleven teachers who did not have any homeroom grades. There were five times as many teachers who had more than one home-room grade than those who had only one homeroom grade. Nothing in this table shows what grades these two teachers taught, but referring to Table XXIX, page 43, one may note the subject load per grade of the urban high school teachers.

TABLE XXXI. DISTRIBUTION OF HOME-ROOM GRADES BY TEACHERS

Location	Number of teachers reporting		Number of teachers having more than one H. R. grade		Number of teachers having one H.R. Grade		Number of teachers having no H.R. Grade	
	Elem.	H.S.	Elem.	H. S.	Elem.	H.S.	Elem.	H.S.
Urban								
Baytown	5	3	0	3	5	0	0	2
Conroe	13	6	2	6	11	0	0	2
Calvert	11	4	3	2	8	0	0	2
Houston	10	9	1	4	9	1	0	4
Huntsville	6	4	0	2	6	1	0	1

In the foregoing table, it was shown that a higher per cent of the teachers in the urban schools had more than one homeroom grade. However, in Table XXXI, it is revealed that fifty per cent of the urban teachers taught classes in both the elementary and high school departments. The observation here is that although some teachers had more than one homeroom grade but did not teach an average of more than five subjects, indicate that an overcrowded situation prevailed in the school for seating pupils. Seating was shown to be more acute than the number of teachers employed to teach.

Table XXXI, page 45, shows that none of the reporting teachers for the elementary department was without a homeroom grade. Forty-five teachers reported. Six had more than one homeroom grade and 39 had one homeroom grade.

Table XXXII, page 47, shows that of the 19 teachers surveyed in the five rural high schools, there were four teachers who did not have a homeroom grade, five of them had only one homeroom grade, while ten had more than one homeroom grade. Comparing these figures with those of the urban high schools, it is shown that a greater per cent of the urban teachers were without homeroom grades than the teachers in the rural high schools.

In Table XXXII, it is shown that 24 elementary teachers reported. Of this number nine state that they have more than one homeroom grade and 15 have only one homeroom grade. There is no teacher without a homeroom grade.

TABLE XXXII. DISTRIBUTION OF HOME-ROOM GRADES BY TEACHERS

Location	Number of teachers reporting		Number of teachers having more than one H. R. grade		Number of teachers having one H. R. grade		Number of teachers having no H. R. grade	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Navasota	6	5	1	4	5	0	0	1
Montgomery	5	5	1	2	4	2	0	1
College Station	6	3	2	1	4	2	0	0
Richards	3	3	3	0	0	1	0	2
Willis	4	3	2	3	2	0	0	0

It is shown in Table XXXIII, below, that a higher per cent of the urban teachers had only one homeroom grade than the rural teachers. Twenty-one and seven-tenth teachers had more than one homeroom grade.

TABLE XXXIII. COMPARISON OF THE NUMBER OF TEACHERS WITH HOME-ROOM GRADES OF URBAN AND RURAL SCHOOLS

Class of school	Number of teachers reporting		Number of teachers having more than one H.R. grade		Number of teachers having one H. R. grade		Number of teachers having no H. R. grade	
	Elem.	H.R.	Elem.	H.R.	Elem.	H.R.	Elem.	H.R.
Urban	26	45	17	6	2	39	11	0
Rural	19	24	10	9	5	15	4	0

In the comparative Table XXXIII, it is shown that 60 per cent of the teachers reporting had more than one homeroom grade. Thirty-three per cent had no homeroom grade. Only 7 teachers of the 45 had one homeroom grade.

There were 114 teachers reporting in all schools. Forty-two had more than one homeroom grade; 56 had only one homeroom grade; and 26 had no homeroom grade. There were 24 more elementary teachers reporting than high school teachers. It is also shown that there were more high school teachers with more than one homeroom grade than the elementary teachers.

TABLE XXXIV. COMPARISON OF ALL HIGH SCHOOLS WITH ALL ELEMENTARY SCHOOLS' HOMEROOM GRADES

Class of school	Number of teachers reporting	Number of teachers having more than one H.R. grade	Number of teachers having one H.R. grade	Number of teachers having no H.R. grade
All high schools Rural & Urban	45	27	2	11
All Elem. schools Rural & Urban	69	15	54	15
Totals	114	42	56	26

In Table XXXV, page 49, it is shown that the number of teachers who are allotted special periods for classes in physical education, music, and safety education responded to the

following question: "Are special periods periods given for instruction to classes in physical education, music, and safety education?" The answers were distributed as follows: Physical Education, 19; Safety Education, 17; Music, 18.

TABLE XXXV. DISTRIBUTION BY SCHOOLS - THE SPECIAL PERIODS ALLOTTED FOR INSTRUCTION OF PHYSICAL EDUCATION, SAFETY EDUCATION AND MUSIC

Location	Teachers		Special Periods Allotted for											
	Elem	H.S.	Phy. Edu.		S. Edu.		Music		Yes	No				
			Yes	No	Yes	No	Yes	No						
			E. H.	E. H.	E. H.	E. H.	E. H.	E. H.						
Baytown	7	4	4	3	4	3	3	1	5	2	2	2	3	4
Conroe	13	5	13	5	0	0	13	5	0	0	1	0	4	3
Calvert	9	5	8	0	1	5	7	0	2	5	4	0	5	5
Houston	9	9	8	9	1	1	8	8	1	1	8	8	1	1
Huntsville	7	4	4	2	3	2	5	2	2	2	6	3	1	1

It is shown that only one teacher did not state whether or not she was allotted a period for music. In all other instances, all questions were answered. There were twenty-seven teachers reporting and they stated that special periods were allotted in their daily schedule for the instruction of physical education, safety education and music.

TABLE XXXVI. DISTRIBUTION BY SCHOOLS OF THE SPECIAL PERIODS ALLOTTED FOR INSTRUCTION OF PHYSICAL EDUCATION, SAFETY EDUCATION AND MUSIC

Location	Teachers reporting		Special Periods Allotted For											
			Phy. Edu.				S.Edu.				Music			
	Elem.	H.S.	Yes		No		Yes		No		Yes		No	
			E.	H.	E.	H.	E.	H.	E.	H.	E.	H.	E.	H.
Navasota	5	5	2	4	3	1	3	3	2	1	2	3	3	1
Montgomery	5	5	3	1	2	3	5	3	0	2	3	3	2	2
College Station	5	3	3	1	2	0	5	0	0	3	5	3	0	0
Richards	3	3	3	2	0	1	3	2	0	1	3	0	0	1
Willis	4	2	4	1	0	1	1	1	3	1	1	1	3	1

In Table XXXVII, page 51, is shown that instructional periods were allotted in the daily programs for classes in physical education, safety education and music. Of the 45 teachers reporting 26 had periods allotted for music; 27 for safety education and 30 for physical education. This distribution shows that some or all of the teachers conducted classes in more than one phase of said instruction. Thirteen teachers did not have periods for physical education; 12 did not have periods for safety education; and 17 did not have period for music.

In Table XXXVII is shown the distributions by schools of the number of teachers and the total number where special period allotments were made for classes in physical education, safety

education, and music. All schools did not give a full report on all three subject-allotment periods. However, those reporting show that an average of 50 percent of the reporting teachers had periods allotted for the instructions of these special subjects.

TABLE XXXVII. COMPARISON OF INSTRUCTIONAL PERIODS ON PHYSICAL EDUCATION, MUSIC AND SAFETY EDUCATION

Class of school	Teachers		Instructional Period For											
			Phy. Edu.				S. Edu.				Music			
	E.	H.	Yes		No		Yes		No		Yes		No	
			E.	H.	E.	H.	E.	H.	E.	H.	E.	H.	E.	H.
Urban	45	27	37	18	8	9	38	17	7	7	31	17	14	10
Rural	22	18	15	12	7	4	17	10	5	5	13	9	8	7

In Table XXXVIII, page 52, it is shown that eleven high school teachers stated that pupils entering school late made poorer grades than earlier enrollees. Fourteen stated that the grades made were equal to the earlier enrollees. None thought that late enrollees made better grades. There was an approximate average of two teachers per school who thought late enrollees made poorer grades and an average of three who thought earlier enrollees made equal grades.

In Table XXXIX, is shown the record of student progress as observed by 43 elementary teachers reporting on early and late enrollees. Thirteen teachers said that late enrollees make

as good progress as those enrolling early. Thirty teachers said that late enrollees' progress is poorer than the early enrollees' progress. Five teachers did not venture to answer the question. All teachers reporting think that late enrollees do not make better progress than early enrollees.

XXXVIII.

RECORD OF LATE ENROLLEES

Location	Teachers				Comparative Grades					
	reporting		not reporting		Poorer		Equal		Better	
	E.	H.	E.	H.	E.	H.	E.	H.	E.	H.
Baytown	5	4	2	0	4	2	1	2	0	0
Conroe	11	5	2	1	4	1	7	4	0	0
Calvert	11	5	0	0	10	3	1	2	0	0
Houston	9	7	1	2	6	3	3	4	0	0
Huntsville	7	4	0	0	6	2	1	2	0	0
Totals	43	25	5	3	30	11	13	14	0	0

It is shown in Table XXXIX, page 53, that 18 out of 19 teachers (high school) reporting stated that none of the late enrollees made better grades than early enrollees. However, only one school thinks that all late enrollees make poorer grades and none equal, but four schools, with six teachers reporting, say that 50 per cent of the pupils made equal grade when getting in school late.

TABLE XXXIX.

RECORD OF LATE ENROLLEES

Location	Teachers				Comparative Grades						
	reporting		not reporting		Poorer		Equal		Better		
	E.	H.	E.	H.	E.	H.	E.	H.	E.	H.	
Rural											
Navasota	6	5	0	0	5	4	1	1	0	0	
Montgomery	4	5	2	0	1	2	3	3	0	0	
College Station	5	3	1	0	4	2	0	1	1	0	
Richards	3	3	0	0	2	2	1	1	0	0	
Willis	3	2	2	1	2	1	1	1	0	0	
Total	21	18	5	1	15	12	5	6	1	0	

Table XXXIX, above, shows the record of progress of early and late enrollees in the five rural schools surveyed during the first semester of the school year 1948-49. Tabulations for this group of schools show that fifteen teachers report that early enrolled pupils make better progress than late enrollees. Five reporting teachers think the progress of the late enrolled pupils is equal to that of the early enrollees. One teacher makes an exception and states that late enrollees make as good progress as early enrollees. This particular school is located in a cotton belt which presupposes that cotton picking prevented early enrollment.

It is shown in Table XL, page 54, that the extra class activities got started in the urban high schools mostly during

the second and third week of school. The twenty-eight teachers reported that all schools completed organization during or before the fifth week. The schools with the largest number of reporting teachers got started first.

TABLE XL. WEEK OF SCHOOL WHEN EXTRA CURRICULA ACTIVITIES GET STARTED

Location Urban	Teachers Elem. H.S.		Week of School in which Extra Curricular Activities get Started											
			1st		2nd		3rd		4th		5th		6th	
			E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.
Baytown	6	4	0	0	1	0	4	2	0	0	1	2	0	0
Conroe	12	6	0	1	2	4	5	1	4	0	1	0	0	0
Calvert	10	5	2	0	6	4	2	1	0	0	0	0	0	0
Houston	10	9	0	1	6	2	4	5	0	1	0	0	0	0
Huntsville	7	4	0	0	0	0	5	3	2	1	0	0	0	0
Totals	45	28	2	2	15	10	20	12	6	2	2	2	0	0

Table XLI, page 55, shows that one of the rural schools got started with extra curricular activities during the first week of school. An average of three teachers reported for each of the last five weeks of the six week period for starting dates. Two teachers did not make a report.

TABLE XLI, WEEK OF SCHOOL WHEN EXTRA CLASS ACTIVITIES GOT STARTED

Location	Teachers		Week of School in which Extra Curricular Activities got Started											
	Elem.	H.S.	1st		2nd		3rd		4th		5th		6th	
			E. H.	H.	E. H.	H.	E. H.	H.	E. H.	H.	E. H.	H.	E. H.	H.
Navasota	6	4	1	0	0	1	3	1	2	0	0	1	0	1
Montgomery	5	4	0	0	0	1	3	0	2	0	0	2	0	1
College Station	6	3	0	0	1	1	4	0	1	2	0	0	0	0
Richards	3	3	0	0	0	1	4	1	0	1	0	0	0	0
Willis	4	3	0	0	0	1	4	1	0	1	0	0	0	0
Totals	24	17	1	0	3	4	15	3	5	4	0	3	0	2

Most of the elementary schools completed their organization for the extra curricula activities during the second and third week after opening of school. In Table XLII, page 56, it shows that only two completed organization the first week while three did not complete until the sixth week. The distribution of completion weeks for the two classes of schools show: first week, 2 second week, 14; third week, 14; fourth week, 7; fifth week, 5; and sixth week, 3. One rural school completed its organization the first week and all urban schools completed their organization the fifth week after the opening of school.

TABLE XLII. RECORD OF WEEK IN WHICH EXTRA CURRICULA ACTIVITIES START

Class of schools	Teachers		Completion of Extra Curricula Organization by weeks											
	Elem. H.S.		1st		2nd		3rd		4th		5th		6th	
			E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.	E. H.
Urban	45	28	2	2	15	10	20	12	6	2	2	2	0	0
Rural	24	17	1	0	3	4	15	2	5	5	0	3	0	3
Totals	69	45	3	2	18	14	35	14	11	7	2	5	0	3

It is shown in Table XLIII, page 57, that there were 221 pupils repeating courses in the elementary departments of the five urban schools surveyed. The average number of pupils repeating per school was 44. The average number of pupils repeating courses per teacher was 4.7 pupils. Only one teacher omitted the question in her report.

In Table XLIV, page 58, it is revealed that one-fourth of the teachers did not answer this question. The average number of repeaters per school surveyed was eighteen. The average number of repeaters per teacher reporting was 4.5. The total number of pupils repeating courses was 91.

TABLE XLIII. RECORD OF PUPILS REPEATING COURSES OR YEAR'S WORK

Location	Teachers				Number of pupils repeating courses	
	Reporting		Not reporting		Elem.	H.S.
	Elem.	H.	Elem.	H.		
Baytown	6	4	1	0	3	8
Conroe	13	6	0	0	72	25
Calvert	11	5	0	0	58	23
Houston	10	9	0	0	13	1
Huntsville	7	4	0	0	17	10

In comparing records of pupils repeating in the rural and urban high schools surveyed, it was found that there were 312 pupils either repeating certain subjects or grades. These deficiencies of progress in the elementary departments of these schools show that 12 per cent of the total enrollment of 2,593 pupils for one reason or the other failed in making their grades or courses. This conclusion is predicated upon the assumption that the failures were for the previous school year 1947-48, but during the present session of school efforts were being made to take care of these deficiencies.

TABLE XLIV. RECORD OF PUPILS REPEATING A COURSE OR YEAR'S WORK

Location	Teachers				Number of pupils repeating courses	
	Reporting		Not reporting		Elem.	H.S.
	Elem.	H.S.	Elem.	H.S.		
Navasota	4	5	2	0	32	30
Montgomery	5	5	1	0	16	8
College Station	6	3	0	0	24	13
Richards	3	1	1	2	17	2
Willis	2	0	3	3	2	0
Total	21	24	7	5	91	53

It is shown in Table XLV, page 59, that there are 120 pupils repeating courses or a year's work during the first semester of school-year 1948-49. Of this number 67 were from the urban schools and 53 from the rural schools. The urban teachers reported 100 per cent while the rural teachers reported only 70 per cent. There were 14 more repeating in the urban schools than in the rural schools. However, there were twice as many urban teachers reporting as rural teachers.

TABLE XLV. COMPARISON OF RECORDS OF REPEATING PUPILS IN THE ELEMENTARY DEPARTMENTS AND HIGH SCHOOLS IN RURAL AND URBAN SCHOOLS

Class of Schools	R Teachers				Number of pupils repeating courses	
	Reporting		Not reporting		Elem.	H.S.
	Elem.	H.S.	Elem.	H.S.		
Urban	1	0	47	28	221	67
Rural	7	5	21	14	91	53
Totals	8	5	68	42	312	120

Retardation is often embarrassing to older pupils by being in classes with pupils much their juniors in age. This often is adjusted to the satisfaction of the older pupils by permitting them to meet classes with an upper grade whose membership is more in keeping with the age of the retarded pupils. In Table XLVI, page 60, is shown that 48 teachers reported 58 pupil promoted for chronological reasons.

It is also shown in Table XLVI, that 78.5 per cent of the total number of teachers in the five high school departments of the urban school reported on chronological promotion. It further shows that only 14 per cent of the teachers promoted pupils for chronological reasons and that only an average of two pupils per school was so promoted.

TABLE XLVI. RECORD OF PUPILS PROMOTED FOR CHRONOLOGICAL REASONS

Location Urban	Teachers Answering				Pupils Promoted	
	Yes		No		Elem.	H.S.
	Elem	H. Elem.	Elem.	H.		
Baytown	7	1	0	2	11	4
Conroe	6	1	7	5	9	2
Calvert	1	0	10	5	2	0
Houston	10	0	0	9	14	9
Huntsville	7	2	7	1	22	4

In the rural schools, the number of chronological promotions averaged five per school as revealed in Table XLVII, page 61. The reporting teachers exceeded the promotions by one. The largest number from any one school was seven.

Pupils promoted because of misfits in the grades for which they academically belong sometimes prove good experiments. There were 83 promotions made during the first semester of the 1948-1949 school year in the five urban and five rural high schools surveyed. Two rural teachers omitted answering the query. The urban schools accounted for 70 per cent of the promotions.

TABLE XLVII. RECORD OF PUPILS PROMOTED FOR CHRONOLOGICAL REASONS

Location	Teachers Answering				Total Pupils Promoted	
	Yes		No		Elem.	H.S.
	Elem.	H.S.	Elem.	H.S.		
Rural						
Navasota	6	1	1	4	7	22
Montgomery	2	0	4	5	4	0
College Station	6	3	0	0	7	6
Richards	4	2	0	1	4	4
Willis	3	3	2	0	3	0
Totals	21	9	7	10	25	12

Forty of the forty-one reporting teachers state that integration of pupils transferred into their classrooms was normal. Only one reported that the integration was spontaneous.

TABLE XLVIII. COMPARISON OF RECORDS OF CHRONOLOGICAL PROMOTIONS IN URBAN AND RURAL SCHOOLS

Class of Schools	Teachers				Chronological Promotions by Classes of Schools	
	Reporting		Not reporting		Elem.	H.S.
	Elem.	H.S.	Elem.	H.S.		
Urban	48	26	0	2	58	10
Rural	26	19	2	0	25	12
Totals	74	45	2	2	83	22

Table XLIX, below, shows the number of teachers reporting on the question respecting the degree of integration of transferred pupils. It also shows the number of pupils and the degree of their integration as reported by the teachers. It is shown that 27 teachers reported and that 27 pupils had a normal response to their new situations. Each school survey showed from three to nine pupils transferred had a normal response. There was no spontaneous integration.

TABLE XLIX. RECORD OF DEGREE AND NUMBER OF EACH IN DEGREE OF INTEGRATION OF TRANSFER PUPILS

Location Urban	Teachers reporting		Number and Degree of Integration of Transfer Pupils			
	Elem.	H.S.	Spontaneous		Normal	
			Elem.	H.S.	Elem.	H.S.
Baytown	5	3	0	0	5	3
Conroe	13	6	0	0	13	6
Calvert	7	5	0	0	7	5
Houston	10	9	0	0	10	9
Huntsville	6	4	1	0	5	4
TOTALS	41	27	1	0	40	27

One hundred per cent of the reporting teachers state that the integration of the pupils transferred into their classes was normal. These sixteen teachers reporting were from the five elementary departments of the five rural schools surveyed.

TABLE L. RECORD OF DEGREE AND NUMBER OF EACH IN DEGREE OF INTEGRATION OF TRANSFER PUPILS

Location	Teachers Reporting		Number and Degree on Integra- of Transfer Pupils			
			Spontaneous		Normal	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Rural						
Navasota	4	5	0	0	4	5
Montgomery	2	4	0	0	2	4
College Station	3	1	0	0	3	1
Richards	3	3	0	1	3	2
Willis	4	2	0	0	4	2
Totals	16	15	0	1	16	14

In Table L, above, is shown that fifteen teachers reporting on the degree of integration of transfer pupils into new situations, state that pupils are normally integrated into the new student group. There were 14 students normally and one spontaneously integrated among the new student bodies. There was an average of one pupil per teacher reporting.

In comparing the degree to which pupils transferred into new situations respond to integration, 56 of 57 teachers reporting, as shown in Table LI, page 64, state that the integration is overwhelmingly normal. Only one teacher reported spontaneous integration.

As shown in Table LI, below, there were 42 teachers in both the urban and rural high school departments who stated that the integration of the transferred pupils was mostly normal. Only one of the elementary teachers reported that the integration was spontaneous.

TABLE LI. COMPARISON OF THE DEGREE OF INTEGRATION OF TRANSFER PUPILS

Class of Schools	Number of teachers reporting		Number and Degree of Integration of Transfer Pupils			
	Elem.	H.S.	Spontaneous		Normal	
			Elem.	H.S.	Elem.	H.S.
Urban	41	27	1	0	40	27
Rural	16	15	0	1	16	14
Totals	57	42	1	1	56	41

In Table LII, page 65, is shown that the opinions of the reporting teachers, respecting pupil compliance to good citizenship principles, was distributed as follows: fair, 19; good, 22; and excellent 2; 43 teachers reported. Most of the teachers thought compliance was fair and good.

In Table LII is shown that 50 per cent of the teachers report that their pupils comply good and excellent to good citizenship principles. No detail question on what good citizenship principles are was included on the questionnaire. Any method

which the teachers used in determining their answers was left to their discretion. Thirteen said the compliance of pupils was fair and 12 said it was good. Only one said it was excellent.

TABLE LII. RECORD OF COMPLIANCE TO GOOD CITIZENSHIP PRINCIPLES

Location Urban	Number of teachers reporting		Compliance to good Citizenship Principles					
			Fair		Good		Excellent	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Baytown	7	3	1	3	6	0	0	0
Conroe	10	6	5	3	5	3	0	0
Calvert	12	5	6	2	6	3	0	0
Houston	7	8	2	2	3	3	2	0
Huntsville	7	4	5	1	2	3	0	0
Totals	43	26	19	13	22	12	2	0

In Table LIII, page 66, is shown that one-third as many teachers thought that pupils respond to good citizenship as fair as compared with those who thought it was good. None thought the response was excellent. Twenty-two teachers reported.

According to what 14 teachers report, as shown in Table LIII, there were 14 pupils in five rural high schools respecting the pupils' attitude towards good citizenship. Ten of the 14 showed a fair compliance while four was good.

In comparing Tables LII and LIII, it is found that the opinions of teachers vary with respect to how pupils respond to good citizenship principles. No basis for determining this attitude was given as a standard in presenting the questionnaires. The judgment of determination was left to the discretion of the teachers.

TABLE LIII. RECORD OF COMPLIANCE TO GOOD CITIZENSHIP PRINCIPLES

Location	Number of teachers reporting		Compliance to Good Citizenship Principles					
			Fair		Good		Excellent	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Rural								
Navasota	5	4	0	2	3	2	0	0
Montgomery	5	2	1	2	4	0	0	0
College Station	5	3	2	2	3	1	0	0
Richards	3	2	1	2	2	0	0	0
Willis	4	3	1	2	3	1	0	0
Totals	22	14	5	10	15	4	0	0

In comparing the degrees of compliance of the urban and rural elementary departments to good citizenship principles, it is found as shown in Table LIV, page 67, that 62 of the 65 teachers reporting stated that the degree of compliance was for fair compliance, 38 per cent; good, 58.8 per cent, and for excellent, 3.01 per cent. This trend towards excellency is progressive.

One of the fundamental purposes of the free educational school system is to train for good citizenship. Forty teachers in the ten urban and rural high schools reporting on this question, state, as shown in Table LIV, page 68, that none show an excellent attitude to good citizenship principles, however, they agree that their attitudes are predominately fair. Seventeen state that the degree of compliance is good. No report was recorded by seven teachers.

TABLE LIV. COMPARISON OF RECORDS OF COMPLIANCE TO GOOD CITIZENSHIP PRINCIPLES

Class of Schools	Number of teachers reporting		Degree of Compliance					
			Fair		Good		Excellent	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Urban	43	26	19	13	22	13	2	0
Rural	22	14	5	10	15	4	0	0
Totals	65	40	24	23	37	17	2	0

As shown in Table LV, page 68, there were 18 teachers who say that classroom housekeeping does not impose a problem. Eight teachers report that it is a problem to get pupils to do a good job at classroom housekeeping. Two of the teachers did not submit a report. However 26 of the 28 teachers surveyed in the five urban schools answered the question.

As shown in Table LV, below, the classroom teachers divided opinions with reference to whether problems existed. The distribution of opinions was as follows: many, 1; few, 41; and none, 4. As shown 46 teachers reported that the predominant opinion was that a few problems did exist. No efforts were made in the survey to determine what the teacher considered problems. It was left to their discretion for determination.

TABLE LV. RECORD OF CLASSROOM PROBLEMS

Location Urban	Number of teachers reporting		Problems					
	Elem.	H.S.	Many		Few		None	
			Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Baytown	7	4	0	0	6	4	1	0
Conroe	13	6	0	0	13	6	0	0
Calvert	10	5	1	1	7	3	2	1
Houston	9	9	0	0	9	9	0	0
Huntsville	7	4	0	0	6	4	1	0
Totals	47	28	1	1	41	26	4	1

In the rural schools, as shown in Table LVI, page 69, there were 18 teachers reporting on pupils' classroom attitude. Eight of them reported that it was a problem to get pupils to do classroom housekeeping and ten said it did not impose a problem. Only one teacher did not answer the question.

In this Table, it is shown that none of the 25 reporting teachers considered they had many problems. However, 20 stated that they had a few. Five stated that their classroom problems were none. The overall picture is that disciplining of pupils had only a normal share in the school's major activities.

TABLE LVI. RECORD OF CLASSROOM PROBLEMS

Location	Number of teachers reporting		Problems					
			Many		Few		None	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Navasota	6	5	0	0	6	5	0	0
Montgomery	6	5	0	0	2	5	4	0
College Station	6	3	0	0	6	3	0	0
Richards	3	3	0	1	3	2	0	0
Willis	4	3	0	0	3	3	1	0
Totals	24	19	0	1	20	18	5	0

Sixty-one reporting teachers stated that, according to Table LVII, page 70, that the frequency of their disciplinary classroom problems were few. No effort was made to distinguish problems of the classroom from those occurring on the playgrounds. One teacher had many disciplinary problems while nine had none.

In answering the question, "are disciplinary problems in your classroom, many, few, or none?", 46 teachers answered. Their reports show that 44 considered their disciplinary problems few, two however, considered theirs many. None said that they had no disciplinary problems. Forty-seven questionnaires were submitted.

TABLE LVII. COMPARISON OF CLASSROOM DISCIPLINARY PROBLEMS

Class of Schools	Teachers reporting		Frequency of Disciplinary in classrooms					
			Many		Few		None	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Urban	46	27	1	1	41	26	4	0
Rural	25	19	0	1	20	18	5	0
Totals	71	46	1	2	61	44	9	0

Thirty-two teachers kept reports on drop-outs and promotions. Twenty-nine kept reports on graduations. There was about a 100 per cent record keeping on course and grade completions and drop-outs. It is presumed that the three teachers not reporting on graduations did so because they considered promotions the same as graduation records. Graduation records applied only to those finishing departments.

This survey was made in five high schools in six counties. There were 28 teachers who stated that records were kept on drop-

outs, promotions and graduations, distributed as follows: drop-outs, 26; and graduations 28. Two teachers not reporting on promotions were from the same school. One each from two schools reported that no records were kept on drop-outs.

TABLE LVIII. RECORD OF DROP-OUTS, PROMOTIONS AND GRADUATIONS

Location Urban	Number of teachers reporting		Record of Withdrawals					
	Elem.	H.S.	Drop-outs		Promotion		Graduations	
			Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Baytown	5	4	5	3	5	2	5	4
Conroe	12	6	12	6	12	6	10	6
Calvert	10	5	10	5	10	5	10	5
Houston		9	9	8	9	9	9	9
Huntsville	6	4	6	4	6	4	5	4
Totals	32	28	32	26	32	26	29	28

Twenty-three teachers reported on course or grade completions and drop-outs. Twenty-two reported on drop-outs, twenty-two on promotions and six-teen on graduations.

In Table LIX, page 72, it is revealed that in one case one teacher did not declare herself whether she kept or did keep records on drop-outs. Otherwise the reporting was 100 per cent on questions asked. It is further shown that all reporting teachers kept records of these types of withdrawals, except the one referred to.

TABLE LIX. RECORD OF DROP-OUTS, PROMOTIONS, GRADUATIONS

Location	Number of teachers reporting		Record of Withdrawals					
			Drop-outs		Promotions		Graduations	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Navasota	5	5	5	5	5	5	4	4
Montgomery	5	5	5	4	4	5	3	5
College Station	6	3	6	3	6	3	6	3
Richards	3	3	2	3	3	3	1	3
Willis	4	3	4	3	4	3	3	3
Totals	23	19	22	18	22	19	16	19

In comparing the records of urban and rural teachers in respect to keeping of records of drop-outs, promotions and graduations, it was found, as shown in Table LX, page 73, that most all the teachers kept records of all three. If reference is made to some of the other tables of reports, however, it will be observed that there were as high as 48 urban and 25 rural teachers reporting on various questions asked in the survey.

In checking on permanent record keeping, it was found as shown in Table LX that 28 urban and 19 rural teachers state that such records were kept in the respective categories for such information sought. Information was sought on drop-outs, promotions and graduations.

In reporting on the three phases of records, it is shown that all teachers kept records of promotions and graduations, but one of the 47 did not keep records on drop-outs.

TABLE LX. COMPARATIVE RECORDS OF DROP-OUTS, PROMOTIONS AND GRADUATIONS

Class of School	Teachers reporting		Records of					
			Drop-outs		Promotions		Graduations	
	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.	Elem.	H.S.
Urban	32	28	32	27	32	28	28	28
Rural	23	19	22	19	22	19	16	19
Totals	55	47	54	46	54	47	45	47

CHAPTER III

GENERAL SUMMARY, CONCLUSION AND RECOMMENDATIONS

For the purpose of discussion, the summary of findings are divided into three sections. The first section consists of data pertaining to personnel; the second, to instruction; and the third, statistical averages.

Data secured, compiled, and analyzed in these sections were used to determine, in the first place who were to be taught, where, and by whom, the extent to which the instructional procedures were in keeping with good administrative and supervisory direction, and, also, the type of cumulative records being kept by teachers on the various teaching aspects of the general school program.

PERSONNEL

There were 119 teachers in both the elementary and high school departments giving instruction to 5,343 pupils who had been enrolled in the ten high schools in the six Texas counties studied at the end of the first semester, 1948-1949. Of this number enrolled, there were 1,101 re-enrollees. It was also revealed that records were being kept by 32 elementary departments, as well as 28 in the urban high school departments and 19 in the rural high school departments, on drop-outs, promotions and graduations.

As herewith shown in the statistical summary, the first semester averages for both departments of both classes of schools show a passing grade. It shows, however, that the better average grade was made by the pupils in the rural high schools. A higher per cent of the rural teachers reported than the urban teachers. The lowest percentage of attendance was by the rural elementary pupils.

It is also further shown (in Table LXI page), that 106 teachers reported. ⁶ The average daily attendance for both departments in the urban and rural elementary schools was 348, while that of the high school departments of both urban and rural was 1,706.

This tabulation shows that the daily average attendance for the high schools was approximately five times that of the elementary schools. It shows also that the daily average attendance of the rural elementary schools was forty-three per cent of the total of both urban and rural schools, while the daily average attendance of rural high schools was twenty-seven per cent of the total of both urban and rural high schools.

In the comparison of the daily attendance and average grade per student, it is shown that the daily average attendance of the rural schools was less than that of the urban schools. The first semester grades of the rural schools exceeded that of the urban schools. The average grade of the urban school was C, and that of the rural schools was B. The average for both the high school and elementary departments of

the urban schools in daily attendance was 61.35 per cent and that of the rural high schools and elementary departments was 56.75 per cent.

AVERAGES MEASURING PUPIL PROGRESS THROUGH TEACHER RECORDS

In this statistical report, it is shown that sixty-four teachers had an average daily attendance in the elementary departments of both rural and urban schools of sixty-one and one-tenth per cent.

As pointed out, both semester averages of all students were compared with their respective daily attendance. The average grade of the rural students exceeded those of the urban students. It is presumed that each school used the same standards of grading as set forth in the Standards and activities of the Division of Supervision, State Department of Education, Austin, Texas.

RECOMMENDATIONS

On the basis of the summary findings, it is recommended that the teacher load be decreased in both urban and rural schools; and that a uniform system of grading be adhered to in order to permit the determination of relative academic gradings of pupils under the respective environmental conditions. The disparity of average and accomplishments as evidenced by grades can be accounted for only on the basis of rigidity of grading, course offerings and attendance. It is further recommended

that the cumulative records of each school be made available for reference for students who may be transferred by moving or otherwise. These cumulative records should include not only the academic ratings, but also other phases of instructions which will assist in the determination of grade placement.

not have numerous grades if employed on a part-time basis. It was reported that an average grade of 85 was made by all students from all departments. Eight per cent of the enrollment was spending a course or a year's work. The number of students were promoted for chronological reasons. Ten per cent of the total enrollment was included in these two categories. This condition suggests an organized program in all of the schools surveyed.

Teacher opinion respecting progress by late enrollees varied. Fifty-five per cent of the 113 teachers stated that late enrollees made as good grades as those enrolling early.

Student integration, compliance to school discipline, attitude towards school, response to classroom instruction, keeping up to be commended. The offerings in the curriculum are of a liberal type to accommodate the late enrollees and the school activities are active and by participation are active. The school activities are good. Creative activities are active. The school is the foundation of individual and social living. It shows that adjustments in social living are being taught and learned.

COMPARATIVE ANALYSIS OF URBAN AND RURAL SCHOOL FINDINGS

It was shown throughout the analysis that a variety of courses were offered. This is partly evidenced in the fact that 26 teachers had no homeroom grades. This was an average of 2.6 teachers per school. Vocational teachers usually do not have homeroom grades if employed on a 100 per cent basis. It was revealed that an average grade of C $\frac{1}{2}$ was made by all students from all departments. Eight per cent of the enrollment was repeating a course or a year's work. One hundred-two were prompted for chronological reasons. Ten per cent of the total enrollment was included in these two categories. This condition suggests an organized guidance program in all of the schools surveyed.

Teacher opinion respecting progress by late enrollees varied. Fifty-five of the 119 teachers stated that late enrollees made as good grades as those enrolling early.

Student integration, compliance to good citizenship principles, few classroom problems, response to classroom house-keeping are to be commended. The offerings in the extra curricular activities and the predominance of pupil interest in the social studies are considered by the writer as interactive and retroactive in their social culture. They are companion agencies in the formation of healthful and useful living. It shows that adjustments in social living are being taught and learned.

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30
Millsville, Texas
Box 812
October 1, 1952

Dear Mr. Weigert:

Enclosed is a copy of a questionnaire
few which your attention is solicited in giving
me the information requested. Plans are to

A P P E N D I X

visit your school during this semester and with
you examine the records available for securing
the information.

You will please not take this into the hands
of the members of your faculty.

Respectfully,

E. H. Brown

QUESTIONNAIRE

1. Name of School _____
2. Name of teacher making report _____ Richards, Texas
Box # 124
October 15, 1948
3. How long have you taught here? _____
4. What grades do you teach? _____
5. What are your long term goals? _____
6. How many students are enrolled in your classes? _____

Dear Co-Workers:

Enclosed is a copy of a questionnaire for which your attention is solicited in giving me the information sought. My plans now are to visit your school during this semester and with you examine the records available for securing the information.

You will please get these into the hands of the members of your faculty.

Respectfully,

E. E. Brown

7. List the subjects in which your students show:
a. The most interest _____
b. The most success _____
8. How many enrollments did you have at the end of the first week _____ 2nd week _____ 3rd week _____ 4th week _____ 5th week _____ 6th week _____
9. How many enrollments do you have from other _____
Schools _____ Districts _____ States _____
10. Do your records show that late enrollees make a poorer equal _____ or better grade _____ than early enrollees?
11. About what week after opening of school do your extra-curricular activities get well organized and operating?
1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____

QUESTIONNAIRE

1. Name of School _____ Address _____
2. Name of teacher making report _____ Address _____
3. How long have you taught here? _____ Years _____
4. What grades do you teach? _____
5. What are your home room grades? _____
6. How many students are enrolled in your classes? _____
7. What is the pupil load per grade? Gr _____ Students _____;
Gr _____ Students _____
8. What is the subject load per pupil? Gr _____ Subjects _____
Gr _____ Subjects _____
9. Are all core areas taught in your grade or grades? Yes _____
No _____
10. What system of grading is used? Letters _____ Numerals _____
(Check)
11. What was the average daily attendance for the first
semester? Sept. _____ Oct. _____ Nov. _____ Dec. _____ Jan. _____?
12. What was the average class grade for the month of:
Sept. _____ Oct. _____ Nov. _____ Dec. _____ Jan. _____?
13. List the subjects in order of importance in which your
students show:
a. The most interest _____
B. The most accomplishments _____
14. How many enrollees did you have at the end of the first
week _____ 2nd week _____ 3rd week _____ 4th week _____
5th week _____ 6th week _____?
15. How many enrollees do you have from other Rooms _____
Schools _____ Districts _____ States _____?
16. Do your records show that late enrollees make a poorer _____
equal _____ or better grades _____ than early enrollees?
17. About what week after opening of school do your extra
curricular activities get well organized and operating:
1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th _____?

18. How many students in your classes are repeating a course or year's work? _____
19. Do you have any students in your classes who were promoted for chronological reasons? Yes _____ No _____ If so; how many? _____
20. Where students were transferred or moved into your district, is the intergration gradual _____ spontaneous _____ normal _____?
21. Is compliance to good principles of citizenship evident in the majority of the pupils enrolled in your class room? Yes _____ No _____
22. Does class room house keeping impose a problem? Yes _____ No _____
23. Are disciplinary problems in your class room: Many _____ few _____ none _____?
24. Are permanent records kept on: Pupil drop-outs? Yes _____ No _____ Promotions? Yes _____ No _____ Graduations? Yes _____ No _____
25. Do you have special periods to instruct: Physical education? Yes _____ No _____; Music? Yes _____ No _____ Safety Education? Yes _____ No _____.