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**A FOLLOW-UP STUDY OF THE GRADUATES
AND DROP-OUTS OF THE SUMMERFIELD
NEGRO SCHOOL PONTA, TEXAS--
1942 TO 1949**

McCLURE

1949

A FOLLOW-UP STUDY OF THE GRADUATES AND DROP-OUTS
OF THE SUMMERFIELD NEGRO SCHOOL
PONTA, TEXAS—1942 TO 1949

By

Foster Donald McClure

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

Master of Science

In The

Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

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Accepted by the faculty of the Graduate School of Prairie
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the degree of Master of Science.

Director of Thesis

J. M. Drew

Chairman

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The writer wishes to express his appreciation of the valuable assistance rendered by the many persons cooperating in this study. He is particularly indebted to Dr. J. M. Drew, whose guidance and timely suggestions convoyed the entire work to its completion. To Mr. Claude Adams, the writer is deeply indebted for assistance in the preparation of the tables included in this work, and to his wife, Mayme Nell, for reading the manuscript and urging its completion.

F. D. M.

BIOGRAPHY

The writer, Foster Donald McClure, was born April 30, 1913, in Keachie, Desoto Parish, Louisiana. He is the sixteenth of eighteen children born to Theodore P. and Effie E. McClure. The writer's early childhood days were spent in Keachie where he completed the first four grades of the elementary school. One year of elementary schooling was completed at Tenaha, Shelby County, Texas. The remainder of the elementary schooling and also high school work was received at Nacogdoches, Texas at the E. J. Campbell High School from which he was graduated with highest honors.

The Bachelor of Science in Agriculture was received by the writer in May, 1938 from Prairie View State Normal and Industrial College. Immediately after graduating, the writer accepted employment at Yoakum, Texas as teacher of Vocational Agriculture, and has continued in that field of work until the present time.

DEDICATION

To my wife, Mayne Nell, whose faith in me has urged me ever onward toward higher goals, this thesis is lovingly dedicated.

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CHAPTER I

INTRODUCTION

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INTRODUCTION

The secondary schools of America are becoming more and more cognizant of their responsibility to youth after they have left school. The ending of the formal academic step does not, or at least should not, sever the school's relationship with the student. This growing cognizance is causing the secondary school to become more concerned with life out of school. Definite efforts are being put forth in all parts of the United States to make the work of the school more meaningful in the lives of students after they leave school. This effort on the part of the secondary school to become more effective in the lives of individuals in their post school life is being accelerated because of the evaluation being made on the basis of the behavior of youth after they leave school either as graduates or as dropouts. This evaluation is being made whether the schools like it or not and the extent to which youth are able to adjust to adult life will determine the rating given to the work being done in our secondary schools.

Chisholm has this to say about the follow-up step in the guidance program:

The school can no longer wash its hands of its responsibility to youth after formal school days are over. Such a procedure might have been somewhat acceptable in the school of the pioneer days. If so, this at least is certain: The modern school should not follow this blind pattern set by the school of past generations. When the student leaves school today, he should not be left to shift for himself with whatever success chance may bring.¹

¹Chisholm, Leslie L. Guiding Youth In The Secondary School. pp. 279-280.

If the chief aim of the school is to give the individual the type of experience or training that will enable him to live a full life at the time and also contribute the maximum to his continued happiness and success as he meets the problems of life, it must continue its relationship with the student or at least try to do so until the student has made reasonable adjustment to life's problems.) Therefore the guidance program does not end when an individual has been placed in a vocation, no matter how carefully and how wisely the vocation has been chosen. It is the duty of the individual or individuals who have spent limitless time and effort in carrying on the preceding steps in the guidance program to see to it that the individual, graduate or drop-out, functions successfully in the chosen vocation.

Arthur J. Jones¹ gives this rating to the follow-up step in the guidance program: "The follow-up program of guidance is as important as the other steps of the program, and in some respects may be even more important than mere placement." Without giving the relative merits of the steps involved in the guidance program, the writer feels that it is safe to say that without an effective program of follow-up, the guidance program is incomplete. Getting a job and making progress on it are certainly too important to be ignored.

Berry, Hayes and Landy make the statement that:

Any school which is making a determined effort to adjust its program to the assured and probable future needs of its students wants to know as much as possible about the activities these youths are going to engage in and about the problems they will have to face. One way of going about this is to try to find out these things about the youth who have already left the

¹Jones, Arthur J. Principles Of Guidance. p. 163.

school on the assumption that the present students will probably lead lives quite similar to those of the youth who have already left school.¹

The brief report, What The High Schools Ought To Teach,² prepared for the American Youth Commission by a group of leading educators, makes the point that the schools ought to take at least the same interest in their products that the conscientious industrial establishments of this country take in their products. [It further argues that the school should stand by a student with advice and assistance until he finds a place in the adult world.]

There are numerous plans for carrying out the follow-up program and care must be exercised in selecting the proper procedures for each particular situation. If care is not exercised, the follow-up program can prove to be expensive of time and finance. There is the possibility of encountering lack of cooperation and indifference on the parts of those persons from whom you seek the needed information. There are, however, individuals and employers who are cooperative and are willing to furnish the information necessary for an effective follow-up study.

The follow-up program may serve as criteria for the evaluation of the effectiveness, and in like manner, the weaknesses of the preceding steps used in the guidance program. If the school knows the fate of its product, it can use this information to improve the services of the school. The information secured through follow-up should affect guidance procedures

¹Berry, J. R., Hayes, B. C. and Landy, E. The School Follows Through. p. 12

²American Youth Commission. What The High Schools Ought To Teach. p. 32.

and curricula. Caswell and Campbell¹ say: "An adequate curriculum can be developed only when all elements in the experience of the learner are considered, and when an orderly program is provided to assist the teacher in bringing these varied elements into suitable relationships."

[E. G. Williamson² suggests that the results from a follow-up program may be used in the following ways:

1. As an index of the educational and vocational opportunities of the community.
2. To indicate current conditions involving local problems of demand and supply in regard to various initial marketable skills.
3. As a rough measure of the effectiveness of try-out and vocational training courses.
4. To provide the placement office with additional check-up on unadjusted graduates and those out of work.

Statement of The Problem

This study involves a follow-up survey of the students, graduates and drop-outs, who have left the Summerfield Negro School since May, 1942 up to and including May, 1949. There are five basic aspects of this study: (1) To obtain a record of progress of students who have left the school during this period; (2) to determine the geographical distribution of the students, graduates and drop-outs, employed and unemployed; (3) to secure an appraisal of school subjects based on which subjects that have proved beneficial in their present vocations; those subjects that have proved least beneficial; and those subjects which would be

¹Caswell, Hollis and Campbell, Doake. Curriculum Development. p.69.

²Williamson, E. G. How To Counsel Students. p. 102

useful now had they been taught when these students were in school; (4) to ascertain what the former students think to be the greatest need in the program of the school, guidance or otherwise, that would be of greater service to them now, and to the students who are now in school; and (5) on the basis of the information gained from the above, to suggest procedures by which a guidance program may be set up which will contribute more adequately to the needs of those students who have already left school, and to discover leads and techniques which will benefit the students who are now in school.

This study is not an end in itself, but is only concerned with the gathering of materials which will be basic in the revision of the guidance program in the school and will also be beneficial to those persons who are interested in curricular revision.

As this study is being made, census data for the school district (An unincorporated area) are not available neither was other pertinent data available except on a strictly confidential basis. This information, if available, would have made the study more thorough. In spite of this lack, however, enough information was available to compile the necessary details to lead to sound conclusions and recommendations.

Scope Of The Study

This study is concerned only with those students who reached or passed the eight grade in the Summerfield Negro School during the period extending from May, 1942 through May, 1949. This study is further limited to only those students who permanently left the school and will not be concerned with those who for one reason or another transferred to another

school before the completion of the course for the grade or before completion of the high school work.

The record files at the school reveal that a total of one hundred and forty students — one hundred and thirteen drop-outs and twenty-seven graduates — left the school permanently during the period mentioned. Of the numbers mentioned, sixty-eight of the drop-outs (60.1 per cent) answered the questionnaire, and nineteen of the graduates (70.3 per cent) answered the questionnaires. This study is of necessity further limited only to those who answered the questionnaires.

Sources Of Data

The sources of information used in the preparation of this study include records in the principal's office of the school being studied; records in the Superintendent's office at the County seat; questionnaires mailed to and returned from graduates and drop-outs who left the school during the period; personal interviews; books; magazines; unpublished master's theses; and periodicals.

Methodology

A list of all students who had left the Summerfield Negro School was obtained from the permanent record file in the principal's office. The addresses of those not already known to the author were obtained from teachers, students, parents or relatives and from other persons who knew or thought they knew the whereabouts of the former students. Only three of the one hundred and forty who had left since 1942 could not be located. This list was checked as material was mailed out and returned. Stamped

and addressed envelopes were enclosed with the questionnaires in an effort to speed replies. A letter also accompanied the questionnaire telling the purpose of the questionnaire, soliciting cooperation and an expression of appreciation. Thirty of the questionnaires were sent and returned by student messengers.

The answers to the questionnaires, for the most part, furnished the true picture of this study. Additional information was obtained through personal interviews with former students; parents of school leavers; and with employers of some of the former students of the school.

After all data were collected, it was tabulated and an effort was made to secure additional information pertinent to the study and which would assist in a more thorough interpretation of the problem. The information obtained from all sources was organized in an orderly and concise manner for the body of the study. The study was concluded with a summary; conclusions; and recommendations for action as a result of the findings obtained from the study.

Definition Of Terms

The term "drop-out" is used in this study to designate those students who left school before the completion of a grade or before finishing the high school course.

Graduates, as used in this study, are those persons who completed the prescribed course of study of the school.

Employed full-time is used to indicate that at least thirty hours per week is worked. This will not include the voluntarily idle and homemakers.

Employed part-time is used to indicate that at least five hours and less than thirty hours are worked per week.

Other terms and expressions are those used generally and need no special definitions.

Survey Of Previous Related Studies

In spite of the fact that vocational guidance was the first type of guidance to receive marked attention during the first decade of the twentieth century, there is good reason for thinking that the present program throughout the United States is quite inadequate.

The increasing mobility of our population presents a challenge which can no longer be evaded. With the continuous flow of population from rural to urban areas, the content as well as the amount of education provided for rural schools need to be considered carefully by those persons who are conscious of the problem and want to do something to make it easier for rural youth to make the shift from rural to urban life. Doubtless, one of the major problems is that of discovering the kinds of educational opportunities which will prepare the youth of rural areas for effective living, whether their future is cast in the city or in the country.

In 1937, Edgerton¹ conducted a follow-up study of 143 large and small communities located in 29 states and discovered that a majority of the 7,912 boys and girls studied will of necessity find their places in the worldly scheme of affairs largely as luck and accident happen to dictate.

¹Edgerton, A. H. "Guidance In Transition From School To Community Life", Thirty Seventh Yearbook Of The National Society For The Study of Education. Part I. p.242.

Out of 5,000 youth, 16 to 24 years of age, in Indianapolis, Indiana, in 1935, thirty-two per cent desired work classed as professional, executive or supervisory.¹ Among 4,000 boys, 16 to 24 years of age, in Newark, New Jersey, the percentage wanting this work was thirty-seven.² In Milwaukee, Wisconsin, forty-six per cent of the 1933 graduates chose professional occupations which they would like to follow.³

The only way to determine the value of guidance is to compare the future performance of those who have received and followed guidance with the performance of similar individuals in the same school who have not received guidance.⁴ A follow-up study of this type at the University of Minnesota, involving 987 students indicates that 90 per cent of the students who carried out wholly or partly the recommendations of the Testing Bureau made satisfactory adjustment or progress toward adjustment, as compared with 22 per cent of the students who failed to follow the recommendations.⁵ Another study by Webster⁶ indicated that after two to five years, about 75 per cent of the predictions were correct, 13.8 per cent were doubtful, and 11.2 per cent were incorrect.

¹Rainey, Homer P. and others. How Fare American Youth. p.26.

²Ibid., p.27.

³Ibid.

⁴Ross, C. C. Measurement In Today's Schools. p.463.

⁵Peterson, Donald G. "The Genesis Of Modern Guidance", Educational Record. 19:44, January, 1938.

⁶Webster, E. C. "A Follow-Up On Vocational Guidance", Journal Of Applied Psychology, 26:285-295, June, 1942.

Burkhart¹ attempted to find out: (1) percentage of graduates who continued their formal education, (2) percentage who were drop-outs and reasons for leaving school, (3) types of work most frequently engaged in, (4) types of additional courses suggested by graduates and drop-outs, and (5) suggested changes in the school set-up so as to make it more valuable. He found a need for: (1) a competent guidance program, (2) an enriched curriculum in vocational courses, (3) the retention of the college preparatory curriculum, and (4) more freedom in the choice of subjects by the students. This study further verified the value of the follow-up program as it applies to small schools.

Archia,² in a study of the youth of Goose Creek, Texas, found, among other things, that lack of funds prevented the students from continuing higher education. English was found to be the subject listed as most useful course offered in the school. The students listed vocations as courses which should be added to the curriculum.

McDonald,³ in a study of the graduates of a Galveston, Texas school, found that, even though a large percentage of the graduates entered college which is the primary purpose of the curriculum of the school,

¹Burkhart, Mark N. A Ten-Year Follow-Up Study Of 102 Pupils Who Entered Carlisle High School In September, 1926. Master's Thesis, 1938.

²Archia, Ernest A. A Ten-Year Follow-Up Study Of The Sixty Graduates and Ninety-two Drop-Outs Of The George Washington Carver High School, Goose Creek, Texas, Unpublished Master's Thesis, Prairie View Normal and Industrial College, Prairie View, Texas, 1942.

³McDonald, Abner W. A Status Study Of The Graduates Of Central High School For The Five-Year Period. 1932 - 1936, With Implications For Curriculum Reorganization, Unpublished Masters' Thesis, Prairie View State Normal and Industrial College, Prairie View, Texas, 1942.

occupational maladjustments existed among the former students, and that the guidance program had been woefully neglected. He also found a pressing need for general vocational education.

Since "one's job is the watershed down which the rest of his life tends to flow",¹ schools should become ever alert to the responsibility it has to youth in preparing them to live in and make a contribution to the present age in which they live.

From the number and the diversity of the studies of youth which have been carried on by national, regional and local groups, the country has become conscious of the problems and concerned over whether modern youth feels that it has a chance in this changing era. The results of these studies show that there is little articulation in many school systems, even in their vocational programs, between the training the school gives for vocations and industries and labor groups to which the student will graduate. New industries and new types of training are being developed, in many ways in various sections, and youth are not being sufficiently encouraged by the schools or by industry or by labor to train for the new industries which will require skilled workmen.

In view of all these facts, what should be the task of the school in preparing youth for life occupations? Should the school be responsible for intensified, specialized training in trades and other vocations? These and many other pertinent questions are being asked educators daily. And upon the answers given will rest the fate of future generations who are depending on the schools of America to furnish them with the necessary

¹Lynd, Robert S. and Lynd, Helen M. Middletown In Transition.
p. 7.

tools so that they may successfully share in the society in which they are going to live and be an integral part.

There is no intent to imply that the studies mentioned as being related to the follow-up being made are all of the studies which have been made on this important phase of the guidance program. These studies are summarized here only to point out the immense interest educators and other groups have in the youth of America and the efforts which are being made to solve some of youth's problems.

It is altogether fitting and proper that interest be centered on the youth of today for they are the citizens of tomorrow who will determine the destiny of this great country.

A casual glance at the unadjusted youth of the Summerfield School District indicates that something has been amiss in the educational program offered to these young people; and that it should be somebody's responsibility to assist them in bettering their lots.

CHAPTER II

HISTORY OF SUMMERFIELD INDEPENDENT SCHOOL DISTRICT

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HISTORY OF SUMMERFIELD INDEPENDENT SCHOOL DISTRICT

The Summerfield Independent School District is located on the extreme eastern edge of Cherokee County, Texas in the piney woods of Central East Texas and is a part of the Jacksonville, Texas trade territory. The school district covers an area of fifty-eight square miles. The district is connected to other trade territories by two arterial highways, U. S. 79 and Texas 110, and several secondary highways. According to Jacksonville, Texas Chamber of Commerce,¹ the best system of farm-to-market roads in Texas is to be found in this area.

The population of the school district is composed of almost 100 per cent farmers whose system of farming is probably the most widely diversified in East Texas. The following crops are grown commercially in the district; tomatoes, peanuts, yams, cotton, peas, beans, sweet corn, watermelons, cantaloupes, peppers, cauliflower, white potatoes, turnips, mustard, onions, tomato plants, cabbage plants, pepper plants, sugar cane syrup, peaches, pears, plums, apples, roses, and nursery stock. The average annual rainfall of forty-five inches; the average annual temperature of sixty-four degrees; the average killing frost dates, March 16 and November 16, give the territory a growing season of 245 days and makes it possible for the district to produce the hardier garden vegetables all winter long, nine years out of ten.²

¹Pamphlet, Jacksonville Chamber of Commerce.

²Ibid.

At this writing, no figures are available as to the total population of the school district. However a recent survey¹ revealed that there are 442 Negroes who live within the district now. These persons represent 133 families who are living in 127 households. There are 3.4 persons per household, and 3.2 persons per family. This indicates that even this rural area, the housing shortage is somewhat acute. Of the 133 families mentioned, 89 have lived a major portion of their lives within the school district, while the other 44 families have lived within the district less than four years. The Negro population is not stable as is revealed by the fluctuation in the school census from year to year. (See Table I) This Negro population is concentrated in four widely separated areas of the school district:

1. In Sweet Zion Community on the western edge of the district
2. In Pleasant Plains Community on the northern edge of the district
3. In Upper Pleasant Plains Community (Lacy Settlement) on the north-eastern edge of the district
4. In Pine Hill Community on the eastern edge of the district

Of major economic importance to the district are the plant farms and the near-by lumber mills and crate factories. These plant farms and factories furnish sizable incomes to the many persons employed there. No figures are available as to the amount earned by the people who live within the district for a sizable portion of the laborers are brought in from other surrounding areas during the rush seasons, then, too, employers are reluctant to give information of this kind to anyone.

¹ Annual Survey By The Writer

TABLE I. NUMBER OF STUDENTS ON THE APPROVED CENSUS ROLL OF SUMMERFIELD SCHOOL *

| Year | Number of Students | Gain Over Previous Year | Loss From Previous Year |
|-----------|--------------------|-------------------------|-------------------------|
| 1942 - 43 | 134 | — | — |
| 1943 - 44 | 138 | 4 | — |
| 1944 - 45 | 168 | 30 | — |
| 1945 - 46 | 169 | 1 | — |
| 1946 - 47 | 164 | — | 5 |
| 1947 - 48 | 125 | — | 39 |
| 1948 - 49 | 130 | 5 | — |
| 1949 - 50 | 108 | — | 22 |

* Figures obtained from County School Superintendent's Office, Rusk, Texas

The school district is a reservoir for laborers for the cotton fields of West Texas and New Mexico. These workers, children included, leave their homes about the first week in September and return a few days before the Christmas holidays, thus usually three months of the school term has passed before a majority of the school children are enrolled. This fact alone could account for retardation and overageness in the school.

Leaders within the school district agree that there is ample room for agricultural expansion, and the further development of the natural resources, timber and iron ore, of the community. Processing plants are needed and are long overdue for tomatoes, broilers, milk and yams.

The present trends are toward more intensive cultivation of fewer acres per person; greater diversification; and wider expansion of orchards, truck crops, especially yams and the production of fall and winter vegetable crops in commercial quantities; increased emphasis on more and better livestock and pasture development; and a quickened interest in soil conservation and soil enrichment by greater use of legume cover crops. The banks and other lending institutions of the area are anxious to furnish the capital for the development of agriculture in the district.

The property valuation of the district has been recently upped from \$361,000.00¹ to \$610,000.00, and the tax rate is one dollar per hundred dollar valuation which gives it a possible \$6,100.00 of local tax for the operation of the two schools, one white and one Negro, in the district.²

¹Texas School Directory — 1947 - 48

²Texas School Directory — 1948 - 49

The board of education of the district is composed of seven elected members and a superintendent .

Description Of The Summerfield Negro School

Location

In September, 1940, three small one and two-teacher schools in the Summerfield Independent School District were combined. The school was constructed in the community (Pine Hill) which had at that time the largest Negro population and Negro land ownership. This community is located on the extreme eastern edge of the school district. This newly formed school became known as the Summerfield Negro School. The school is just off highway 79, six and five tenths miles east of the New Summerfield Community. The children, a majority of whom live in the other three communities of the district, are transported to school in a teacher-driven bus. During the 1948 - 49 school term, one hundred and eight out of one hundred and twenty-two who enrolled in the school were transported. Which means that more than 88 per cent of the children have to be transported. In addition, only one bus is provided for this purpose.

Physical Plant

The Summerfield Negro School is the only school within the district serving the Negro population. The school plant is composed of four acres of land; three frame buildings; two rest rooms, one for boys and one for girls; a basketball court and other playground equipment. Of the buildings mentioned, one contains five classrooms, a combination office and library; one contains a combination lunch room and practice room for home economics

and a shop for the repair of farm machinery and woodworking; the other is a home for the principal. The approximate replacement value of all buildings is \$10,000.00.

The overall construction of the school buildings indicate a lack of thorough planning as to appointments and facilities not only from the standpoint of the buildings themselves, but also from the standpoint of the locations of the school within the district.

Curriculum

The administrative duties of the school are carried on by one principal who also serves as teacher, full time, and secretary. There are at present, five teachers employed in the school.

The requirements for graduation from the school prior to 1947 was the completion of the Standard Vocational Curriculum¹ as suggested by the Texas State Department of Education with one exception — Public Speaking was not required. No provisions were made for elective courses due to the limited teaching personnel. Table II outlines the courses by years prior to 1947.

TABLE II. COURSE OF STUDY OF THE SUMMERFIELD NEGRO SCHOOL
PRIOR TO THE 1947 - 48 SCHOOL TERM

| First Year | Second Year | Third Year | Fourth Year |
|------------------|---------------|----------------|-------------|
| English | English | English | English |
| Junior Business | World History | American Hist. | Civics & |
| Gen. Mathematics | Algebra | Plane Geometry | Economics & |
| Homemaking | Homemaking | Homemaking | Homemaking |
| Agriculture | Agriculture | Agriculture | Bookkeeping |

¹Texas State Department Of Education. Standards and Activities Of The Division Of Supervision. p. 47.

Since 1947, the school has been reduced to a two-year high school. The requirements now are the completion of two units of English; one unit each of world history, American history, general mathematics, algebra, junior business training, general science; and two units of vocational agriculture. This type of curriculum was adopted to comply with State requirements and to provide those courses necessary for college entrance. Therefore the curriculum of the Summerfield Negro School may be considered as a college preparatory curriculum. We shall see later in the body of this study whether this type of curriculum has met the needs of the students who have already left the school.

Philosophy Of The School

Although it has not been officially adopted by the school officials, the teachers of the Summerfield Negro School have proposed the following statements as a philosophy of the school:

The Summerfield Negro School is an institution of learning for all the people of the communities it serves. The general welfare of the people of the community will determine the curriculum pursued. The curriculum based on needs will, of necessity, be somewhat individual. The instructional program will follow tried values and methods. Broad reading will be stressed. Learning to think rather than the accumulation of facts will receive much stress in the training program.

The principal of the school should be the organizer, and the school plant should be utilized fully by all the people of the community including school children, out-of-school youth, and adults.

Instructional improvement and professional growth of teachers will be stressed rather than the replacement of teachers from year to year.

We hope then that the people served by this institution will learn to live and to develop their capacities to the fullest.¹

¹McClure, F. D. and Others. Proposed School Philosophy. Passim

CHAPTER III

EDUCATIONAL STATUS OF GRADUATES AND DROP-OUTS

CHAPTER III

EDUCATIONAL STATUS OF GRADUATES AND DROP-OUTS

Study of the Graduates

The education of rural children is of enormous significance, not only to the social and economic welfare of rural America, but also to the entire nation.

Much of the manpower of industrial areas is furnished by rural sections of the country. The bloodstream of the nation is also renewed by persons born and reared in the rural areas. Urban areas are dependent upon the farm for its food and fiber, as well as many other fundamental resources. The buying power of the farmer plays an important role in the national economy. It does make a difference whether farm people are good producers, have good incomes, maintain a good standard of living or whether the opposite is true. It is also imperative that this group of people be given educational opportunities comparable to that furnished the people of urban areas.

Rainey says, "The farm youth is at a much greater disadvantage than the village youth".¹ The graduates of the Summerfield Negro School are for the most part rural children who help to make up that vast number of children whose education has been neglected for so long, and for whose benefit great numbers of educators and laymen have sought solutions to the pressing problems always confronting them.

This study is attempting to locate the problems of the youth of this school in order to make future planning more objective in its approach, and to arouse interest among those persons responsible for its administration.

¹Rainey, Op. Cit., p. 108.

Table II reveals that less than two out of every hundred of the scholastic enumeration since 1942 have stayed in school until graduation. There are other significant findings which are explained in the table itself.

TABLE II. CENSUS ENUMERATION COMPARED WITH NUMBER OF DROP-OUTS AND GRADUATES BY YEARS SINCE 1942

| Year | Number on Census | Drop-Outs | | Graduates | |
|------------|------------------|-----------|-------------------|-----------|-------------------|
| | | Number | % of total Census | Number | % of total Census |
| 1942 - 43 | 134 | 13 | 9.7 | 2 | 1.49 |
| 1943 - 44 | 138 | 15 | 10.86 | 2 | 1.44 |
| 1944 - 45 | 168 | 5 | 3.57 | 0 | — |
| 1945 - 46 | 169 | 7 | 4.14 | 4 | 2.36 |
| 1946 - 47 | 164 | 12 | 7.31 | 2 | 1.21 |
| 1947 - 48 | 125 | 8 | 6.40 | 5 | 4.00 |
| 1948 - 49 | 130 | 8 | 6.13 | 4 | 3.07 |
| 1949 - 50* | 108 | — | — | — | — |
| Average | 146.8 | 9.71 | 6.87 | 2.7 | 1.93 |

*Average does not include 1949 - 50 enumeration which was put in to emphasize the steady decline in scholastics since the 1945 - 46 enumeration.

If the age grade distribution and the number who entered certain grades had been available this table would have had much more significance. However, an overall loss of an average of 6.87 per cent of the total census enumeration will point out how high this percentage must be if only the grades of

the high school were considered. The percentage would no doubt have been larger if the losses in the elementary grades below the eighth had been included.

Bell asserts that:

If future citizens in a democracy fail to receive from their schools the training necessary to function as such, it is difficult to imagine from what other source in our present social scheme this training is to come. It is altogether pertinent therefore to ask the question: To what extent have our youth, who are out of school, been educated? ¹

The question asked above is answered in Table III. The survey revealed further that out of the graduates who answered the questionnaire that only six had had any further schooling since leaving high school. Of this six, none had been in school long enough to complete the courses being pursued; one had had his education interrupted by the recent war, but had resumed study; the other five were classified as sophomores and freshmen. All graduates who had not continued their education gave "Graduated" as their reason for leaving school. This answer does not give the full picture of the situation because it is too subjective, and is susceptible to rationalization, deception, and inadequacy of analysis. ² If this view is taken, then, several reasons for leaving school may be combined into the one given by the students, and leaving school may be due to several forces working concomitantly. Then too, there is the feeling among some students that the completion of the high school work marks the end of their education in school.

¹Bell, Op. Cit., p. 55.

²Gragg, William Lee. "Some Factors Which Distinguish Drop-Outs From High School Graduates". Occupations, p.457.

TABLE III. CLASSIFICATION OF ALL SCHOOL LEAVERS WHO ANSWERED QUESTIONNAIRE

| Year | Grades Of School Leavers | | | | | | | Total |
|-----------|--------------------------|------|-------|-------|---------------|------------------|-------|-------|
| | 8th. | 9th. | 10th. | 11th. | Sub- Total | (Grads) 12th. | Total | |
| 1942 - 43 | 1 | 5 | 5 | 2 | 13 | 2 | 15 | |
| 1943 - 44 | 6 | 2 | 5 | 2 | 15 | 2 | 17 | |
| 1944 - 45 | 2 | 0 | 3 | 0 | 5 | 0 | 5 | |
| 1945 - 46 | 0 | 4 | 2 | 1 | 7 | 4 | 11 | |
| 1946 - 47 | 2 | 4 | 5 | 1 | 12 | 2 | 14 | |
| 1947 - 48 | 2 | 6 | 0 | 0 | 8 | 5 | 13 | |
| 1948 - 49 | 4 | 2 | 1 | 1 | 8 | 4 | 12 | |
| Totals | 17 | 23 | 21 | 7 | 68 | 19 | 87 | |

25.0% of drop-outs left when promoted to or while in 8th Grade
 33.8% of drop-outs left when promoted to or while in 9th Grade
 30.8% of drop-outs left when promoted to or while in 10th Grade
 10.2% of drop-outs left when promoted to or while in 11th Grade

Thirty-six and eighty-four hundredths per cent of the graduates sought help on their occupational problems from teachers while they were in school, while more than 63 per cent relied on some other person or agency outside of the school for this help. (Table IV).

TABLE IV. SOURCE OF HELP ON OCCUPATIONAL PROBLEMS WHILE IN SCHOOL (GRADUATES)

| Source | Number | Per Cent |
|-----------|--------|----------|
| Principal | — | — |
| Teachers | 7 | 36.84 |
| Others* | 12 | 63.15 |
| Totals | 19 | 99.99 |

*Includes parents, relatives, and employers.

After leaving school only 26.3 per cent of the graduates depended on the public schools and colleges for help on their occupational problems. This indicates that the work of the school has not been very effective in the occupational life of its students. Table V shows the sources from which the graduates have sought assistance since they left school.

TABLE V. SOURCE OF HELP ON OCCUPATIONAL PROBLEMS SINCE LEAVING SCHOOL (GRADUATES)

| Source | Number | Per Cent |
|----------------|--------|----------|
| No One | 10 | 52.63 |
| Public Schools | 3 | 15.78 |

TABLE V. SOURCE OF HELP ON OCCUPATIONAL PROBLEMS SINCE LEAVING SCHOOL (GRADUATES (Continued))

| Source | Number | Per Cent |
|---------------|--------|----------|
| Other Schools | 2 | 10.52 |
| Other Sources | 4 | 21.05 |
| Totals | 19 | 99.98 |

In making a choice of an occupation the medium of interest is a very important factor. L. S. Howard, in his book entitled, The Road Ahead, has this to say about the choice of an occupation:

To make a successful choice, the student must know why he prefers a certain vocation and must have an interest in the field he selects. If his preference is not already clear to him, the student should¹ employ every objective measure he can to assist him in finding it.

The students of the Summerfield Independent School District are entitled to an authentic picture of the kind of occupational world they are destined to enter when the classroom is left behind. Table VI indicates the time at which these students decided what would be their life's work.

TABLE VI. WHEN OCCUPATIONAL CHOICE WAS MADE BY GRADUATES

| Time Choice Was Made | Number | Per Cent |
|-----------------------------|--------|----------|
| Still Undecided | 6 | 31.37 |
| Before Entering High School | 7 | 36.84 |

¹Howard, L. S. The Road Ahead. p. 292.

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TABLE VI. WHEN OCCUPATIONAL CHOICE WAS MADE BY GRADUATES
(Continued)

| Time Choice Was Made | Number | Per Cent |
|--|--------|----------|
| Since Leaving School And Prior To Present Job | 2 | 10.53 |
| While On Present Job | 2 | 10.53 |
| Other | 2 | 10.53 |
| Totals | 19 | 100.00 |

The term "other", as used in this table, includes those persons who made decisions regarding their occupational choice during some period other than those mentioned on the questionnaire. In addition, it is disturbing to note that none of the students made any decisions regarding their occupations while in high school, while almost one out of every three have not made up their minds and seemingly have lackadaisical attitudes concerning their future employment.

Study Of The Drop-Outs

Table III, page 23, indicates that a total of sixty-eight who answered the questionnaire dropped out of school during the period studied. Almost six out of every ten failed to complete ten grades. This mortality is too great; but is typical of rural schools throughout America, and is especially true in Negro schools.

It is somebody's job, and ideally the person or persons in charge of the guidance services, to see just how these school-leavers are faring.

The survey revealed that only two of the sixty-eight drop-outs were in school full time. These two were attending trade schools under the G. I. Bill of Rights. None of the other sixty-six had had any further scholastic training after leaving high school. These young people gave various reasons for having left high school as is revealed in Table VII .

TABLE VII. REASONS DROP-OUTS GAVE FOR LEAVING SCHOOL

| Reasons Given | Number | Per Cent |
|---------------|--------|----------|
| Married | 16 | 23.52 |
| Financial | 26 | 38.23 |
| Armed Forces | 14 | 20.58 |
| Others* | 12 | 17.64 |
| Totals | 68 | 99.97 |

*Includes unable to keep up; illness, self or family; and no answer.

These findings indicate that almost three out of ten dropped out of school for financial reasons and more than two out of ten left because of marriage. The number who left because of being drafted into the armed forces indicates overageness or retardation or both. The extent to which overageness on the part of the females who left during this period was not ascertained, however it is reasonable to assume that, due to the irregularity of attendance at school on the part of a major portion of the scholastics, overageness

and retardation is also common to both sexes. Gregg says that: "Retardation is a major cause of dropping-out,"¹ and he also asserts that if the drop-out situation is to be helped it must be helped long before the student leaves school.² The inference here is that the school can anticipate its drop-outs by tests and other devices.

Almost nine out of every ten of the drop-outs who left the school during the period studied got help on their occupational problems from sources not connected with the public school. The remainder listed the principal and teachers of the school as being sources of help.

TABLE VIII. SOURCES OF HELP ON OCCUPATIONAL PROBLEMS WHILE IN SCHOOL GIVEN BY DROP-OUTS

| Sources | Number | Per Cent |
|-------------|--------|----------|
| Principals* | 6 | 8.81 |
| Teachers | 2 | 2.94 |
| Other | 60 | 88.93 |
| Totals | 68 | 99.98 |

*Principal has served as teacher of Vocational Agriculture since the schools were combined.

¹Gregg, Op. Cit., p. 457.

²Ibid.

TABLE IX. SOURCES OF HELP ON OCCUPATIONAL PROBLEMS WHILE
IN SCHOOL GIVEN BY ALL YOUTH STUDIED

| Sources | Number | Per Cent |
|-----------|--------|----------|
| Principal | 6 | 6.89 |
| Teachers | 9 | 10.33 |
| Other | 72 | 82.75 |
| Totals | 87 | 99.97 |

The school has failed to assist more than eight out of ten of its students with their occupational problems while they were in school, even though it is uniquely qualified to render this service.¹

TABLE X. SOURCE OF HELP ON OCCUPATIONAL PROBLEMS SINCE
LEAVING SCHOOL GIVEN BY DROP-OUTS

| Source | Number | Per Cent |
|----------------|--------|----------|
| No One | 50 | 73.52 |
| Public Schools | 6 | 8.81 |
| Other Schools | 2 | 2.94 |
| Other Sources* | 10 | 14.70 |
| Total | 68 | 99.97 |

* Includes commanding Officers in army camps; relatives; and others.

¹Rainey, Op. Cit., p.39.

Here again the failure of the school to render guidance services is evident. 73.52 per cent of the drop-outs not only had not sought any assistance from the public schools, but was unaware that the schools of some localities are furnishing this service.

TABLE XI. SOURCE OF HELP ON OCCUPATIONAL PROBLEMS SINCE LEAVING SCHOOL GIVEN BY ALL YOUTH

| Source | Number | Per Cent |
|----------------|--------|----------|
| No One | 60 | 68.96 |
| Public Schools | 9 | 10.34 |
| Other Schools | 4 | 4.59 |
| Other Sources | 14 | 16.09 |
| Totals | 87 | 99.98 |

The above table shows clearly that 85 per cent of the former students of Summerfield Negro School have not asked for and in all probability have not received any assistance from the school whose tentative philosophy states that the school is an institution of learning for all the people it serves.¹

After being out of school from one to seven years, 51.47 per cent of the drop-outs still are undecided about the occupation. One out of every four did not decide what his occupation would be until he or she was employed and actually on the job. This indicates that they were not certain of the fields of work they desired and were accepting the jobs they

¹McClure. Op. Cit., passim.

got as being the job they wanted. Table XII points out the time at which these persons who left school as drop-outs made their occupational choices:

TABLE XII. WHEN OCCUPATIONAL CHOICE WAS MADE BY DROP-OUTS

| Time Choice Was Made | Number | Per Cent |
|---|--------|----------|
| Still Undecided | 35 | 51.47 |
| Before Entering High School | 5 | 7.35 |
| Since Leaving School And Prior To Present Job | 8 | 11.76 |
| While On Present Job | 17 | 25.00 |
| Other | 3 | 4.41 |
| Totals | 68 | 99.99 |

More than nine out of ten of these drop-outs made their choice of an occupation either since leaving school; prior to present job; while on their present job; or at some other time. This is a clear indication that the present program of the school is not fitting the students, or at least not giving the needed services, for the world of work to which they will go as out-of-school youth and adults.

A glance at all youth who answered the questionnaire shows the ineffectiveness of the guidance services for only 13.79 per cent, or a total of twelve students, had made any choice concerning an occupation while in school. Table XIII shows in detail when these young people, graduates and drop-outs, made their occupational choices.

TABLE XIII. WHEN OCCUPATIONAL CHOICE WAS MADE BY ALL YOUTH

| Time Choice Was Made | Number | Per Cent |
|---|--------|----------|
| Still Undecided | 41 | 47.12 |
| Before Entering High School | 12 | 13.79 |
| Since Leaving School And Prior To Present Job | 10 | 11.49 |
| While On Present Job | 19 | 21.86 |
| Other | 5 | 5.74 |
| Totals | 87 | 99.97 |

CHAPTER IV

LOCATION OF GRADUATES AND DROP-OUTS

CHAPTER IV

LOCATION OF GRADUATES AND DROP-OUTS

Hundreds of thousands of America's young people who are now in the labor market could better serve their own and society's interests by remaining longer in school. But for reasons given in the preceding chapter, they have left their classrooms, and are in active competition with adults for the jobs which in our most prosperous times are hardly enough to go around.¹ The youth of the Summerfield District make up a portion of this cast number, and it is appropriate that we find out something about them — the kinds of jobs they hold, the number gainfully employed, the wages they receive, the lead given to their present jobs, the jobs they want and the jobs they get, with whom he is living, how they are distributed geographically and his marital status.

Table XIV shows the employment status of all youth, graduates and drop-outs, who have left the school during the period studied. Nine of the twenty-six who are employed full-time are farmers, either in partnership with their fathers, or are farming as owners, sharecroppers or a combination of both. No attempt was made to determine the number of each. Three of the fourteen employed part-time are also engaged in farming. Eight of these students, two drop-outs, and six graduates, are in school full-time. All of the students who are unemployed and not seeking work are either housewives or girls who are still at home with their parents. The four who are in the armed forces of the United States are all drop-outs.

¹Bell, H. M. Youth Tell Their Story. p. 103.

TABLE XIV. EMPLOYMENT STATUS OF ALL YOUTH STUDIED

| Employment Status | Number | Per Cent |
|---------------------------------|--------|----------|
| Full Time | 26 | 29.88 |
| Part Time | 14 | 16.09 |
| Unemployed and Not Seeking Work | 10 | 11.49 |
| Unemployed and Not Seeking Work | 23 | 26.46 |
| In School Full Time | 8 | 9.19 |
| Armed Forces | 4 | 4.59 |
| Other * | 2 | 2.29 |
| Totals | 87 | 99.96 |

* Other includes those who failed to answer

The status of these students is further revealed in Table XV and Table XVI. It will be noted that 88 per cent of the employed youth (Full-time) are drop-outs, and all of these employed part-time are drop-outs. None of the graduates are in the armed forces.

TABLE XV. EMPLOYMENT STATUS OF DROP-OUTS

| Employment Status | Number | Per Cent |
|-----------------------------|--------|----------|
| Full Time | 23 | 33.82 |
| Part Time | 14 | 20.58 |
| Unemployed and Seeking Work | 4 | 5.82 |

TABLE XV. EMPLOYMENT STATUS OF DROP-OUTS (Continued)

| Employment Status | Number | Per Cent |
|---------------------------------|--------|----------|
| Unemployed and Not Seeking Work | 19 | 27.92 |
| In School Full Time | 2 | 2.91 |
| Armed Forces | 4 | 5.82 |
| Other | 2 | 2.91 |
| Totals | 68 | 99.78 |

TABLE XVI. EMPLOYMENT STATUS OF GRADUATES

| Employment Status | Number | Per Cent |
|---------------------------------|--------|----------|
| Full Time | 3 | 15.78 |
| Part Time | — | — |
| Unemployed and Seeking Work | 6 | 31.57 |
| Unemployed and Not Seeking Work | 4 | 21.05 |
| In School Full Time | 6 | 31.57 |
| Armed Forces | — | — |
| Totals | 19 | 99.97 |

It will be noted that more graduates are unemployed and seeking work than drop-outs in spite of the much greater number of drop-outs over graduates.

TABLE XVII. HOW PRESENT JOB WAS SECURED BY ALL
YOUTH EMPLOYED FULL TIME

| Informed of opening by: | Graduates | Drop-outs |
|-------------------------|-----------|-----------|
| Member of Family | 1 | 10 |
| Personal Application | 2 | 13 |
| | | |

These young people who are employed full time got their jobs through a member of their family or by personal application while looking for a job. Only three of the eighty-seven former students were registered with an employment agency which indicates that they are not acquainted with the work done by these agencies.

TABLE XVIII. DESIRED AND ACTUAL OCCUPATIONS
OF GRADUATES

| Occupation | Desiring Specific Field of Work | | Employed in Specific Field of Work | |
|---------------------|---------------------------------|-------|------------------------------------|-------|
| | No. | Pct. | No. | Pct. |
| Professional | 9 | 47.36 | — | — |
| Male | 1 | 5.26 | — | — |
| Female | 8 | 42.10 | — | — |
| Clerical | 2 | 10.52 | — | — |
| Male | — | — | — | — |
| Female | 2 | 10.52 | — | — |
| Undecided and Other | 8 | 42.10 | 1 | 5.26 |
| Male | 1 | 5.26 | — | — |
| Female | 7 | 36.84 | 1* | 5.26 |
| Totals | 19 | 99.98 | 1* | 5.26* |

* Employed as a domestic servant

Even though 47.36 per cent of the graduates desire jobs classed as professional, none are actually engaged in the work desired. This is due partly to their not being in school long enough to complete the courses prescribed. (See Table XXVIII) While the percentage wanting this type of work may loom large at first glance, it only represents 10.3 per cent of the of all youth included in this study. This percentage is only a little above the national average of the persons engaged in professional pursuits. A subsequent study of these youth may give entirely different results.

Two of the drop-outs desired specific occupations and are preparing for them by attending trade schools. These occupations are carpentry and welding.

The weekly wages received by drop-outs who are employed full time ranged from fifteen dollars to forty dollars, the average being twenty-nine dollars and nineteen cents. Nine of those who were employed full time were engaged in farming and gave no amount as being the weekly wage received. Of those who were employed part time, the wages received weekly ranged from nine dollars to twenty-six dollars, the average being nineteen dollars and fifty-four cents. Three of these were farmers who gave no amount as being weekly wage received. Twelve out of the thirty-seven who are employed either full- or part-time are engaged in farming. This represents approximately $33 \frac{1}{3}$ per cent.

The weekly wage received by the graduates who are employed full time ranged from twenty to thirty dollars. The average wage received was twenty-five dollars.

Seemingly there is no relation between the amount of education received and the wages these young people were earning because the average

wage received by drop-outs was four dollars and nineteen cents higher than the wages received by graduates. This may be due to the types of jobs held by these young people, and also to the availability of jobs in the particular locality.

Table XIX shows the marital status of the drop-outs of the school. More than half of the female drop-outs were married, less than half of the males had found wives. 52.94 per cent of all these drop-outs were still singles as this study was made.

TABLE XIX. MARITAL STATUS OF DROP-OUTS

| Status | Number | Per Cent |
|---------|--------|----------|
| Married | 32 | 47.05 |
| Male | 14 | 20.58 |
| Female | 18 | 26.47 |
| Single | 36 | 52.94 |
| Male | 21 | 30.88 |
| Female | 15 | 22.06 |
| Totals | 68 | 99.99 |

TABLE XX. MARITAL STATUS OF GRADUATES

| Status | Number | Per Cent |
|---------|--------|----------|
| Married | 6 | 31.57 |
| Male | 1 | 5.26 |
| Female | 5 | 26.31 |

TABLE XX. MARITAL STATUS OF GRADUATES (Continued)

| Status | Number | Per Cent |
|--------|--------|----------|
| Single | 13 | 68.61 |
| Male | 1 | 5.26 |
| Female | 12 | 63.15 |
| Totals | 19 | 99.98 |

The tables above show that, among other things, drop-outs are marrying at a slightly faster rate than are the graduates.

To further understand these school leavers, it is necessary to get an accurate picture of the present geographical distribution of these students. Table XXI reveals that out of the nineteen graduates, three live on farms; five live in Texas cities and towns; one is in a city outside of Texas; five are in Texas colleges; one is in a college outside of Texas; and four are living in rural areas but are not on farms.

TABLE XXI. GEOGRAPHICAL DISTRIBUTION OF GRADUATES

| Where located | Number | Per Cent |
|----------------------------------|--------|----------|
| On Farms | 3 | 15.78 |
| Texas Cities and Towns | 5 | 26.31 |
| Cities and Towns of Other States | 1 | 5.26 |
| Texas Colleges | 5 | 26.31 |

TABLE XXI. GEOGRAPHICAL DISTRIBUTION
OF GRADUATES (Continued)

| Where Located | Number | Per Cent |
|----------------|--------|----------|
| Other Colleges | 1 | 5.26 |
| Other | 4 | 21.05 |
| Total | 19 | 99.97 |

The fact that almost one-third of these students are in cities and towns indicates that occupational adjustment needs to extend beyond the community.

The drop-outs in this study were found to be living mostly in rural areas. Out of the sixty eight studied, thirty-four were on farms; twenty were in cities and towns; four were in the armed forces of the United States; and ten were living in rural areas but were not on farms. The school should note that its responsibility lies largely with this large percentage (78.1) of its students who do not receive any additional scholastic training. A continuous and tactful effort should be put forth to be of greater service to these school-leavers. (Table XXII.)

TABLE XXII. GEOGRAPHICAL DISTRIBUTION
OF DROP-OUTS

| Where Located | Number | Per Cent |
|----------------------------------|--------|----------|
| On Farms | 34 | 50.00 |
| Texas Cities and Towns | 18 | 26.47 |
| Cities and Towns Of Other States | 2 | 2.94 |
| Other | 14 | 20.58 |
| Totals | 68 | 99.89 |

There are in Summerfield School District and Cherokee county no records of the number of children who are gainfully employed. The office of the County Judge reports that he had never been requested to issue work permits to Negro children.¹ This only indicates the amount of conformity with the state law which requires work permits issued by the County Judge to children between 12 and 15 who work during the school year and who upon the sworn statement of parents or guardian that it is necessary for the support of the family. It should be the concern of someone to see to it that this particular law is adhered to for this fact alone may be the greatest cause for absentees at school which in turn might be the greatest contributing cause for dropping-out of school.

¹Informal (but affirmed) statement to the writer, March 11, 1949.

CHAPTER V
APPRAISAL OF SCHOOL SUBJECTS

CHAPTER V
APPRAISAL OF SCHOOL SUBJECTS
By Graduates

There are many problems which call for satisfactory solutions in the determination of the curriculum of the schools of the United States. It is an assumption of this study that one of the best sources of information on curricular problems will be found in the youth who have been subjected to the offerings of the school and who subsequently have had to face the problems of adulthood. These young people should be able to furnish valuable information to those who are interested in curricular revision or curricular reorganization. When these young people are given the opportunity to express their opinions, ambitions, and aspirations, we may find some of the answers to youth's problems.

When the graduates included in this study were asked which subject has been most useful in their occupational life since leaving school, four said that all subjects had been useful; thirteen said that English was the most useful subject; thirteen of these young people, all girls, voted for home economics; seven cited junior business training as being most useful; and five gave arithmetic a vote as being helpful. One of the two boys in this group gave vocational agriculture credit for being a useful subject.

TABLE XXIII. SUBJECTS VOTED AS BEING USEFUL IN
OCCUPATIONAL LIFE OF GRADUATES *

| SUBJECT | NUMBER | PER CENT |
|---------|--------|----------|
| English | 13 | 68.42 |

TABLE XXIII. SUBJECTS VOTED AS BEING USEFUL IN OCCUPATIONAL LIFE OF GRADUATES* (Continued)

| Subject | Number | Per Cent |
|--------------------------|--------|----------|
| Home Economics | 13 | 68.42 |
| Junior Business Training | 7 | 36.84 |
| Arithmetic | 5 | 26.31 |
| All Subjects | 4 | 21.05 |
| Total Graduates | 19 | |

*Some voted for more than one subject

It is apparent from the data in Table XXIII that English and home economics are considered as most useful in the lives of these young people. It is significant also that more than two out of ten of these young people considered all subjects offered as being useful, while approximately 79 per cent of the graduates did not feel that such subjects as geometry, algebra, American history, world history, general science, and economics are helpful. The four who voted all subjects as being useful are students in college.

When asked "What subjects or kinds of education which you did not have do you now think would have helped you in your occupational life since leaving school?", ten of the nineteen graduates thought that typing and shorthand would have been of assistance to them; two thought that foreign language would have been useful; the others named art, cooking for boys, applied mathematics, music, and five either said "none" or gave no answer.

TABLE XXIV. SUBJECTS WHICH WOULD BE USEFUL NOW HAD THEY BEEN OFFERED WHEN THE GRADUATES WERE IN SCHOOL

| Subject | Number | Per Cent |
|-----------------------|--------|----------|
| Typing and Short-hand | 10 | 52.63 |
| Foreign Language | 2 | 10.52 |
| Other | 7 | 36.84* |
| No Answer | 5 | 26.31 |

*Includes cooking for boys; art; applied math; biology; music; and practical courses in all fields

It is assumed that typing and shorthand are fascinating to the graduates because it is one of the courses taught in the school for whites and not taught in the Negro school. In addition, some of the students who are in colleges realize that shorthand would make note-taking easier.

In making suggestions for the betterment of the school program, the greatest need felt by the graduates was better transportation facilities for the children of the district. Getting the children to and from school has been one of the chief complaints against the school system since 1940.¹ Other suggestions from the graduates asked that courses such as typing and shorthand be added to the school curriculum; and that school be held during the periods when children were idle.

Appraisal by Drop-Outs

The data obtained from the questionnaires seemed to indicate that

¹Informal (but affirmed) statement to the writer, December, 1949.

the crop-outs included in the study were benefited most by arithmetic, 42.64 per cent voting for it. English received twenty-two of the votes; home economics received sixteen; and vocational agriculture received eleven. Nine of the students said that none of the subjects taken had been of any help in their occupations. American history, world history and the other subjects included in the curriculum received no more than two votes. Table XXV gives the exact votes given to each subject in the curriculum by the drop-outs:

TABLE XXV. SUBJECTS VOTED AS BEING USEFUL IN
OCCUPATIONAL LIFE OF DROP-OUTS *

| Subject | Number | Per Cent |
|----------------------------|--------|----------|
| Arithmetic | 29 | 42.64 |
| English | 22 | 32.35 |
| Home Economics | 16 | 23.52 |
| Vocational Agriculture | 11 | 16.17 |
| None of Subjects | 9 | 13.23 |
| Other Subjects Combined | 7 | 10.29 |
| TOTAL STUDENTS VOTING | 68 | |

* Students voted on one or more subjects.

In this study none of the students named algebra nor geometry yet several of the students were exposed to these courses.

Another interesting finding was that ten of the eleven boys who had found vocational agriculture helpful were actually attempting to wrest

a living from the soil.

TABLE XXVI. SUBJECTS WHICH WOULD BE USEFUL NOW HAD THEY BEEN OFFERED WHEN THE DROP-OUTS WERE IN SCHOOL

| Subject | Number | Per Cent |
|------------------------------|--------|----------|
| Typing and Short-hand | 15 | 22.05 |
| Trades | 4 | 5.82 |
| Music | 3 | 4.41 |
| Homemaking--All Jobs | 7* | 10.29 |
| Tractor Operation and Repair | 3 | 4.41 |
| Spanish | 2 | 2.94 |
| None | 38 | 55.88 |
| TOTAL STUDENTS VOTING | 68 | |

*Includes child care, budgeting, home beautification and child care

Over half of these drop-outs did not recognize anything lacking in the education they had received, and are seemingly satisfied with it. The other portion not only found lacking factors but defined them. Some of the courses which were named are now in the present curriculum and was in it when these young people were in school. This indicates that something needs to be done to broaden the scope of the courses offered, so as to make them more meaningful in the lives of the students.

When asked for suggestions for making the school better, forty of the sixty-eight drop-outs either did not answer or wrote none in the

space provided. The other suggestions in the order of frequency in which they were mentioned were: (1) improved transportation facilities; (2) school in summer; (3) something other than books; (4) training for specified jobs; (5) moving school to center of district and others which are found in Table XXVII.

TABLE XXVII. SUGGESTIONS FOR MAKING THE SCHOOL BETTER GIVEN BY DROP-OUTS

| Course or Service Needed to Improve School | Number | Per Cent |
|--|--------|----------|
| None | 40 | 58.82 |
| School In Summer Months | 3 | 4.41 |
| Improve Transportation | 6 | 8.82 |
| Better Teachers and Equipment | 3 | 4.41 |
| Recreational Center | 2 | 2.94 |
| Add Other Courses | 5 | 7.35 |
| Other | 9 | 13.23 |

It will be noted particularly that the drop-outs recognized that transportation to and from school is an important factor. It will be noted that three of these former students suggested that school be held during the summer months.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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The degree to which the graduates and drop-outs of a school have achieved success has enormous significance to teachers, principals, supervisors, and administrators. It also is significant to the community as a whole. The success of these former students reflect the degree to which the school and the environmental factors of the home, school and community have helped or hindered these individuals in their struggle to achieve whatever success that has been theirs.

The persons responsible to a large extent for the shaping of the lives of children — the teacher — can come to his or her task with a better insight into what the individuals entrusted to his or her care are likely to become. For they are acquainted with the students of yesteryear, their living situations, ambitions, thwarted and realized, and their opinions of conditions in general. When this information has been assembled and presented in an easily understood form, it becomes a valuable tool to those persons who are wanting to do something to make the school life more meaningful, curricular or otherwise.)

This study was begun with this idea in mind; To learn from the students themselves their opinions on various aspects of life since they have been out of school that could have been made better by the school.

The history of the school district and the particular school was considered basic in a study of this kind. It was felt that through the history of the community certain cultural patterns have been set which are the controlling influences in the lives of the population which has served to better or deter the educational opportunities offered to the young

people of the community. The present status of this school and its students must be considered in light of this history.

The findings of this study have been based on the main factors: (1) educational status, (2) occupational status, (3) geographical distribution, and (4) appraisal of the work of the school. The individuals themselves furnished through the medium of a questionnaire, the main source and authority for the conclusions reached in this study.

The primary aim in gathering these data was to secure from the former students themselves their reactions and views on how well the school had in the past served the purpose for which it was at first established and is now maintained.

Conclusions

From the results obtained in this study, the following conclusions have been reached:

1. The school has graduated only one and ninety-three hundredths per cent of the total census enumeration for the period studied, and almost two-thirds of these graduates have received no further schooling.

2. A large percentage of the students who dropped out of school did so because of financial conditions.

3. This school is characteristic of the schools throughout the state of Texas¹ in that it does not offer any appreciable amount of vocational education and training.

4. The persons in charge of the school including the school board, the superintendent, the principal, and the teachers cannot continue

¹ Bryant, Ira B. "Vocational Education In Negro High Schools In Texas", Journal Of Negro Education, Vol. 18 No. 1 (Winter) 1949 p.9.

to neglect the ever increasing demands for more practical vocational program in the school for the Negro youth of the community.

5. All of the men and women, boys and girls who were employed regularly were performing jobs which required little or no skill and consequently paid low salaries. These jobs included: (1) farm laborers, (2) domestic servants, (3) filling station attendants, and (4) workers in the lumber mills.

6. Only five and twenty-six hundredths per cent of the graduates were actually engaged in the type of work desired.

7. These students studied, wanted the school to offer more of the courses which would better fit them to take jobs, and to provide better facilities for getting the students now in school to and from school. Several wanted better school facilities and appointments.

8. The school plant itself leaves much to be desired relative to its physical appointments and facilities.

Recommendations

Based on the conclusions presented above, the following recommendations are offered:

1. That this school make an attempt to locate potential drop-outs long before they leave school by using methods set up by psychologists to discover certain personality patterns which may have definite relationships to the problem. Sociological procedures may also prove effective in discovering why students leave school. It may discover that the group organization patterns of classrooms, neighborhoods and playgroups may also have a direct relationship to school-leaving before the course has been completed.

2. That adult classes be organized to study better systems of planning and operating farms so as to insure a better standard of living and thereby make it unnecessary to keep children out of school to help earn the living for the family.

3. That the school place more emphasis upon vocational guidance making surveys to: (a) determine needs for further study in this field, (b) determine occupational opportunities in the immediate and nearby communities, and (c) undertaking a thoroughgoing evaluation of the curriculum offered by the school.

4. That all persons who are responsible for the welfare of the school be made aware of the findings of this study.

5. That classes be organized composed of out-of-school youth to study job opportunities, and how to improve the jobs already being performed. Occupational information would perhaps cause some students to choose vocations in which they would have more likelihood of succeeding.

6. That a thorough going study be made of the school with reference to its proximity to other school districts and to the possibility of becoming annexed to or consolidated with them so as to have a school unit large enough to perform more of the functions needed in schools.

7. That courses in sex education be added to the curriculum as soon as possible. Although the survey did not reveal the extent to which the lack of sex education has been a detriment to the total school program, the writer is sufficiently familiar with the problem and all of its ramifications to feel justified in including this in the recommendations.

8. That, although not included in the findings of this paper, aid be sought from local, state, and federal sources to provide the community with a physical and health education program to meet the needs of

these people.

9. That periodic studies be made of future school-leavers to determine the extent to which the school has affected their lives, and to give school officials leads to needed changes in the program of the school.

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APPENDIX

Summerfield Negro School
Route 1 Box 160A
Ponta, Texas
January 1949

Dear _____:

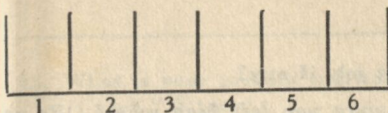
I am attempting to secure information from former students of the Summerfield Negro School. This information will be used in a study I am making of the school and the students who have left either as graduates or otherwise during the past eight years.

I want to assure you that all information given me in the enclosed questionnaire will be kept strictly confidential. Will you please help me by answering the questionnaire and returning it to me as soon as it is convenient for you to do so?

Thanking you very kindly for your cooperation,
I am

Yours Very truly, School

F. D. McClure
F. D. McClure



The Implementation Commission of the National Association of Secondary-School Principals

POST-SCHOOL INVENTORY

Mr. Present
 Name Mrs.* Address
 Miss (Print in capitals) Street and Number

* Married Girls (Write maiden name here) City State

Phone (If no phone, write "none") Date (Date this is filled in)

Directions: Please answer the following questions carefully. Most of the questions can be answered by placing a check "X" in the appropriate square. On some the answers will have to be written. These questions can be answered in one or two words or a few short sentences. Please write plainly.

All replies will be treated as strictly confidential.

1. What is your present employment status?

(Check "X" one)

- 1 Employed full-time (30 or more hours per week)
- 2 Employed part-time (less than 30 hours per week)
- 3 Doing housework at home, not otherwise employed, and *not seeking outside employment.*
- 4 Unemployed, and seeking work
- 5 Unemployed, and *not seeking work*
- 6 Going to school full time
- 7 Taking compulsory military training (Under Selective Service Act)
- 8 Serving a regular enlistment in the Army, Navy, Marines, or other armed forces of the U.S.
- 9 Other (Explain).....

2. In what employment or placement agencies are you now registered, if any?

(If not registered in any agency now, write "none".)

(1) Name.....

Address.....

(2) Name.....

Address.....

3. How many months of full-time schooling have you had since you left high school?

4. At what schools or colleges have you studied or taken training since you left high school, if any?

NOTE: If you have taken any training since you left high school, fill in the following information for each school from which you took work. Be sure to indicate any training you are taking at the present time. If you have not taken any training since leaving high school, cross out the table below and go on to Item 5.

| Name and address of school | Name of course taken | Dates attended | Type of attendance <i>Check "X" one</i> | Reason for leaving <i>(If still attending give expected date of leaving instead.)</i> |
|----------------------------|----------------------|----------------|--|--|
| First school attended | | From: | 1 <input type="checkbox"/> Full-time | |
| | | To: | 2 <input type="checkbox"/> Part-time | |
| | | | 3 <input type="checkbox"/> By mail | |
| Second school attended | | From: | 1 <input type="checkbox"/> Full-time | |
| | | To: | 2 <input type="checkbox"/> Part-time | |
| | | | 3 <input type="checkbox"/> By mail | |

5. What regular jobs have you held since you left high school, including your present job, if any?

NOTE: Fill in the following information for each regular job you have held since you left high school. Be as complete as possible.

| Name and address of employer | Kind of business | Name of job or kind of work | Dates | Reason for leaving |
|--|------------------|-----------------------------|--|--------------------|
| Example: Clover Stores Co. 333 So. Main St. Stockton, Kansas | Retail Grocery | Sales clerk | From: Mar. 1938 To: Jan. 1940 | Offered better job |
| First Job: | | | From: To: | |
| Second Job: | | | From: To: | |
| Third Job: | | | From: To: | |
| Fourth Job: | | | From: To: | |
| Fifth Job: | | | From: To: | |
| Sixth Job: | | | From: To: | |

Note: Continue on the back of this form if more space is needed.

6. How many months of full-time (30 or more hours a week) employment have you had since you left high school, including months served in the armed forces of the U. S.?

9. How many hours a week do you work on your present job?
(Indicate the average number of hours if the number varies from week to week).

NOTE: If you do not have a job at present, skip items 7 to 12 and go directly to item 13 at the top of the next page.

10. What is your present average weekly wage?
(Include extras such as tips, commission, meals, lodging, etc. Indicate average wages if wages vary from week to week.)

7. Describe briefly the specific duties of your present job:

11. Are you employed by a member of your family, or by a friend of your family, or by a relative?
(Check "X" one)

1 Yes (Explain).....
 No

8. Did your employer put you through a period of training when you first started working on your present job?

1 Yes. For how long?
(Describe)

2 No

12. Through what source did you learn about the "opening" that led to your present job? (Check "X" one)

2 Member of your family, a friend or relative
3 School authorities
4 Private employment agency (to whom you paid a fee)
5 Public employment agency (such as State Employment Service)
6 Personal application while looking for a job
7 Other (Explain)

13. What is your present marital status?

(Check "X" one)

- 1 Single
- 2 Married
- 3 Other

14. With whom do you live now? (Check "X" one)

- 1 Parents or relatives
- 2 Boarding with non-relatives
- 3 In own household
- 4 Other (Explain)

15. What do you expect is going to be your regular occupation?

.....
(Be specific, as airplane mechanic or airplane pilot, not aviation; typist, stenographer, private secretary, not clerical. If you are still undecided, write "undecided" here.)

16. When did you decide definitely on what you now expect is going to be your regular occupation?

(Check "X" one)

- 0 Still undecided
- 1 Before entering Senior High School
- 2 During Senior High School
- 3 Since leaving high school and prior to present job
- 4 While on present job
- 5 Other (Explain)

17. With whom did you talk at high school, if with anyone, who helped you with your occupational problems?

.....
18. From what sources chiefly have you sought advice about your occupational problems since leaving school?
(Check "X" those who have been of most help to you)

- 0 No one
- 1 Public School officials
- 2 A school attended since leaving high school
- 3 YMCA, YWCA, and similar sources
- 4 Public employment service agency
- 5 Private employment agency
- 6 Parents, relatives, or adult friends of the family
- 7 Workers on jobs you are interested in
- 8 Employer or supervisor
- 9 Immediate personal friend
- 10 Movies
- 11 Reading
- 12 Other (Explain)

19. Which subject that you took in high school has been of most value to you in your occupational life since you left high school?

Note: By "occupational life" is meant everything having to do with getting jobs, doing the work required on those jobs, deciding and planning for a life's work, and actually carrying out the plans for life's work.

.....
(If no subject has helped you, write "none" here.)

20. What subjects or kinds of education which you DID NOT HAVE do you now think would have helped you in your occupational life since leaving school?

21. If there are any suggestions you care to make which might help the school be of greater service to you or the young people now in the school, please write them here.

22. Why did you leave high school?

- 1 Graduated
- 2 Other (Explain)

NOTE: Will you kindly check back over the questions to make sure that you have indicated or written an answer for each question. Be sure that your name, address, phone number, and the date this blank was filled in are written clearly on the top of first page.

PLEASE RETURN THIS INVENTORY FORM TO THE HIGH SCHOOL OFFICE AT ONCE. THANK YOU.