



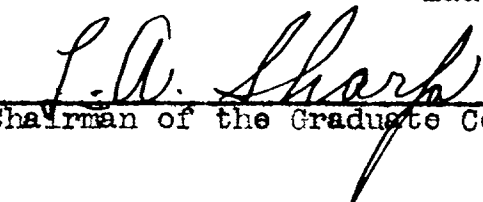
THE STATUS OF THE RURAL SCHOOL CHILD
IN THE CITY HIGH SCHOOL

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THE STATUS OF THE RURAL SCHOOL CHILD
IN THE CITY HIGH SCHOOL

THESIS

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CHAPTER I
INTRODUCTION

In the past few years the State Department of Education of Texas has spent much time and energy on the problem of building for Texas a more efficient system of high school education. It has set about to solve the problem of unequal educational opportunities that confront the rural boys and girls. Great strides have been made in most sections and many of the rural boys and girls are now being transported to the doors of accredited senior high schools.

Purpose

The purpose of this study is to see whether the shifting of great numbers of agricultural folk to the city high school really creates a serious problem for the administrators and teachers of the city high schools. This is to be determined by how well the rural high school transfer is able to fit into the curriculum of the city high school. It is also to determine what has been done in some of the representative high schools to make adjustments to meet the needs of these rural pupils and to make recommendations as to how the problem can be attacked. It is believed that this problem should be a challenge to the wide awake administrators and that many of them should study the problem and carry on experiments, which will cause them to be able to bring about adjustments.

Scope

Six representative high schools, located in various parts of the state, were visited personally. These schools were Denton, Gainesville, Sherman, Cleburne, McKinney, and Denison. In each instance the Administrator in charge was interviewed and the author was given complete access to the records and files of the school. These six schools have a total scholastic population of 14,297. In 1936-37 there were 4641 pupils attending the high schools, 2,418 of whom, were in the last two years of the high school. These high schools draw pupils from rural schools that contain a scholastic population of approximately 8,300.

The records of the 477 rural transfers of the tenth and eleventh grades of these six high schools were investigated. An urban pupil was taken for each rural pupil. In each instance the city or resident pupil immediately following the rural pupil in the record was used.

Explanations

The terms, "rural high school pupil" or "rural high school transfer" in this study refer to children who live in 119 small school districts near the six receiving high schools of this study and who have transferred to the city high school. They either paid their tuition or had it paid by the district in which they lived or it was paid by the

In the first column the classification of the child was placed. The age refers to that of the pupil on September first, 1936. The letters at the heads of the columns under subjects of instruction represent fields of study. "E" stands for all English, "SS" for all social science, "M" for all mathematics, "Sc" for all natural science, "HE" for all domestic science courses, "Ag" for all agriculture, "Com" for all commercial subjects, "La" for all languages, "Sp" for speech, "MT" for all courses in manual training, "Mu" for Music courses, and "Art" for all art courses.

Organization

Chapter I sets forth the purpose and scope of the thesis. It also explains certain terms that are used in the thesis and the procedures used to collect and tabulate data.

The data of Chapter II shows the increase in the number of rural pupils in the city high schools of this study. It also shows the general trend of what is happening throughout the state to the rural high school population.

A comparison of the age-grade distribution of rural and urban pupils is shown in Chapter III.

A comparison of the academic grades received by rural and urban pupils is made in Chapter IV.

The conclusions of the thesis and recommendations that are suggested from a study of the data are set forth in Chapter V.

CHAPTER II

INCREASE OF RURAL PUPILS IN CITY HIGH SCHOOLS

Increase in Transfers

Until the past few years the ambitious and moderately well-to-do rural residents managed some way for their children to have the educational opportunities of an affiliated high school. Many of them, at a great financial loss to themselves, moved into town and placed their children in school. Some rural children were sent to towns and cities to live with relatives and friends. Some obtained jobs and made their own way.

This group was small and would represent only a very low per cent of the enrollment of any high school. Being a select few of exceptional rural children, they created no serious problem to the school that received them.

In the past few years this situation has changed. Instead of having one rural pupil to enroll for every ten or fifteen urban pupils the city high schools now have one rural pupil to enroll for every four or five urban pupils and in some high schools almost half of the pupils are rural. This increase for the six schools studied in this survey is shown in Table I.

From Table I it is seen that there has been an increase from 378 to 562, or 48 per cent in the number of rural school transfers into these six high schools during the past few

years. From 1932-33 to 1933-34 the increase was only 10, or 6.03 per cent. The next year there was an increase of 24,

Table I

Year	Number of Transfers	Percentage of Increase
1932-33	378	****
1933-34	397	5.03
1934-35	420	6.04
1935-36	467	10.92
1936-37	562	20.98

or 6.04 per cent. There was an increase from 420 in 1934-35 to 467 in 1935-36. This is an increase of 10 per cent. From 1935-36 to 1936-37 the increase was from 467 to 562, or 17 per cent.

Decrease in the Size and Offerings of Common Schools

This increase in the number of rural children transferred to city high schools is due to a great extent to the improved methods of transportation. Formerly many schools that were several miles from a city or town taught ten or eleven grades with a very few teachers. In some cases there was only one teacher. If the school taught eight or nine grades many of the children never attended the nearest high school. Many schools began to furnish transportation for the upper grade or grades in these common school districts

and when the system of transportation was once set up they continued to reduce the number of grades taught in the home school and to send them in to the city school. This particular trend in the educational field is evident from a study of Tables II-IX inclusive.

During the six years included in Table II the total number of schools in Texas teaching grades one to five

Table II
NUMBER OF COMMON SCHOOLS TEACHING GRADES 1 TO 5¹

Size of School	Schools Teaching Grades 1 to 5					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	152	126	158	135	148	136
2-teacher	5	7	12	15	10	8
3-teacher			6	4	1	3
4-teacher				3	1	1
5-teacher					1	
6-teacher			1			
7-teacher		1				
8-teacher						
9-teacher					1	
10-teacher						1
Total	157	134	177	157	162	149

varied little. There was a high peak in the number of schools of this classification in 1932-33 but the number declined by 1935-36 to a lower level than it was in 1930-31.

¹Tables II through IX obtained from Twenty Seventh, Twenty Eighth, and Twenty Ninth Biennial Reports of Texas State Department of Education.

There was a decrease in the number of one teacher schools teaching grades one to six from 1930 to 1936. This

Table III

NUMBER OF COMMON SCHOOLS TEACHING GRADES 1 TO 6

Size of School	Schools Teaching Grades 1 to 6					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	177	109	60	120	90	95
2-teacher	17	22	34	28	34	28
3-teacher	5	6	6	3	6	7
4-teacher		1	1	2		1
5-teacher	1		1	1	2	1
6-teacher				1	1	1
7-teacher	2					1
8-teacher						
9-teacher						
10-teacher						
Total	102	138	102	155	133	134

decrease was from 177 in 1930 to 95 in 1936. This represents a decrease in this type of school of 46.3 per cent. While the number of one-teacher schools teaching grades one to six decreased all, schools with two-teacher or more that taught grades one to six, increased.

In 1930-31 there were 1707 one-teacher schools that were teaching grades one to seven inclusive. This number decreased to 1490 by 1935-36. This shows that there is a definite trend toward eliminating the one-teacher school. The opposite is true, however, for two-teacher schools teaching grades one to seven inclusive. There was an in-

crease of 609, or 29 per cent in this type of school.

There was a corresponding increase in the number of three-teacher schools teaching grades one to seven inclusive. In 1930-31 there were 50. This number increased to 159 by 1935-36. There was an increase of 21.8 per cent in this instance. There was a great increase in the number of larger

Table IV

NUMBER OF COMMON SCHOOLS TEACHING GRADES 1 TO 7

Size of School	Schools Teaching Grades 1 to 7					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	1707	1555	1547	1471	1530	1490
2-teacher	291	354	368	641	823	899
3-teacher	50	53	57	99	145	159
4-teacher	20	18	22	36	40	28
5-teacher	3	8	9	7	11	8
6-teacher	6	6	5	5	11	12
7-teacher	8	7	8	6	8	4
8-teacher		3	2	1	7	3
9-teacher			2	4	2	2
10-teacher		5	3	3	7	6
Total	2085	1990	2023	2273	2584	2611

schools teaching grades one to seven inclusive. In 1930-31 there were only 37 schools with four teachers or more that taught grades one to seven. While in 1935-36 there were 61 schools of this classification. It is significant that there was a decrease of 217 common schools of the one-teacher-seven-grade type during this period of six years, and that

there was an increase of 526 elementary common schools teaching seven grades.

In 1931-32 there were 1473 common schools teaching grades one to eight. Table V shows an increase in that year

Table V

NUMBER OF COMMON SCHOOLS TEACHING GRADES 1 TO 8

Size of School	Schools Teaching Grades 1 to 8					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	99	161	80	99	87	78
2-teacher	1264	1215	1130	1002	828	804
3-teacher	46	70	71	135	168	178
4-teacher	5	14	9	16	26	12
5-teacher	3	5	2	4	9	3
6-teacher			1		5	
7-teacher		1	2	1	1	1
8-teacher			1		3	
9-teacher				1		
10-teacher			1	3	1	1
Total	1417	1466	1297	1261	1128	1077

of nearly all sizes of schools of this classification. After 1931-32, however, the one to eight grade schools began to decrease in number. From 1930-31 to 1935-36 all types of common schools teaching grades one to eight decreased from 1473 to 1077. There was a decrease of 460 in the number two-teacher schools teaching eight grades. There was not a decrease, however, in the three-teacher schools of this classification. This was unusual, in that in all other

types of three-teacher schools there was a considerable decrease.

The total number of common schools that were classified as 9 grade schools was decreased from 1302 in 1930-31 to 1037 in 1935-36.

The number of one-teacher schools teaching 9 grades actually increased in number. This was true for all other types of schools except the two-teacher and three-teacher

Table VI

NUMBER OF COMMON SCHOOLS TEACHING GRADES 1 TO 9

Size of School	Schools Teaching Grades 1 to 9					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	30	18	44	21	25	32
2-teacher	521	527	576	425	320	312
3-teacher	679	607	554	518	446	424
4-teacher	55	45	43	94	132	182
5-teacher	6	7	9	23	34	48
6-teacher	6	5	4	13	17	21
7-teacher	5	3	1	5	5	9
8-teacher			4	1	5	3
9-teacher						3
10-teacher			1	1	5	3
Total	1302	1212	1236	1101	989	1037

schools. The five-teacher schools teaching grades one to nine increased from 6 in 1930-31 to 48 in 1935-36. This was an increase of 700 per cent. There were only 70 schools with four teachers or more that were teaching nine grades in

1930-31. In 1935-36 there were 269 of them. Even with all of these increases in the larger type of school there was a considerable decrease in the total number of schools that were teaching two grades of high school work. The two-teacher schools decreased from 521 to 312 and the three-teacher schools decreased from 679 to 424.

The greatest decrease in common schools teaching high school subjects was in the group of schools in which grades

Table VII

NUMBER OF COMMON SCHOOLS TEACHING GRADES 1 TO 10

Size of School	Schools Teaching Grades 1 to 10					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	6	11	11	5	7	12
2-teacher	76	80	58	65	58	36
3-teacher	286	347	400	305	245	181
4-teacher	440	441	450	394	305	161
5-teacher	129	118	157	166	159	112
6-teacher	48	45	47	43	67	54
7-teacher	31	22	29	23	18	12
8-teacher		6	1	4	5	2
9-teacher		3	5	4	2	1
10-teacher		4	3	4	3	4
Total	1016	1077	1161	1013	869	575

one to ten were taught. There were 1016 of these schools in 1930-31 and in 1935-36 the number was reduced to 575.

This decrease however came about in the last two years of this period, for in 1932-33 there were 1161 of these 10-

grade schools. It is significant to note that the number of one-teacher schools in which 10 grades were taught increased 100 per cent from 1930 to 1936. The decrease in the total number of common schools teaching ten grades can be explained. The State Department of Education made a ruling that all schools classified by the Department must either be 2-year high schools or four-year high schools.

There was an increase in the total number of common schools in which grades one to eleven were taught. This in-

Table VIII

NUMBER OF COMMON SCHOOLS TEACHING GRADES 1 TO 11

Size of School	Schools Teaching Grades 1 to 11					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	2	3		2	7	3
2-teacher	3	1	3	4	2	2
3-teacher	9	18	7	9	8	10
4-teacher	35	65	62	44	52	35
5-teacher	69	89	84	56	50	39
6-teacher	49	66	70	52	39	33
7-teacher	129	54	65	67	76	74
8-teacher		37	31	34	35	41
9-teacher		19	29	26	28	49
10-teacher		41	48	68	78	61
Total	296	393	399	362	375	347

crease was in the larger schools and was due to a great extent to the consolidations of rural schools.

In 1930-31 there were 137 one-teacher schools teaching

High school grades. This was reduced to 125 by the 1935-36 term. This shows only 8.8 per cent decrease in the number of one-teacher schools teaching high school work. The decrease in the percentage of two-teacher schools teaching

Table IX

NUMBER AND CLASSIFICATION OF COMMON SCHOOLS TEACHING
HIGH SCHOOL WORK 1930-36

Size of School	Number of Common Schools					
	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
1-teacher	137	193	135	127	121	125
2-teacher	1864	1823	1767	1496	1208	1154
3-teacher	1020	1042	1032	967	867	793
4-teacher	535	565	584	548	515	390
5-teacher	207	219	252	295	252	202
6-teacher	102	116	122	108	128	108
7-teacher	166	80	99	96	100	96
8-teacher	..	43	37	39	48	46
9-teacher	..	22	34	31	20	53
10-teacher	..	45	53	76	87	69
Total	4031	4148	4095	3783	3346	3036

high school work is much greater. In 1930-31 there were 1864, or 85.6 per cent of the total number of two-teacher schools in Texas that were teaching one or more high school grades. This number was reduced to 1154, or 54.7 per cent in 1935-36. In other words 710 of the schools that were reduced from high schools to elementary schools were two-teacher schools. The three-teacher schools accounted for 227 more of these reductions.

Summary

Tables II through IX show that there has actually been a decrease of 486, or about 7 per cent in the number of common schools in Texas in the past five years. They show that while the schools teaching grades one to five and those teaching grades one to six have decreased to a small extent that those teaching grades one to seven have increased from 2085 in 1930-31 to 2611 in 1935-36. This is an increase of 526 schools or a gain of over 25 per cent in the past five years. This increase has continued while the number of all other schools except those teaching grades one to eleven have decreased. The schools teaching grades one to eight have decreased from 1417 to 1077; those teaching grades one to nine from 1302 to 1037; and those teaching grades one to ten from 1016 to 575. Schools teaching grades one to eleven have increased from 296 to 347. It is interesting to note that there has been a decided increase in the number of larger common schools since there were only 284 common schools employing six teachers or more in 1930-31 while in 1935-36 there were 401. This represents an increase of 41 per cent. This is due to the consolidation of many of the small schools and of course represents only a portion of the consolidations for some of them formed independent districts.

To summarize the whole situation it is found that in five years there has been a decrease in the number of all

common schools of 7 per cent. There have been 995 common schools that were teaching high school work in Texas that have been reduced to elementary level. This represents a decrease of nearly 25 per cent. Since the schools are gradually decreasing the number of grades that they teach, these children must and are being taught in the nearby high schools.

To the small high school this situation presents only the usual problem of building a curriculum that is suitable for rural boys and girls, because their scholastic population is nearly all rural anyway. When a number of common schools consolidate the problem is similar.

The story is different when a larger school is considered. Statistics show that out of 2428 pupils of the tenth and eleventh grades of the six schools studied in the survey, 477 or 19.6 per cent were rural. This is an average of 79 rural pupils for each of the schools.

This 19.6 per cent of the members of the high schools form a problem of great significance and one that must be solved if the educational system in Texas functions efficiently.

Since children learn from past experiences and since it is the problem of the teacher to set up situations through which children will gain new and helpful experiences, the teacher is "put on the spot" as it were, and must through some process cope with the situation. In the rural child she meets with an individual who has had different exper-

iences to those of the city child. The average rural child has read fewer books, seen fewer picture shows, made fewer social contacts in nearly every way than the four fifths of his classmates who have lived in the city. When the problem or unit or project is set up in the school this must be taken into consideration.

CHAPTER III

COMPARISON OF THE AGES OF RURAL AND URBAN PUPILS

Age-Grade Distribution in the Six Schools

The ages of all of the rural pupils were recorded and age-grade tables were constructed for the purpose of comparing the ages of the rural pupils and the urban pupils. This information was obtained from the permanent record cards of the pupils, while the age-grade table of the school as a whole was obtained from the superintendent's annual report. All of these data were organized into tables.

In tables X through XVI the figures underlined represent children that are in the grades that they should be in according to their chronological ages, or they are in age while those to the left of the underlined figures have been accelerated and those to the right have been retarded.

Denton.--Nine and one tenth per cent of the Denton rural pupils are accelerated while 27.2 per cent are retarded. There were 67 pupils or 19 per cent of the urban pupils that were accelerated while only 15.4 per cent were retarded. Thus, the statistics show that there were 9 per cent of accelerations of rural pupils as compared to 20 per cent of urban pupils and 27 per cent of retardations for rural school pupils to 15.4 per cent for urban pupils. There are nearly twice as large a per cent of rural children that are over age as urban children that are over age.

Table X
AGE-GRADE TABLE FOR RURAL TRANSFERS AND URBAN PUPILS
(DENTON HIGH SCHOOL)

Grade	Sex	Ages of Pupils									Accel-erated		At Age		Retarded		Total Pupils
		13	14	15	16	17	18	19	20	21+	No.	%	No.	%	No.	%	
Rural																	
10	M	.	3	4	10	3	1	.	1	.	3	13.6	14	63.6	5	22.8	22
	F	.	1	11	7	2	4	1	.	.	1	3.8	18	69.2	7	27.0	26
11	M	.	1	.	4	2	6	1	.	.	1	7.1	8	42.9	7	50.0	14
	F	.	.	2	7	4	2	.	.	.	2	13.3	11	73.3	2	13.4	15
Total	M	.	4	4	14	5	7	1	1	.	4	11.1	20	55.5	12	33.4	36
	F	.	1	13	14	6	6	1	.	.	3	7.3	29	70.8	9	21.9	41
Grand Total		.	5	17	28	11	13	2	1	.	7	9.1	49	63.7	21	27.2	77
Urban																	
10	M	.	9	27	21	5	5	2	.	.	9	13.1	48	69.6	12	17.3	69
	F	1	19	46	30	7	1	.	.	.	20	19.2	76	73.1	8	7.7	104
11	M	.	.	13	37	19	11	3	1	.	13	15.4	56	66.7	15	17.9	84
	F	.	4	21	23	18	10	1	2	1	25	31.0	41	51.1	14	17.9	80
Total	M	.	9	40	58	24	16	5	1	.	22	14.3	104	67.9	27	17.8	153
	F	1	23	67	53	25	11	1	2	1	45	24.5	117	63.6	22	11.9	184
Grand Total		1	32	107	111	49	27	6	3	1	67	19.0	221	55.6	49	15.4	337

Gainesville.---Table XI shows the same data for the tenth and eleventh grades in Gainesville High School where there were a total of 73 rural transfers attending. Twelve

Table XI
AGE-GRADE TABLE FOR RURAL TRANSFERS AND URBAN PUPILS
(GAINESVILLE HIGH SCHOOL)

Grade	Sex	Ages of Pupils										Accelerated		At Age		Retarded		Total Pupils
		13	14	15	16	17	18	19	20	21	No.	%	No.	%	No.	%		
Rural																		
10	M	.	1	1	5	4	3	.	.	.	1	7.1	6	42.9	7	50.0	14	
	F	.	1	3	6	1	1	.	.	.	1	8.33	9	75.0	2	16.7	12	
11	M	.	1	4	5	5	5	3	.	.	5	23.8	8	38.1	8	38.1	21	
	F	.	.	2	2	2	7	1	.	.	2	7.7	16	61.5	8	30.8	26	
Total	M	.	2	5	8	9	8	3	.	.	6	17.1	14	40.0	15	42.9	35	
	F	.	1	5	15	8	8	1	.	.	3	8.3	25	65.5	10	26.2	38	
Grand Total		.	3	10	23	17	16	4	.	.	9	12.3	39	53.4	25	34.3	73	
Urban																		
10	M	3	24	35	5	.	.	.	.	.	27	39.7	41	60.3	..	..	68
	F	10	35	33	2	.	.	.	.	.	45	56.2	35	43.8	..	..	80
11	M	.	.	7	18	33	5	7	20	.	7	7.7	51	56.6	32	35.7	90	
	F	.	.	10	19	22	8	3	8	.	10	14.2	41	58.6	19	27.2	70	
Total	M	3	24	42	24	33	5	7	20	.	34	21.5	92	58.2	32	20.3	158	
	F	10	35	43	21	22	8	3	8	.	55	36.6	76	50.7	19	12.7	150	
Grand Total		13	59	85	45	55	13	10	28	.	89	28.9	168	54.4	51	16.6	308	

and three tenths per cent of the rural pupils were accelerated as compared to 28.9 per cent of the urban pupils.

Thirty four and three tenths per cent of the rural children

were retarded and 16.6 per cent of the urban pupils were re-
tarded. In this school the percentage of rural retardations
was twice as great as urban retardations. Very little dif-
ference exists between the percentages of accelerations.

Table XII
AGE-GRADE TABLE FOR RURAL TRANSFERS AND URBAN PUPILS
(SHERMAN HIGH SCHOOL)

Grade	S	Ages of Pupils									Accel-erated		At Age		Retarded		Total Pupils
		13	14	15	16	17	18	19	20	21	No.	%	No.	%	No.	%	
Rural																	
10	M	.	.	4	5	1	.	.	.	.	.	.	10	90.0	1	9.1	11
	F	.	.	2	5	4	1	.	.	.	.	.	7	58.3	5	41.7	12
11	M	.	.	1	1	5	2	2	.	.	1	9.1	6	54.6	4	36.3	11
	F	.	.	2	4	6	3	.	.	.	2	13.4	10	66.6	3	20.0	15
Total	M	.	.	5	7	6	2	2	.	.	1	4.5	16	72.7	5	22.8	22
	F	.	.	4	9	10	4	.	.	.	2	7.4	17	63.0	8	29.6	27
Grand Total		.	.	9	16	16	6	2	.	.	3	6.1	33	67.4	13	26.5	49
Urban																	
10	M	4	28	32	27	13	14	2	.	.	32	36.2	61	50.0	29	23.8	122
	F	11	42	41	33	8	1	.	1	.	53	38.7	74	54.0	10	7.3	137
11	M	.	8	112	62	18	12	.	.	.	120	56.6	80	37.7	12	5.7	212
	F	.	7	87	54	12	.	.	1	.	94	58.4	66	40.9	1	.7	161
Total	M	4	36	144	91	31	28	2	.	.	152	45.5	141	42.2	41	12.3	334
	F	11	49	128	77	20	1	.	2	.	147	49.3	140	46.9	11	3.8	298
Grand Total		15	85	272	168	51	29	2	2	1	299	47.3	281	44.5	52	8.2	632

Sherman.--The greatest difference in the acceleration and retardation of rural school transfers and urban pupils is shown in the Sherman school where the percentage of rural pupils to urban pupils was very small. In the Sherman High School there were 681 pupils enrolled in the tenth and eleventh grades. Of that number there were only 49 rural transfers. This is only 7.2 per cent. There was a rural pupil for every eight or nine urban pupils. Only 3, or 6.1 per cent of the rural pupils of Sherman High School were accelerated while 299, or 47.3 per cent of the urban pupils were accelerated. Eight and two tenths per cent of the urban children were retarded to 26.5 per cent of retardations for rural pupils. Again, the percentage is twice as great for rural retardations as for urban retardations.

Cleburne.--In the Cleburne High School there was only one rural transfer that was accelerated. This is 2.1 per cent of the total of 48 rural pupils. The number of accelerated urban pupils was correspondingly low, in that, there were only 9 pupils, or 3.8 per cent. Forty one and seven tenths per cent of the rural pupils were retarded and 39.8 per cent of the urban pupils were retarded. It will be noted that the percentages of accelerations for boys and girls were about the same for rural and for urban pupils but the percentages of retardations were greater for rural boys than urban girls.

Table XIII

AGE-GRADE TABLE FOR RURAL TRANSFERS AND URBAN PUPILS

(CLEBURNE HIGH SCHOOL)

Grade	Sex	Ages of Pupils										Accelerated		At Age		Retarded		Total Pupils
		13	14	15	16	17	18	19	20	21	No.	%	No.	%	No.	%		
Rural																		
10	M	.	.	4	3	3	.	1	.	.	.	.	7	63.6	4	36.4	11
	F	.	.	4	5	4	2	1	.	.	.	.	9	56.2	7	43.8	16
11	M	.	.	1	.	4	4	.	.	.	1	11.2	4	44.4	4	44.4	9	
	F	.	.	.	1	6	4	.	1	.	.	.	7	88.3	5	41.7	12	
Total	M	.	.	5	3	7	4	1	.	.	1	5.0	11	55.0	8	40.0	20	
	F	.	.	4	6	10	6	1	1	.	.	.	16	57.2	12	32.8	28	
Grand Total		.	.	9	9	17	10	2	1	.	1	2.1	27	56.3	20	41.6	48	
Urban																		
10	M	.	2	16	16	12	13	3	1	.	2	3.2	32	50.8	29	46.0	63	
	F	1	2	19	16	18	5	2	.	.	3	4.8	35	55.5	25	39.7	63	
11	M	.	.	.	2	10	11	5	4	.	.	.	19	48.7	20	51.3	39	
	F	.	.	4	22	25	15	3	1	1	4	5.7	47	66.2	20	28.1	71	
Total	M	.	2	16	25	23	24	8	5	.	2	2.0	51	50.0	49	48.0	102	
	F	.	2	25	38	43	20	5	1	1	7	5.2	82	61.2	45	33.8	134	
Grand Total		.	4	39	63	65	44	13	6	1	9	3.8	133	56.4	94	39.8	236	

McKinney.--Six rural pupils of the McKinney High School were accelerated. This is 6.2 per cent of the total number of rural pupils. Only 3.1 per cent of the urban pupils were

Table XIV

AGE-GRADE TABLE FOR RURAL TRANSFERS AND URBAN PUPILS

(McKINNEY HIGH SCHOOL)

Grade	Sex	Ages of Pupils										Accelerated		At Age		Retarded		Total Pupils
		13	14	15	16	17	18	19	20	21	No.	%	No.	%	No.	%		
Rural																		
10	M	.	.	4	6	3	1	2	.	.	.	.	19	62.5	8	37.5	16
	F	.	2	10	5	2	.	.	.	.	2	10.0	18	80.0	2	10.0	20
11	M	.	.	7	2	10	3	1	.	.	.	.	16	53.3	14	46.7	30
	F	.	.	4	5	12	1	2	.	.	.	4	12.9	24	77.4	3	9.7	31
Total	M	.	.	4	13	12	11	5	1	.	.	.	26	56.7	20	43.3	46	
	F	.	2	14	11	21	1	2	.	.	.	6	11.8	40	78.4	5	9.8	51
Grand Total		.	2	18	24	33	12	7	1	.	.	6	6.2	66	68.0	25	25.8	97
Urban																		
10	M	.	.	13	20	10	9	3	.	.	.	.	33	69.0	22	40.0	55
	F	1	1	12	12	10	3	3	.	.	2	4.1	31	63.3	16	32.6	49	
11	M	.	.	3	8	15	2	5	.	.	3	9.1	23	69.7	7	21.2	33	
	F	.	.	.	12	4	8	1	1	.	.	.	16	61.5	10	38.5	26	
Total	M	.	.	16	28	25	11	8	.	.	3	3.3	56	63.7	29	30.0	88	
	F	.	.	12	31	14	11	4	1	.	2	2.7	47	62.6	26	34.7	75	
Grand Total		.	.	28	59	39	22	12	1	.	5	3.1	103	63.2	55	33.7	163	

accelerated. The retardations were 25.7 per cent for rural and 33.7 per cent for urban pupils. It is interesting to note that this school is the only school of the study in

which there was a greater per cent of rural accelerations than urban accelerations and at the same time there was a smaller per cent of rural retardations than urban retardations. McKinney was the smallest school studied. There were only 259 pupils enrolled in the tenth and eleventh grades and 97 of these were rural transfers. Thirty seven and nine tenths per cent of the last two grades in the high school were rural.

Denison.--Table XV shows that there were 10.9 per cent of the rural pupils of Denison High School that were accelerated and there were 18.8 per cent of the urban pupils that were accelerated. Thirteen and three tenths per cent of the rural pupils were retarded to 16.1 per cent of the urban pupils. There was a greater percentage of urban boys who were retarded than rural boys who were retarded, but the percentage of acceleration for both urban boys and girls were greater than the acceleration for rural boys and girls. There were 28.7 per cent of the Denison pupils who were rural.

To summarize tables X through XV it is found that in four of the six schools studied there was a greater per cent of accelerations in the urban scholastics and that in four of the schools there were smaller per cents of retardations in the urban scholastics than in the rural scholastics.

Table XV

**AGE-GRADE TABLE FOR RURAL TRANSFERS AND URBAN PUPILS
(DENISON HIGH SCHOOL)**

Grade	Sex	Ages of Pupils										Accelerated		At Age		Retarded		Total Pupils
		13	14	15	16	17	18	19	20	21	No.	%	No.	%	No.	%		
Rural																		
10	M	.	3	17	7	4	1	.	.	.	3	9.3	34	75.0	5	17.7	32	
	F	.	7	16	19	4	.	1	.	.	7	14.9	35	74.4	5	10.7	47	
11	M	.	.	.	12	6	.	6	.	.	.	.	18	78.3	5	21.7	23
	F	.	.	3	10	4	.	1	.	.	3	16.7	14	77.7	1	5.6	18	
Total	M	.	3	17	19	10	1	6	.	.	3	5.5	42	76.3	10	18.2	55	
	F	.	7	19	29	8	.	1	.	.	10	15.4	49	75.4	6	9.2	65	
Grand Total		.	10	36	48	18	.	6	.	.	13	10.9	91	75.8	16	13.3	120	
Urban																		
10	M	2	14	23	23	12	5	2	.	.	16	19.8	46	56.7	19	23.5	81	
	F	.	21	36	28	4	.	.	.	.	21	24.2	62	71.2	4	4.6	87
11	M	.	.	10	31	17	9	6	1	.	10	13.5	48	64.9	16	21.6	74	
	F	.	3	9	32	14	10	1	.	.	11	15.2	46	67.6	11	16.2	68	
Total	M	.	14	33	54	29	14	8	1	.	26	16.8	94	60.6	35	22.6	155	
	F	.	23	45	58	18	10	1	.	.	32	20.8	108	69.6	15	9.8	155	
Grand Total		.	37	78	112	47	24	9	.	.	58	18.8	202	65.1	50	16.1	310	

Of the total 457 rural pupils who were attending high school in the six receiving high schools there were 56 tenth grade pupils, or 23 per cent who were retarded and 67 elev-

Table XVI
 AGE-GRADE TABLE FOR ALL RURAL TRANSFERS
 AND ALL URBAN PUPILS OF THE STUDY

Grade	Sex	Age of Pupils										Accel-erated		At Age		Retarded	Total Pupils
		13	14	15	16	17	18	19	20	21	No.	%	No.	%	No.		
Rural																	
10	M	.	7	24	27	18	6	3	1	.	7	6.6	71	66.9	28	26.5	106
	F	.	11	46	42	17	8	3	.	.	11	6.3	94	70.7	28	21.0	133
11	M	.	2	6	27	21	32	11	1	.	8	7.2	58	52.7	44	40.1	110
	F	.	.	3	34	44	18	4	1	.	3	2.8	82	75.9	23	21.3	108
Total	M	.	9	40	64	49	38	14	2	.	15	6.9	129	69.7	72	33.4	216
	F	.	2	49	84	65	26	7	1	.	14	5.8	176	73.0	51	21.2	241
Grand Total	.	.	11	89	148	112	64	21	3	.	29	6.3	305	66.7	123	27.0	457
Urban																	
10	M	6	72	143	127	56	38	7	.	.	78	17.4	270	60.4	101	22.2	449
	F	14	96	182	154	54	9	5	1	.	110	21.1	342	65.6	69	13.3	521
11	M	.	7	144	165	112	50	24	26	.	151	28.6	277	52.5	100	18.9	528
	F	.	13	141	182	25	51	8	3	2	154	32.4	257	54.1	64	13.5	475
Total	M	.	79	287	292	166	88	31	26	.	229	25.4	547	55.9	201	20.7	977
	F	.	109	329	316	149	60	13	4	2	264	26.5	599	60.1	133	13.4	996
Grand Total	.	.	188	616	608	317	148	44	30	2	493	24.9	1146	58.1	334	17.0	1973

enth grade pupils, or 29 per cent who were retarded. A similar total of the urban pupils shows that 19 per cent of the tenth grade pupils and 19 per cent of the eleventh grade pu-

pils were retarded. The accelerations were 7 per cent and 9 per cent respectively for the juniors¹ and seniors² of the rural transfers while it was 16 per cent and 26 per cent respectively for the urban juniors and seniors.

There were 6.3 per cent of all of the rural boys and girls that were accelerated and 24.9 per cent of all of the urban pupils that were accelerated. Twenty-seven per cent of the rural pupils were retarded to 17 per cent for urban pupils. It is interesting to note that there was very little difference in the percentages of rural boys and rural girls that were accelerated and the percentages of urban boys and urban girls that were accelerated. There was a greater percentage of rural boys than rural girls that were retarded. There were 33.4 per cent of the rural boys that were retarded and 21.2 per cent of the rural girls that were retarded. Thirteen and four tenths per cent of the urban girls were retarded to 17.0 per cent for urban boys.

The average age of the juniors and seniors for the two groups was obtained by determining the aggregate ages in each grade and dividing by the number in the grade. The rural junior boys had an average chronological age of 16.33 years as compared to 16.21 years for the urban boys. The average junior girl was 16.3 years of age while the average

¹Juniors refer to pupils who were in the tenth grade.

²Seniors refer to pupils who were in the eleventh grade.

urban girl was 16 years of age. The difference in the average ages was greater in the last year of the high school. Rural senior girls had an average age of 17.22 years while the average of the urban girls was 16.69 years of age. The senior boys showed a difference of 0.52 of a year, the rural boys, being on the average, 17.58 years of age and the urban boys being 17.04 years of age.

Summary

From a summary of the data tabulated in this chapter it is learned that more of the rural school transfers were retarded and fewer of them were accelerated than the urban pupils. The average age of the rural child is somewhat greater than that of the urban child. The greatest differences are in the ages of the boys.

CHAPTER IV

SUBJECTS STUDENTS WERE CARRYING AND GRADES RECEIVED

The material contained in chapter three was obtained by a study of the permanent records of the pupils of the six receiving high schools. The names of the rural school children that had transferred to the city high school were obtained from the county superintendent or from the administrator in charge of the high school. When a rural school transfer was located, his age, sex, classification, subjects or courses selected, and the grades made in each subject were recorded on the form illustrated on page 3. When a rural school child was found and his grades were recorded, the grades of the next urban child to be found in the records were recorded in a similar manner. The name and size of the school from which each transfer came was recorded.

The subjects of instruction were placed into twelve groups. All of the English grades were recorded under the heading "English". Social science was used to include all history, economics, and sociology. Algebra, arithmetic, geometry, trigonometry, business arithmetic, and advanced arithmetic were all placed under the general heading of mathematics. Under natural science were included biology, chemistry, and physics. Home economics stands for all courses in foods, clothing, home nursing, etc. Commercial subjects include bookkeeping, typewriting, commercial geo-

graphy, commercial law and shorthand. Other main groups used were agriculture, modern languages, public speaking, manual training, music and art.

The Distribution of Grades Received by Urban and Rural Pupils
Denton.--There were 109 grades in English recorded for 54 rural transfers of Denton High School that were classi-

Table XVII

COURSES TAKEN AND GRADES RECEIVED BY 54 JUNIOR*

RURAL TRANSFERS AND 54 URBAN JUNIORS

(DENTON HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D			
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban
English...	2.7	9.2	11.9	36.1	52.3	33.3	35.1	21.4	109	108
Social Sci.	1.1	12.9	21.6	25.8	64.8	54.6	12.5	6.7	83	94
Math.....	4.1	23.1	25.0	15.4	25.0	53.8	45.9	7.7	24	14
Science...	6.3	38.1	6.3	9.5	53.2	28.5	34.2	23.9	48	22
Home Eco..	2.7	3.1	29.7	50.0	64.9	43.8	2.7	3.1	36	32
Ag.....	...	...	...	...	...	...	...	...	...	...
Com.....	2.6	20.5	28.9	33.3	61.8	41.0	6.7	5.2	76	78
Lang.....	...	26.0	25.0	24.0	75.0	44.0	...	6.0	4	50
Speech....	7.7	7.7	22.1	38.4	61.5	46.2	7.7	7.7	14	14
Manual Tr.	9.1	...	54.5	18.2	36.4	81.8	...	...	12	12
Music.....	42.8	66.6	42.8	28.5	14.4	4.9	...	...	14	20
Art.....	...	...	37.5	66.6	62.5	33.4	...	...	8	6
Total	4.4	17.5	21.6	31.0	55.2	41.5	18.8	10.0	428	450

*Junior means 10th grade.

fied as juniors. Of the total English grades given rural juniors, 2.7 per cent were "A's". Out of the same number of

urban pupils, 9.2 per cent of the total grades given in English were "A's". Eleven and nine tenths per cent of the English grades given to rural pupils were "B's" and 35.3 per cent of the English grades given urban juniors were grades of "B". There were 52.3 per cent of the English grades that were given rural pupils that were "C's" to 33 per cent for urban pupils. There were 33 per cent of the English grades that were grades of "D", or failing grades out of the total number of English grades given to rural pupils and 21.3 per cent failures in English given to urban juniors.

The urban pupils received more "A's" and "B's" than the rural transfers in social science, mathematics, natural science, commercial work, and language. In home economics, music and art there was very little difference in the grades received by rural pupils and urban pupils while in manual training the rural transfers received more "A's" and "B's" than did the urban pupils. In manual training 9.1 per cent of the grades given to rural transfers were "A's", 54.5 per cent were "B's" and only 36.3 per cent were "C's" with no failures. The urban pupils received no "A's", 18.2 per cent "B's" and 81.8 per cent of the grades were "C's". More rural pupils selected home economics, mathematics, and natural science. Of all the grades given to rural pupils only 4.4 per cent were "A's". On the other hand, 17.5 per cent of the grades given to the urban pupils were "A's".

It is interesting to observe that of the 81 grades of "D", or failures given to rural pupils 36, or 44.4 per cent of them were in English.

The percentage of "A's" made by rural seniors in English in Denton High School was only one tenth of the per-

Table XVIII

COURSES TAKEN AND GRADES RECEIVED BY 29 SENIOR*

RURAL TRANSFERS AND 29 URBAN PUPILS

(DENTON HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Ru- ral	Ur- ban
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban		
English....	1.7	17.0	20.3	30.7	65.3	47.7	12.7	4.5	59	56
Social Sc..	3.2	25.0	32.8	35.3	59.0	33.9	5.0	5.8	30	34
Mathematics	13.3	40.0	26.7	44.0	60.0	12.0	...	4.0	8	12
Science....	...	20.5	71.4	41.1	9.8	29.4	19.8	8.8	21	17
Home Econ..	16.3	16.7	50.0	44.4	33.7	38.9	...	...	15	18
Agriculture	...	...	...	...	...	...	...	...	..	..
Commercial.	9.7	21.0	55.4	34.0	33.8	44.0	1.1	1.0	46	50
Languages..	...	44.5	...	41.0	...	14.5	...	...	..	13
Speech.....	15.8	55.6	31.6	22.3	52.6	22.3	...	...	9	9
Manual Tr..	...	27.2	80.0	72.8	20.0	...	...	...	5	6
Music.....	18.1	76.4	63.6	17.6	13.7	6.0	4.6	...	11	9
Art.....	...	18.2	33.3	72.2	66.7	9.1	...	...	3	5
Total	6.5	26.2	36.6	36.5	51.1	34.3	5.8	3.0	207	229

*Senior means 11th grade.

centage of "A's" made by the same number of urban seniors. Twenty-six and two tenths per cent of the grades made by rural seniors in English were failing grades while only 6.5

per cent of the grades given urban pupils were failing grades.

Gainesville.--In the Gainesville High School the difference between grades received by rural juniors and urban juniors was not so great as for the Denton High School. The

Table XIX

COURSES TAKEN AND GRADES RECEIVED BY 26 JUNIOR

RURAL TRANSFERS AND 26 URBAN JUNIORS

(GAINESVILLE HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Ru- ral	Ur- ban
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban		
English....	10.1	40.7	24.0	20.4	49.1	31.5	16.8	7.4	59	54
Social Sc..	7.9	15.6	15.8	31.3	73.1	45.4	3.2	7.8	63	51
Mathematics	31.9	44.7	23.4	15.8	23.4	28.9	21.3	10.6	48	38
Science....	5.3	23.1	...	23.1	42.1	30.7	52.6	23.1	18	13
Home Eco...	50.0	...	50.0	100.0	...	...	...	...	2	2
Agriculture	...	...	...	...	...	...	...	...	..	..
Commercial.	6.4	32.2	22.6	29.0	54.8	19.4	16.2	19.4	29	31
Languages..	28.5	27.3	21.4	22.7	35.7	31.8	14.4	18.2	14	22
Speech.....	50.0	...	50.0	28.6	...	42.8	...	20.6	2	7
Manual Tr..	...	...	66.7	50.0	33.3	50.0	...	...	6	2
Music.....	...	...	...	...	...	...	...	...	..	..
Art.....	...	...	...	...	...	...	...	...	..	..
Total	14.4	30.9	20.9	24.1	48.5	32.8	16.2	12.3	241	220

percentage of "A's" given was much greater for both rural and urban pupils. The data of Table XIX show that of the total number of English grades given there were 40.7 per

cent "A's" given to urban juniors and 10.1 per cent "A's" given to rural juniors. There were also marked differences in the grades given to both rural and urban pupils in the natural sciences and in commercial subjects. Of the total number of grades given in science the urban juniors received 23.1 per cent "A's" while the rural juniors received 5.3 per cent "A's". In commercial subjects the urban pupils received 32.2 per cent "A's" to 6.4 per cent for rural children. Only in home economics did the rural pupils receive a greater percentage of "A's" than the urban pupils. Here the number of grades given were so small that the accuracy of the percentages can be questioned. When the totals in the percentage of "A's" are considered, it is found that 30.9 per cent of all grades given to urban juniors were "A's" while only 14.4 per cent of the rural grades were "A's".

The percentage of failures, or grades of "D" in English in the Gainesville High School was 16.8 for rural pupils and 7.4 per cent for urban pupils. It is interesting to note that in the social sciences, commercial subjects, and languages there was a smaller percentage of failures for rural transfers than for urban pupils.

The high percentage of "A" grades were also given the eleventh grade pupils of Gainesville High School. This mark accounted for 42.5 per cent of all English grades given to urban seniors and 23.1 per cent of all the English grades

Table XX
 COURSES TAKEN AND GRADES RECEIVED BY 47 SENIOR
 RURAL TRANSFERS AND 47 URBAN SENIORS
 (GAINESVILLE HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Ru- ral	Ur- ban
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban		
English....	22.1	42.5	30.9	35.2	40.7	19.4	6.3	2.9	102	90
Social Sc..	23.0	27.8	30.3	31.1	41.4	39.8	5.3	1.3	76	75
Mathematics	24.6	44.5	26.2	22.7	40.4	30.0	8.8	2.8	63	60
Science....	24.4	29.1	22.2	38.0	39.5	31.6	13.9	1.3	43	40
Home Eco...	62.9	77.8	24.1	22.2	13.0	.....	.....	...	27	9
Agriculture	.....	.....	.....	.....	.....	.....	.....	...	..	..
Commercial.	16.5	33.5	32.2	34.6	41.7	29.2	9.6	2.7	58	92
Languages..	16.7	32.1	27.8	37.7	50.0	26.4	5.5	3.0	9	27
Speech.....	12.3	32.5	21.5	35.1	60.0	29.7	6.2	2.7	32	18
Manual Tr..	.....	.....	66.7	85.3	33.3	16.7	.....	...	3	6
Music.....	100.0	.....	.....	.....	.....	.....	.....	...	1	..
Art.....	.....	.....	.....	.....	.....	.....	.....	...	..	..
Total	23.9	36.0	28.2	33.5	40.6	28.2	7.2	2.3	414	417

given to the rural seniors. In all subjects the percentages of "A's" that were given to the urban pupils were greater than the percentages given to rural pupils. Another interesting thing about the English grades given urban seniors in Gainesville High School is that this percentage is greater than the percentage of the total "A's" given in all subjects together.

The rural pupils received a greater percentage of fail-

ures in all subjects than did the urban pupils. The greatest differences were in the social sciences. In this field 13.9 per cent of the total number of grades given to rural pupils were failing while only 1.3 per cent of the grades given to urban pupils were failing.

Sherman.--In the Sherman High School there are very few failing grades given. Out of the 23 urban juniors that were sampled there were no failures while only 1.6 per cent of

Table XXI

COURSES TAKEN AND GRADES RECEIVED BY 23 JUNIOR

RURAL TRANSFERS AND 23 URBAN JUNIORS

(SHERMAN HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Ru- ral	Ur- ban
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban		
English....	4.3	19.5	21.7	34.8	74.0	45.7	...	...	46	46
Social Sc..	13.2	31.9	36.8	40.4	50.0	27.7	...	...	46	46
Mathematics	....	50.0	42.8	22.2	57.2	27.8	...	...	14	18
Science....	33.3	....	....	100.0	66.7	....	...	...	6	2
Home Eco...	38.5	25.0	53.8	75.0	7.7	....	...	...	14	4
Agriculture	12.5	....	50.0	66.7	37.5	33.3	...	...	16	4
Commercial.	6.3	27.3	31.3	27.3	56.1	45.4	6.3	...	32	44
Languages..	....	46.1	....	34.6	80.0	19.3	20.0	...	4	26
Speech.....	....	....	....	....	....	....	...	...	..	..
Manual Tr..	12.5	....	37.5	20.0	50.0	80.0	...	....	8	4
Music.....	....	....	....	....	....	....	...	...	..	..
Art.....	....	....	....	....	....	....	....	...	..	..
Total	10.8	29.7	32.8	34.9	54.8	35.4	1.6	...	186	194

the grades given to rural pupils were failures. There were no failures in English.

The total percentage of "A's" received by urban juniors was nearly three times that received by rural juniors. Thirty-nine and seven tenths per cent of the grades received by the urban pupils were "A's" while only 10.8 per cent of the grades received by rural pupils were "A's".

In the eleventh grade the rural transfers of Sherman

Table XXII

COURSES TAKEN AND GRADES RECEIVED BY 26 SENIOR

RURAL TRANSFERS AND 26 UREAN SENIORS

(SHERMAN HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Ru- ral	Ur- ban
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban		
English....	11.1	20.4	22.5	43.0	65.6	35.5	1.1	1.1	50	46
Social Sc..	25.0	35.7	29.7	35.7	45.3	28.6	...	...	44	42
Mathematics	36.4	36.4	27.2	39.3	31.7	24.3	4.7	...	11	16
Science....	23.1	18.7	15.4	31.3	53.8	50.0	7.7	...	6	8
Home Eco...	36.4	52.2	51.5	34.8	12.1	13.0	...	...	12	12
Agriculture	46.1	....	34.6	....	19.3	....	...	1.1	13	
Commercial.	31.7	33.3	50.8	36.7	26.1	28.9	1.4	1.1	34	45
Languages..	33.3	41.8	40.0	20.7	26.7	35.4	...	...	7	15
Speech.....	28.6	22.2	42.8	44.5	28.6	33.3	...	...	14	9
Manual Tr..	6.5	14.3	54.7	57.1	38.8	28.6	...	...	16	10
Music.....	25.0	....	62.5	....	12.5	....	...	...	..	..
Art.....	....	....	....	....	....	....	...	...	..	..
Total	22.9	30.9	36.2	38.2	39.9	30.4	1.0	.5	207	203

High School received a higher percentage of "A's" and "B's" than did the tenth grade rural transfers of that high school. The total number of "A's" given to rural seniors was 22.9 per cent while urban seniors received 30.9 per cent "A's".

Vocational agriculture is offered in Sherman High School and there were only three urban juniors and no urban seniors who took the course. On the other hand, there were 8 rural junior boys and 13 rural senior boys who took the course. It will also be noted that the percentage of "A's" and "B's" received by rural pupils in this particular course was much greater than in any other course. Forty-six and one tenth per cent of the grades given to rural boys in agriculture were "A's".

Cleburne.--Cleburne High School is planning to take a step forward in adjusting its program to the needs of the rural pupil by placing vocational agriculture in the curriculum during 1937-1938.

The percentage of "A's" given to urban pupils in Cleburne High School is much greater than that given to rural pupils. The grades received by urban pupils were 32.6 per cent "A's" in English while rural pupils received only 10.7 per cent "A's" in English. There were 36.5 per cent of all urban grades that were "A's" while only 14.5 per cent of all rural grades were "A's". There were 19.7 per cent of the grades given to rural pupils that were failures while only 4 per cent of the grades given to urban pupils were failures.

Table XXIII

COURSES TAKEN AND GRADES RECEIVED BY 27 JUNIOR

RURAL TRANSFERS AND 27 URBAN JUNIORS

(CLEBURNE HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D			
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban
English....	10.7	32.6	19.7	26.5	37.5	36.7	32.1	4.2	56	50
Social Sc..	11.9	27.6	16.6	24.2	47.7	41.4	23.8	6.8	42	30
Mathematics	19.2	41.4	23.1	34.5	26.9	20.7	30.8	3.4	26	28
Science....	7.8	46.6	31.4	17.7	43.1	31.5	17.7	4.2	52	44
Home Eco...	....	17.9	12.9	39.2	87.1	42.9	....	...	30	28
Agriculture	....	....	....	....	....	....	....	....	..	..
Commercial.	50.0	41.0	50.0	50.0	....	4.5	....	4.5	8	22
Languages..	24.2	12.5	24.2	25.0	36.3	50.0	15.4	12.5	32	8
Speech.....	....	....	....	....	....	....	....	....	..	..
Manual Tr..	71.4	100.0	28.6	....	....	....	....	....	8	2
Music.....	....	70.0	....	10.0	....	20.0	....	....	..	10
Art.....	....	....	....	....	....	....	....	....	..	..
Total	14.5	36.5	22.1	28.4	43.7	31.1	19.7	4.0	254	222

There were fewer failures in the grades given rural seniors of the Cleburne High School in social science, commercial subjects, and the languages than urban failures. While there were 19.7 per cent of the total number of grades given to rural juniors that were failures, there were only 6.8 per cent failures given seniors.

Table XXIV
 COURSES TAKEN AND GRADES RECEIVED BY 21 SENIOR
 RURAL TRANSFERS AND 21 URBAN SENIORS
 (CLEBURNE HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D			
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban
English....	17.3	25.3	34.5	38.5	35.0	27.7	12.7	8.5	40	41
Social Sc..	29.5	30.9	32.1	36.7	32.1	25.3	6.3	7.1	39	35
Mathematics	23.7	4.3	19.0	55.3	42.8	29.8	14.5	10.6	21	22
Science....	29.7	62.5	41.6	22.9	27.1	14.6	1.6	....	24	24
Home Eco...	2.6	23.1	48.7	65.4	48.7	11.5	....	....	20	13
Agriculture	....	....	....	....	....	....	....	....	..	..
Commercial.	15.0	23.5	80.0	46.9	....	17.8	5.0	11.8	10	9
Languages..	26.3	41.7	47.4	8.3	26.3	41.7	....	8.3	9	6
Speech.....	....	....	....	....	....	....	....	....	..	..
Manual Tr..	73.1	92.3	23.1	7.7	3.8	....	....	....	13	13
Music.....	....	....	....	....	....	....	....	....	..	..
Art.....	....	....	....	....	....	....	....	....	..	..
Total	25.2	34.5	37.1	37.6	30.9	21.8	6.8	6.1	176	163

McKinney.--The rural junior transfers of McKinney High School received a greater percentage of "A's" in vocational agriculture than the few urban juniors who selected the course. Nineteen and one tenth per cent of the grades given to rural boys were "A's" in agriculture and 52.4 per cent were "B's". There were no "A's" given to urban juniors and only 28.5 per cent of the total urban grades in agriculture were "B's".

Table XXV
 COURSES TAKEN AND GRADES RECEIVED BY 36 JUNIOR
 RURAL TRANSFERS AND 36 URBAN JUNIORS
 (McKINNEY HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D			
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban
English....	....	6.9	17.1	30.6	65.8	59.7	17.1	2.8	70	72
Social Sc..	7.7	13.3	23.1	26.7	61.5	60.0	7.7	...	13	15
Mathematics	20.5	25.0	24.6	35.5	53.4	38.2	1.5	1.3	72	76
Science....	29.2	38.8	29.2	23.4	41.6	38.8	....	...	24	18
Home Eco... 40.0	50.0	20.0	32.4	40.0	16.6	....	...	...	15	6
Agriculture	19.1	....	52.4	16.6	28.5	83.7	....	...	21	6
Commercial.	50.0	45.2	35.0	25.9	15.0	22.5	....	6.4	20	31
Language... 20.0	33.9	40.0	32.2	33.4	33.9	6.6	...	...	45	53
Speech.....	....	....	....	....	....	....	....	...	..	..
Manual Tr..	....	37.5	100.0	25.0	....	37.5	....	...	1	8
Music.....	100.0	100.0	....	....	....	....	....	...	2	2
Art.....	....	....	....	....	....	....	....	...	..	..
Total	19.0	25.5	28.2	30.4	47.2	42.3	5.6	1.8	283	287

The poorest adjustment of tenth grade rural pupils seems to be in English. There were no "A's" made, 17.1 per cent of the rural English grades were "B", and 17.1 per cent were failures. Outside of this poor showing that rural pupils made in English they seem to account for themselves very well in the McKinney High School.

The rural seniors of McKinney received better grades

Table XXVI
 COURSES TAKEN AND GRADES RECEIVED BY 61 SENIOR
 RURAL TRANSFERS AND 61 URBAN SENIORS
 (McKINNEY HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Ru- ral	Ur- ban
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban		
English....	1.8	6.0	10.3	29.2	73.1	59.7	14.8	5.1	111	108
Social Sc..	13.7	20.5	34.8	30.8	43.9	45.5	7.6	5.2	66	78
Mathematics	17.7	28.7	30.6	29.4	46.6	36.8	5.1	5.1	73	77
Science....	34.7	21.7	17.4	23.1	48.0	50.0	....	4.4	12	23
Home Eco...	26.2	16.6	47.6	62.5	26.2	20.9	....	...	21	12
Agriculture	13.3	....	62.3	80.0	24.4	20.0	....	...	22	3
Commercial.	30.0	47.5	36.7	30.5	26.7	20.4	6.6	1.6	45	59
Language...	32.0	37.1	30.0	31.4	32.0	30.7	6.0	.8	50	62
Speech.....	25.0	30.0	50.0	40.0	25.0	30.0	....	...	4	5
Manual Tr..	28.6	30.0	71.4	65.0	....	5.0	....	...	4	10
Music.....	45.5	40.9	36.3	5.0	18.2	....	....	...	5	11
Art.....	....	....	....	....	....	....	....	...	....	....
Total	17.0	24.9	29.2	32.5	46.0	39.1	7.8	3.5	413	448

in science, agriculture, and music than the urban seniors of that school. The total percentage of "A's" for all subjects was 17 per cent for rural and 24.9 per cent for urban pupils.

There were twice as many rural girls who selected home economics as urban girls and seven times as many rural boys who selected vocational agriculture as urban boys.

Table XXVII
 COURSES TAKEN AND GRADES RECEIVED BY 79 JUNIOR
 RURAL TRANSFERS AND 79 URBAN JUNIORS
 (DENISON HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D			
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban
English....	25.2	39.0	20.9	29.5	41.1	23.9	12.8	7.6	163	159
Social Sc..	8.7	23.3	4.4	20.0	58.3	46.7	27.6	10.0	46	30
Mathematics	35.0	41.7	11.9	25.8	23.1	23.4	30.0	9.1	160	163
Science....	33.3	29.2	16.7	41.6	44.4	29.2	5.6	....	18	38
Home Eco...	27.8	43.4	47.2	39.1	25.0	17.5	....	....	36	23
Agriculture	....	....	....	....	....	....	....	....	...	...
Commercial.	15.8	11.3	35.8	31.5	32.6	52.7	15.8	4.5	95	133
Language...	38.5	44.9	10.9	23.8	35.7	22.4	14.9	8.9	101	89
Speech.....	....	28.2	....	42.8	....	28.6	....	....	...	7
Manual Tr..	9.4	45.5	59.4	36.4	31.2	18.0	....	....	32	11
Music.....	100.0	80.0	....	20.0	....	....	....	....	2	5
Art.....	....	....	....	....	....	....	....	....	...	...
Total	26.9	34.0	21.4	29.0	34.4	30.3	17.3	6.7	653	658

Denison.--The percentage of good grades and failing grades received by rural and urban juniors seem to be more nearly equal in Denison High School than in any other school studied. Rural juniors received 26.9 per cent "A's" to 34 per cent for urban pupils.

Table XXVIII
COURSES TAKEN AND GRADES RECEIVED BY 44 SENIOR
RURAL TRANSFERS AND 44 URBAN SENIORS
(DENISON HIGH SCHOOL)

Subjects	Percentage Distribution of Grades								Total Grades Given in each Subject	
	A		B		C		D			
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban
English....	20.2	23.3	24.3	30.8	39.3	39.5	16.2	6.5	86	92
Social Sc..	23.1	22.2	23.1	29.1	43.2	45.6	10.6	3.1	52	49
Mathematics	39.6	35.9	22.6	26.9	33.1	33.1	4.7	6.1	53	58
Science....	48.4	17.6	15.2	29.4	15.2	44.2	21.2	8.8	17	17
Home Eco....	26.7	33.3	66.7	50.0	6.6	16.7	.....	.....	8	6
Agriculture	.....	.....	.....	.....	.....	.....	.....	.....	..	..
Commercial.	20.6	13.2	33.1	46.4	42.2	38.2	4.1	2.2	60	68
Language...	39.5	14.2	28.9	35.7	26.3	42.8	5.3	7.1	38	42
Speech.....	33.3	20.0	66.7	60.0	.....	20.0	.....	.....	3	5
Manual Tr..	10.5	37.5	76.3	53.1	10.5	9.4	2.7	.....	19	16
Music.....	.....	33.3	.....	33.3	.....	33.3	.....	.....	..	6
Art.....	.....	.....	.....	.....	.....	.....	.....	.....	..	..
Total	27.3	22.5	29.6	35.3	34.1	37.7	9.1	4.5	336	359

In the senior year the rural pupils received 27.3 per cent "A's" to 22.5 per cent for urban pupils. The rural pupils received a higher percentage of "A's" and "B's" except in English, home economics, and manual training. It will be noticed, however, that the percentage of failures was greater among rural pupils than urban pupils in all courses except mathematics and language.

Table XXIX
COURSES TAKEN AND GRADES RECEIVED BY ALL
RURAL TRANSFERS AND ALL URBAN PUPILS
(SIX HIGH SCHOOLS)

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Ru- ral	Ur- ban
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban		
English....	12.1	23.5	21.1	32.2	52.7	38.0	14.1	6.3	1401	1367
Social Sc..	15.9	24.4	26.8	31.4	49.1	40.4	8.2	3.8	913	886
Mathematics	26.8	54.8	23.2	29.6	36.8	30.4	13.7	5.2	801	816
Science....	20.7	32.6	21.1	29.3	43.2	32.8	15.0	5.3	410	396
Home Eco...	25.9	28.9	39.5	45.5	34.3	24.7	0.3	0.9	347	235
Agriculture	22.2	....	51.8	50.0	26.0	50.0	....	...	108	14
Commercial.	18.4	25.9	38.1	35.7	36.9	35.0	6.6	3.4	779	968
Language...	30.9	34.2	27.3	29.9	33.5	31.1	8.3	4.8	438	579
Speech.....	16.2	34.9	31.0	34.1	49.5	28.0	3.3	3.0	129	132
Manual Tr..	19.6	37.3	57.2	45.6	22.8	17.1	0.4	...	189	158
Music.....	46.9	57.8	34.7	30.0	16.3	12.2	2.1	...	49	90
Art.....	....	11.7	25.0	70.5	75.0	....	....	...	12	17
Total	19.3	28.8	28.5	32.9	42.4	33.9	9.8	4.4	5574	5558

All Rural Transfers and All Urban Pupils.--Table XXIX shows a summary of all the 11,232 grades recorded from the six high schools used in this study. Of the 1401 English grades received by rural transfers 12.1 per cent were "A's", while 23.5 per cent of the 1367 English grades received by urban pupils were "A". The rural children received 14.1 per cent failing grades in English to 6.3 per cent failing grades made by urban pupils in English. English is a re-

quired subject and more grades were received in English by rural pupils than by urban pupils because they failed more and had to repeat English classes to make passing grades.

Many more rural pupils than urban pupils selected vocational agriculture, where it was offered, and their grades were much better. Rural pupils made 22.2 per cent "A's" and 51.8 per cent "B's" in agriculture. Urban pupils made no "A's" and 50 per cent "B's". There were no failures in either group.

When the total percentages are considered it is found that 19.3 per cent of all grades received by rural pupils were "A's", 28.5 per cent "B's", 42.4 per cent "C's" and 9.8 per cent "D", or failing grades. The grades received by urban pupils were 28.8 per cent "A's", 32.9 per cent "B's", 33.9 per cent "C's", and 4.4 per cent "D's", or failing grades.

The question naturally arises as to whether the child is handicapped by remaining in relatively larger rural schools through the ninth grade. In making this study all of the rural schools of the Cleburne and Denton vicinities that have four or more teachers and teach nine grades were used. These two schools were used because a larger per cent of the sending districts were of this classification. Table XXX shows a comparison of the grades made in these schools and the other rural schools of these two sections.

The data presented in table XXX show that pupils from

Table XXX

COURSES TAKEN AND GRADES RECEIVED BY 81 TENTH AND ELEVENTH GRADE RURAL TRANSFERS FROM DISTRICTS WITH 4 OR MORE TEACHERS AND 9 GRADES; AND 102 RURAL TRANSFERS FROM ALL OTHER RURAL SCHOOLS SENDING PUPILS TO DENTON HIGH SCHOOL AND CLEBURNE HIGH SCHOOL

Subjects	Percentage Distribution of Grades								Total Grades Given In Each Subject	
	A		B		C		D		K	X
	K	X	K	X	K	X	K	X		
English....	3.1	9.6	17.3	23.2	56.7	46.3	22.9	20.8	162	205
Social Sc..	7.2	14.6	21.6	29.7	61.2	44.3	10.0	11.4	111	158
Mathematics	7.4	21.1	33.3	19.7	49.2	30.3	11.1	28.9	27	76
Science....	6.4	15.8	15.1	34.7	60.2	35.8	18.3	13.7	93	95
Home Eco....	7.5	4.1	30.0	38.2	62.5	56.6	....	1.1	40	97
Agriculture	....	....	....	....	....	....	....	....	....	....
Commercial.	6.8	8.8	44.6	52.2	44.6	35.7	4.0	3.3	103	90
Language...	15.0	31.0	37.0	27.6	37.0	34.5	11.1	6.9	27	29
Speech.....	11.1	14.3	16.6	42.9	72.4	35.7	....	7.1	18	14
Manual Tr..	53.9	39.3	30.8	42.9	15.3	17.8	....	....	26	28
Music.....	40.0	12.5	40.0	75.0	15.0	12.5	50.0	....	20	16
Art.....	....	....	62.5	....	37.5	100.0	....	....	8	6
Total	29.3	13.5	26.4	32.5	52.4	41.3	11.9	12.7	635	814

In the Table K represents schools of four or more teachers with 9 grades and X represents all rural pupils that are transferred to the districts from schools teaching 7 grades.

rural schools of four teachers or more who remain in the city high school only 2 years received lower grades in nearly every subject than did the rural pupils who trans-

ferred from schools teaching only seven grades. It was only in home economics, manual training and music where these pupils made a greater percentage of "A's" and "B's" than those who had transferred at the end of the seventh grade. The percentage of "B's" received by children who were transferred into the eighth grade was comparatively high. Children entering high school in the tenth grade received 26.4 per cent "B's" and those from all other rural schools received 32.5 per cent "B's".

The total percentage of failures was slightly greater for the rural pupils who transferred from schools teaching only seven grades. There are fewer failures in English made by the children from schools teaching only seven grades. This is also true for science, commercial subjects, language, and music.

It has been shown in the data of the preceding tables in this chapter that rural school transfers received much lower grades and many more failures than urban pupils. Another of the many questions that might be asked, is whether there is any difference as to the way that rural boys and rural girls fit into the program of the city high school. In Table XXXI the grades for rural boys and girls are compared and in Table XXXII the grades of the urban boys and girls are compared. In order to get the relationship existing these two tables should be compared.

Only 4.9 per cent of the grades received in English by rural bo

Table XXXI
COURSES TAKEN AND GRADES RECEIVED BY ALL RURAL
BOYS AND RURAL GIRLS OF THE STUDY

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Boys	Girls
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
English....	4.9	18.6	17.2	24.7	59.7	46.3	18.2	10.4	669	732
Social Sc..	11.2	19.8	24.9	28.5	54.9	44.3	9.0	7.4	410	503
Mathematics	22.7	29.8	25.9	20.8	36.8	36.9	14.6	12.6	383	418
Science....	17.1	24.8	21.3	21.1	42.6	43.9	19.0	10.2	216	194
Home Eco....	....	25.9	....	39.5	....	34.3	....	0.3	...	347
Agriculture	22.2	....	51.7	....	25.9	....	....	...	108	...
Commercial.	13.1	22.3	31.1	43.3	46.6	29.7	9.2	4.7	355	444
Language...	22.6	36.6	24.3	29.4	38.9	29.7	14.2	4.3	177	259
Speech.....	17.6	14.8	27.9	34.4	48.6	49.2	5.9	1.6	68	61
Manual Tr..	19.5	....	57.1	....	22.8	....	0.6	...	189	...
Music.....	66.7	35.8	....	58.1	27.8	6.1	5.5	...	18	31
Art.....	....	....	33.3	16.7	66.7	83.3	....	...	6	6
Total	14.4	23.8	26.9	29.9	46.4	38.9	12.3	7.4	2579	2995

by rural boys were "A's". The rural girls received 18.6 per cent "A's" and the grades received in English by urban girls were 29.8 per cent "A's". Even though the rural girls received a greater percentage of "A's" in English than the urban boys, their percentage of failures was much greater. Eighteen and two tenths per cent of the grades given to rural boys in English were failing grades and 10.4 per cent of the English grades received by rural girls were

failures. Only 3 per cent of the total English grades made by urban girls were failures and 9.5 per cent of the grades given to urban boys in English were failures.

Table XXXII
COURSES TAKEN AND GRADES RECEIVED BY ALL URBAN
BOYS AND URBAN GIRLS OF THE STUDY

Subjects	Percentage Distribution of Grades								Total Grades Given in Each Subject	
	A		B		C		D		Boys	Girls
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
English....	16.7	29.8	29.3	35.1	44.5	32.1	9.5	3.0	663	704
Social Sc..	19.7	29.1	30.5	32.3	45.8	34.9	4.0	3.7	450	436
Mathematics	36.3	33.1	30.6	28.5	29.5	32.0	4.1	6.4	441	375
Science....	31.2	34.9	31.6	25.5	34.0	30.9	3.2	8.7	247	149
Home Ec....	....	28.9	....	45.5	....	24.7	....	0.9	...	235
Agriculture	....	....	50.0	....	50.0	....	....	...	14	...
Commercial.	19.6	30.8	36.1	35.4	40.2	31.1	4.1	2.7	418	550
Language...	30.1	37.7	29.3	30.3	35.8	27.8	4.8	4.2	266	313
Speech.....	36.5	33.3	23.8	43.5	33.3	23.2	6.4	...	63	69
Manual Tr..	37.3	....	45.6	....	17.1	....	....	...	158	...
Music.....	43.8	73.8	35.4	23.8	20.8	2.4	....	...	48	42
Art.....	22.2	....	77.8	75.0	....	25.0	....	...	9	8
Total	25.3	32.0	32.1	33.9	37.5	30.5	5.1	3.6	2777	2881

It will be noted that rural girls received more "A's" and "B's" than the rural boys in all subjects except in speech. In this instance the boys received 17.6 per cent "A's" to 14.8 per cent "A's" for rural girls. The girls received 34.4 per cent "B's" in speech to 27.9 per cent for the boys. In other words the girls made a greater percent-

age of "A's" and "B's" combined than the boys.

The rural girls received 23.3 per cent "A's" out of all the grades that they received while the boys obtained only 14.4 per cent "A's". To show further that the rural boy is not able to fit as well as he should into the city system the failures may be compared in each of the courses selected. In all subjects where both girls and boys took the same subject the boys received a greater per cent of failures. The rural boys received 12.3 per cent failures out of the total grades that they received in all subjects and the girls received 7.4 per cent failures.

When table XXXII is considered it is found that urban girls received more "A's" and "B's" than urban boys in most subjects but there was no very great difference. The total "A's" given urban boys was 25.3 per cent of all of the grades given. The urban girls received 32 per cent "A's". Five and one tenth per cent of all the grades given to city boys were "D", or failing grades. The girls received 3.6 per cent failures.

Summary

It is evident from the data contained in this chapter that there are great differences in the grades received by the different schools of this survey. In all schools the urban pupils received a greater percentage of "A's" and "B's" than rural transfers. Rural transfers received a

greater per cent of failures than did the urban pupils. The rural child seems to have been exceptionally weak in English and his per centage of failures in that subject was greater than in any other. Where vocational agriculture was taught many more rural pupils selected it than urban pupils and the grades that they received were much higher than those received by urban pupils.

In all subjects the poorest grades and the most failures are found in the grades received by rural boys. The difference in the grades received by rural boys and rural girls is much greater than the difference in the grades received by urban boys and urban girls. The rural girl fits into the city high school better than does the rural boy.

Children who leave rural schools at the seventh grade level and enter city high schools have adjusted themselves to the program better and are able to make better marks than rural pupils who complete the ninth grade in the rural schools.

CHAPTER V

COMPARISON OF THE NUMBER OF WITHDRAWALS

Records are kept in each of the six schools of this study of the number of pupils who withdraw from school. In most instances however the records are incomplete, and the task of separating rural from urban withdrawals was next to impossible. Since a scanning of these records seemed to show that practically the same conditions existed in each school it was decided that the study of withdrawals should be made for Denton High School only. When a child withdraws from the Denton High School his name, the date, and the reason or reasons for withdrawal are listed in a book.

These data for the years 1935-36 and 1936-37 are presented in table XXVIII.

Fifteen, or 26.3 per cent of the total number of withdrawals of rural pupils gave no reason for their withdrawals. There were 24 per cent of the urban withdrawals for which no reasons were listed. The data of table XXVIII show that 15.7 per cent of the rural children and 31.0 per cent of the urban pupils withdrew because they transferred to other schools. A greater percentage of rural pupils than urban pupils withdrew to work, in that, there were 27.7 per cent for rural and 15.5 per cent for urban pupils for this reason. A greater per cent of urban pupils were suspended. Seven per cent of the rural withdrawals were due to failing

Table XXXIII
 WITHDRAWALS, 1935-37
 (DENTON HIGH SCHOOL)

Reasons	1935-1936		1936-1937		Totals		Total Per Cent	
	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban	Ru- ral	Ur- ban
No Reason.....	9	15	6	16	15	31	26.3	24.0
To Another School.	5	16	4	24	9	40	15.7	31.0
Illness.....	1	3	3	4	4	7	7.0	5.2
Moved.....	1	..	1	4	2	4	3.5	3.2
Work.....	7	12	6	8	13	20	22.7	15.5
Lazy.....	..	..	1	..	1	..	1.8	....
Married.....	..	2	2	3	2	5	3.5	3.9
Suspended.....	..	..	1	4	1	4	1.8	3.2
Failing.....	1	..	3	3	4	3	7.0	2.2
Too Bad Roads.....	..	..	1	..	1	..	1.8	....
Died.....	..	1	..	1	..	2	....	1.5
Didn't Like School	..	1	..	1	..	2	....	1.5
Tired of Going....	..	..	..	1	..	..	....	1.8
Lack of Ambition..	..	..	..	2	..	2	....	1.6
No Record.....	..	2	..	2	..	4	....	3.2
Pay Tuition.....	1	..	..	..	1	..	1.8	....
Ran Away.....	2	..	..	..	2	..	3.5	....
Out Too Much.....	1	..	..	..	1	..	1.8	....
Four of a Kind....	..	4	..	..	..	4	....	3.2
Total	28	56	28	73	56	129	100.0	100.0

grades. It seems from a study of table XXXIII that most of the discipline problems that led to withdrawal from school came from the urban group.

From the age-grade table for Denton High School, page 19, it may be noted that 77 of the 413 pupils of the tenth and eleventh grades were rural. This means that fewer than

one fifth, or 18.6 per cent of the members of the tenth and eleventh grades of Denton High School were rural. The percentage of children in the eighth and ninth grades is much smaller because most of the rural pupils come from schools in which nine grades are taught. The classification of the pupils who withdrew was not recorded and this must be taken into consideration when the total number of withdrawals is considered. It would be safe to say that considerably fewer than 20 per cent of the pupils of the Denton High School were rural pupils. There were 57, or 30.7 per cent of the 186 withdrawals from this high school in the past two years who were rural. It may be concluded that a greater per cent of rural pupils withdrew from school relative to the total number than urban pupils.

The dates of the withdrawals are not listed in table XXXIII but an interesting fact is that at least 50 per cent of the rural withdrawals were made the first four weeks of the fall semester while a great per cent of the urban pupils withdrew at mid-term to go to other schools.

The data of table XXXIV show that an average of 12.3 per cent of all urban pupils of the six schools studied were in the tenth and eleventh grades. This is a very high percentage considering that these two grades should contain only 18.2 per cent of the scholastics, if they contained their pro rata part of the total number of scholastics in the entire district. In other words, about 32.4 per cent

Table XXXIV
 SCHOOLS STUDIED, TOTAL SCHOLASTICS OF EACH,
 ENROLLMENT IN TENTH AND ELEVENTH GRADES,
 TOTAL SCHOLASTICS IN RURAL DISTRICTS FROM WHICH
 TRANSFERS WERE MADE AND TOTAL NUMBER OF TENTH
 AND ELEVENTH GRADE RURAL TRANSFERS

High School	Urban Scholastics			Scholastics in Rural Districts from which Tenth and Eleventh Grade Transfers Are Made		
	Total	Tenth & Eleventh Grade		Total	Tenth & Eleventh Grade	
		Number	Per Cent		Number	Per Cent
Denton.....	1793	336	18.7	1300	77	5.4
Gainesville	2000	297	14.8	1895	73	3.9
Sherman....	3095	422	13.6	989	59	4.7
Cleburne...	2930	236	8.1	1051	48	4.7
McKinney...	1850	162	8.8	1838	97	5.3
Denison....	2664	307	11.4	1265	123	9.8
Total....	14332	1760	12.3	8336	477	5.7

of the urban pupils have married, have gone to work, or have quit or never started to high school for some other reason. On the other hand, it is shown by a study of table XXXIV that only 3.9 per cent of the rural pupils who should attend Gainesville High School are actually attending and that the average for all of the sections is only 5.7 per cent. When it is considered that there should be 18.2 per

cent of these urban children in the tenth and eleventh grades it is plainly seen that great numbers of rural children are not obtaining the advantages offered by an accredited high school. Since the data of the table show that 68.6 per cent of the rural children are not in the receiving high school, it may be assumed that at least 55 or 60 per cent of the rural children who ought to be in the tenth and eleventh grades of the high school are not in them.

The conclusions that may be derived from table XXXIV may not be absolutely accurate because a few of the high school pupils of some of these rural schools may attend other high schools than the receiving high schools of this survey. For example, a few of the schools that send children to Denton High School also send a few to the Demonstration High School of the North Texas State Teachers College.

Summary

A summary of the data contained in this chapter leads to several definite conclusions.

1. The percentage of rural children who withdrew from high schools is much greater than the percentage of urban withdrawals.

2. About 67 per cent of the urban pupils that should be in high school are in school. Many of them in the

school age have married, graduated, attended other types of schools, etc.

3. Only about 31.4 per cent of the rural pupils who should be in high school are in school.

4. Either the curriculum of the city high school is not meeting the needs of the rural boy and girl or the work is too difficult for them to grasp.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The data obtained from the survey made in this study seem to lead to certain definite conclusions. There has been an astonishing growth in the number of rural school children who have transferred to the larger districts of the state within the past five years. This is shown by the increase in the number of transfers made by county superintendents to the larger accredited high schools. It is also shown by a continuous decrease in the number of rural schools of the state that offer high school work. The data of chapter one show that there was a decrease of 995 in the number of such schools in the period between 1930 and 1936. It is maintained that this increase in the percentage of rural pupils who are attending city high schools creates a problem which is not being solved to any great extent by the city high schools.

It is true that the administrators of the six schools visited are very much concerned about this problem and that they are attempting to solve it, yet they have no definite program to follow in its solution. All of the schools offer home economics into which rural girls fit better than any other course that they take; and several have placed vocational agriculture in the course of study especially

for the boys who transfer from rural schools. Others are adding such courses for the year 1937-38. There is no way of determining just how well the individual teacher is planning her work to meet the needs of the rural child.

It has been determined through this study that the rural boys and girls are considerably older than the urban pupils. More of them have been retarded and fewer of them have been accelerated than the urban children. It must also be remembered that this is a selective group of boys and girls that have transferred into the city high schools.

Rural children as a whole receive much lower grades in the city high school than do the urban pupils. Their grades in English, especially, are low. The rural pupils receive too many failures in all subjects, especially among the rural school boys. When the grades made by rural children in subjects such as agriculture and home economics are considered it is found that they are as well able to do the required work as urban children are.

Due to this inability of the rural school child to fit into the curriculum of the city high school a much larger per cent of them withdraw from school. It should also be noted that many of the rural boys and girls attend school in the city high school for only a short time and then withdraw.

Let it be understood however that it is very probable that this failure of adjustment on the part of rural chil-

dren can not all be attributed to the city high school. Under the present set up however the city schools are able to do much more about it than the rural schools from which the child gets his early education. It is possible to develop another thesis dealing with the common schools and showing the obstacles that are in the way of the development of pupils that should be able to fit better into the curriculum of the city high schools.

Recommendations

From this summary of conclusions certain definite recommendations should be made.

In the first place, there is a need for a special guidance program in the city high school. Each school should have a teacher that is specially trained to guide rural children into courses that fit their needs and abilities. If the courses in high school English are too difficult for the rural school child a similar course that is prepared for pupils of his level should be placed in the curriculum. It is evident from grades made by many of the rural pupils that they are able to compete successfully with the city pupils but a large per cent can not. It is believed that an experiment along this line will show that the grouping of the particularly slow urban pupils with a large per cent of the rural pupils will lead to a better adjustment.

If the school employs a special teacher to guide and supervise this group of rural pupils it is possible for such a teacher to advise with the different teachers to the extent that special care be practiced by the teacher that the rural pupils may be given problems on their levels.

It is believed that through a process where-by rural children are given special attention and fewer of them make failing grades that more of them will attend the city high schools. If the problem of developing good citizens out of as many of the boys and girls of this state is taken as a goal of the high school rather than preparation for entrance into college a great step will be made.

In order to make the study of the rural pupil more complete the administrator should keep a complete record of the withdrawals from school, listing the reasons for withdrawal. When this information is at hand the school should be better able to meet the needs of the child.

It is also recommended that all rural schools with less than seven teachers be limited to seven grades.