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A Sociological Analysis of Rural Education in Louisiana.

Marion B. Smith

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A SOCIOLOGICAL ANALYSIS OF RURAL EDUCATION
IN LOUISIANA

A Thesis
Submitted to the Graduate Faculty
of the
Louisiana State University

by

Marion Bush Smith

In Partial Fulfillment of the Requirements
for the
Degree of
Doctor of Philosophy

May
1937

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CHAPTER I

INTRODUCTION

This study is an analysis and an evaluation of the rural public schools of Louisiana in which white children are trained. More specifically it undertakes to examine the Louisiana public schools for the following information:

1. The qualifications and tenure of the rural school teachers.
2. The character of the rural school plants and their furnishings.
3. The size of the rural schools.
4. The course of study in rural schools.
5. The adaptation of the course of study to the needs of the community or neighborhood in which the school is located.
6. The rate of pupil progress in rural schools.
7. The extent of consolidation of schools as indicated by the transportation of pupils to school.
8. The provisions made in rural schools to aid in the social development of the children.
9. The recognition on the part of the school of its obligation to the community.
10. Possible inadequacies or weaknesses in the system of consolidated rural schools.

Scope of the Study: This study is limited to the schools for white children of Louisiana in general and to 13 schools distributed in different sections of the state in particular. For this study the schools are classified as follows:

1. The Rural Consolidated High Schools.

a. Those located in the open country or in unincorporated hamlets.

b. Those located in incorporated village centers.

2. The Rural Consolidated High Schools Located in Urban Centers. Those which educate the rural children of its hinterland by means of transporting them to school.

3. The Rural Elementary Schools.

a. The Consolidated Rural Elementary School.

c. The Neighborhood School.

At least two schools were selected to represent each class, one from the French and one from the Anglo-Saxon culture areas of the state. These schools were chosen as representative after consultation with members of the faculty of the Louisiana State University in both the Education and the Sociology Departments.

Definitions: Definition of some of the terms used will aid in an understanding of the study.

"Rural school" is used to mean any school which trains children who come from homes located in "rural" areas. "Rural" is used as it is defined by the United States Census Bureau, i.e., those living within areas with a population of less than 2,500.

A "high school" may mean simply the eighth through the eleventh grades (as it is organized in Louisiana) or at times

it may refer to a particular educational institution in which the children from the primary grades through the secondary department are educated.

"A consolidated school" is a school serving an area larger than the usual school district and so removed from a portion of the students that a system of transportation must be furnished those members. It is usually formed by closing the smaller schools in the nearby neighborhood and transporting the children to a centralized institution.

In referring to agglomerations of people within an area, the following classifications will be adhered to:

1. Hamlet--unincorporated center with a few residences and one or more commercial institutions to supply the primary needs of the immediate population, but which is situated within the "trade area" of a nearby village or town.
2. Small Village--incorporated center of population with fewer than 1,000 people.
3. Large Village--incorporated center of population of 1,000 to 2,500.
4. Small Town--having a population of 2,500 to 5,000.
5. Large Town--center of 5,000 to 10,000 population.
6. Small City--population of from 10,000 to 100,000.¹

The Importance of the Study: The importance of the subject of this study can be judged by the fact that although 77.2 per cent of the white population of Louisiana outside of New Orleans is classed as rural, and 64.1 per cent of all white children of school age (six to 17 inclusive) are rural, yet no

1. This classification is used by Dr. T. Lynn Smith, professor of sociology in Louisiana State University, in his classes in rural sociology.

differentiation is made in Louisiana between rural schools and urban schools.

Most of the unfavorable criticism directed against rural schools has been aimed at the small "district school" or the "one-room school." Associated with this criticism of the small rural school has come the advocacy on the part of educators and sociologists for consolidated or centralized schools. The consolidation of schools has been attended with the closing of one-room rural schools. In Louisiana, between 1910 and 1934, 1,354 one-room schools were either closed or enlarged so that they were no longer one-room schools. The total number of schools for white children in the state during the period decreased from 2,300 to 1,210-- a decrease of 1,090 schools within 24 years. At the same time the number of white educables increased from 304,157 to 399,992-- an increase of 95,842-- and the actual school attendance increased from 131,667 to 245,252-- a gain of 113,585 in the white school enrollment.² In other words, while the number of schools was decreasing by 47.4 per cent, the actual white school enrollment was increasing by 86.3 per cent.

It has been generally accepted as an educational axiom that the consolidated school is the panacea for the ills attributed to rural schools. Certain rural parishes in the state, with white school enrollments ranging from 2,500 to 4,079, have consolidated their schools to such an extent that from six to 10 schools take³ care of the school enrollment within each parish.

2. State Department of Education of Louisiana, "Eighty-Sixth Annual Report for the Session 1934-35," Bulletin No. 309, pp. 27 and 81.

3. Ibid., pp. 32-33 and 136-137

There has been no critical examination of the work done in the new type schools of the state. Such an examination is needed. It seems desirable that a study of the present schools be made to determine their merits and possible defects.

Sources of the Data: Data for this study were obtained from the following sources: The United States Census Reports for 1930; the annual reports of the State Department of Education of Louisiana; the files of the High School and College Commission of the State Department of Education of Louisiana; the files of the State High School Supervisor; the files of the State Budget Committee. In addition to these sources, personal visits were made to each of the schools selected for individual case study. During the visits information was secured from the principals' office records concerning the school enrollment and the transportation of pupils, the qualifications and tenure of teachers, and the extra-curricular activities of the schools. The character of the school plants and their furnishings was observed. Finally, a schedule of questions, made out in two forms (one for the elementary school children above the third grade and the other for the high school pupils) was given to each child in the selected schools, above the third grade, and their answers⁴ tabulated.

Order of Presentation: A summary of the literature dealing with rural education is presented first. This is followed by

4. For a copy of these schedules see Tables I and II, Appendix B.

-4-

a chapter devoted to an analysis of the Louisiana population. The following chapter is concerned with the state schools in general, in which a brief analysis of the school organization, consolidation of schools, the course of study and the teaching personnel is given. The remainder of the study is then devoted to analysis of the individual schools, beginning with the "Rural Consolidated High Schools," then the "Rural Consolidated High Schools Located in Urban Centers," and finally, the "Rural Elementary Schools." A summary of the conclusions of each chapter is then made.

recommended that the education be made more practical by adding certain elements of industrial training appropriate to the life and environment of the students.

Cubberley, writing in 1914, found great need for change in the subject matter taught in rural schools. Not only were many subjects ill-suited for rural life, but much of the material in the essential school subjects was of little practical value to rural pupils. He maintained that new material should be used in the old "tool" subjects and that new subjects should be added which would be of practical value to rural residents. Among the new subjects which he suggested were nature study and agriculture, domestic science (home economics), manual training and organized play for the elementary schools; and subjects dealing with social, economic and political problems, music, art, physical education, agriculture, domestic science, and manual work should be included in the high school curriculum.²¹ He saw little need for Latin or for modern languages.

At a still later date, 1920, Claxton, writing on the American Rural School, stated that the studies in rural schools

21. Op. cit., p. 281. Cubberley also maintained that, "Education, unrelated to one's environment and daily life, is bookish and likely to be ineffective; education closely tied up with one's richest life experiences, whatever these may be, is likely to prove effective anywhere. It really matters little whether the future man or woman lives on the farm or in the city, for the kind of training which will adapt a man or woman to live in the open country will prove useful anywhere; and it will prove useful largely because it had been been effective in awakening thinking, establishing standards, and refining judgments." He uses as arguments for the subjects to fit the needs of rural children when applied to those who will live in urban centers, the usual reasons advanced for studying foreign language, algebra, geometry and other traditional high school subjects. In his statement he indicates a pragmatic philosophy of education similar to that pronounced at a later date as a basis for the Project Method of Teaching.

objections have been made to the studies taught in the rural schools. The one point on which all students of rural education have apparently agreed is that the rural schools do not teach those things which they should. However, the critics have differed widely in their opinions as to what should be taught.

In 1897 the Committee of Twelve objected to the subject matter taught on the ground that there was no uniformity; that subjects varied from one school to another and even within the same school different text-books were used. The Committee made recommendations that a uniform course of study, substantially the same as that for the urban schools, should be adopted.¹⁹

In the report of the Committee on Industrial Education, occasion was again found to object to the course of study in rural schools. The aim of existing schools was declared to be to acquire knowledge from books and to secure mental training through the acquisition of that knowledge.²⁰ The Committee

19. This recommendation seems to have borne fruit later and to have been very severely condemned by later writers. That the recommendations were carried into effect in Louisiana is evident.

20. Op. cit., p. 18. The Committee reported, "It is customary to admit that their courses of study should be framed with reference to the preparation of the pupils for their life work rather than for advanced work in school. They are not so framed. This committee does not hesitate to say that in its judgement the rural schools which train nearly one-half of the school population of this country as far as school training goes, should definitely recognize the fact that the major portion of those trained will continue to live upon the farm; and that there should be specific, definite, technical training fitting them for the activities of farm life. Such schools will not make farmers nor housekeepers, but they will interest boys and girls in farming, in housekeeping and the problems connected with these two important vocations."

the rural school houses were typically unsatisfactory.¹⁶

d. The Size of the Rural School: Much unfavorable criticism has been heaped on the rural schools on the grounds that they are too small for socialized development on the part of the students. The complaint was made by the Committee of Twelve that there was a loss in educational opportunity because of the lack of association with numbers of students of the same age and degree of advancement.¹⁷ In 1935, Gaumnitz studied the problem to see if there really was a defect there. He found that the average enrollment for one-room schools of the nation was not more than 20 pupils and the average attendance was not more than 16.¹⁸

e. The Course of Study of Rural Schools: Many different

16. He describes the typical American rural school thus: "It is a one-story frame building about twenty-four by thirty-two feet in size, painted dingily if at all, with one or two doors in one end, and having two or three windows in each of two sides. The teacher's desk is at one end on a small platform and is faced by the nonadjustable seats of the pupils. The school equipment is a blackboard or two, often poor or out of repair, a few school charts and maps, possibly a dictionary and a globe, and a meager library or none at all. The one room is heated by an unjacketed stove and is without ventilation devices. The school grounds consist of an acre of land, commonly without trees, shrubs or beautification, unfenced or with a rough fence, and often grown to weeds. The toilet provisions consist of outside latrines, generally disgracefully filthy and carved or written with salacious figures and words." John Morris Gillette, op. cit., p. 367.

17. Op. cit., pp. 94-119.

18. He also found 250 schools with an average attendance of one pupil; 750 with two; 1,500 with three; 2,250 taught four; 3,000 had five. Altogether there were 7,000 to 8,000 schools which had an average of five or fewer pupils. More than 16,000 schools had a daily attendance of seven or less. There were 52,000 schools with 12 or fewer and 85,000 which taught fewer than 17 pupils. Walter H. Gaumnitz, School Life, "How Small are Our Small Schools," 1935, Vol. 20, pp. 198-199.

c. The Character of School Buildings and Furnishings: One can read scarcely any account of the rural schools of America without finding reference to the poor physical structures in which the institutions are housed. This was true at the time of the Report of the Committee of Twelve¹² and in the Report of the Committee on Industrial Education in Schools for Rural Communities,¹³ in 1905, it was pointed out that the rural school buildings were ill-kept, poorly furnished, inadequate and with surroundings most depressing. In the report of the state educational survey made in Kentucky, 1920-1922, the rural schools were pictured as poorly housed and poorly equipped. Very similar conditions were¹⁵ found in the state educational survey of Indiana, 1921-1923. In his Rural Sociology, written in 1935, Gillette stated that

12. Op. cit., pp. 73-75.

13. Report of the Committee on Industrial Education in Schools for Rural Communities, National Educational Association, 1905, p. 13.

14. "Of the 8,070 rural and graded district schoolhouses of the state, 50 per cent have been erected since 1908. The great majority of rural schoolhouses-- approximately nine out of ten-- are one-room, box-like structures, essentially alike from the mountains to the Mississippi, and from the Ohio to Tennessee. These box-like structures, have in the main, a single classroom; cloak rooms are rarely provided, and additional rooms for manual training, cooking, agriculture, or for fuel, almost never. They vary in size, number of windows, and in having or not having porches; but in all essential respects they are alike and almost all bad." Public Education in Kentucky, A report of the Kentucky Educational Commission, New York, General Educational Board, 1922, pp. 71-72.

15. "There are about 4,500 one-teacher schoolhouses in the state, practically all located in the open country.....About 2,600 of these old one-teacher buildings are box-like frame structures, which have, in the main but one room. Cloakrooms and additional rooms for manual training, agriculture, or household art are rarely provided. In all essential respects they are alike, and almost all are bad." Public Education in Indiana, Report of the Indiana Education Survey Commission, New York, General Education Board, 1923, p. 87.

that not more than one-third of the rural school teachers had as much as six years training beyond the elementary grades, and for the small cities of 10,000 population about nine-tenths of the elementary school teachers had that amount or more of academic training.⁸

Gillette, in quoting from a study by Dr. H. W. Foght, formerly rural school expert for the Federal Bureau of Education, pointed out that of 61,000 one-room rural school teachers, from five to six thousand had only one year's schooling beyond the elementary level and that approximately another 4,000 had only two years of training of secondary level. He further stated that the tenure of the rural school teacher was very insecure, and that for the United States as a whole the average stay of a rural teacher in a position was about two years with the majority considerably less.⁹

b. The Length of the School Term: It has been repeatedly pointed out by various students of the subject that the school term in rural sections is shorter than that of the urban schools. This condition was true at the time of the Report of the Committee of Twelve.¹⁰ Kolb and Brunner stated that in 1930 the school term for the city was 183 days and for the country it was 156.¹¹

8. J. H. Kolb and Edmund deS Brunner, A Study of Rural Society, New York, Houghton Mifflin Company, 1935, p. 412.

9. John Morris Gillette, Rural Sociology, New York, The Macmillan Company, 1936, p. 374.

10. It is stated that until two years prior to this report, i.e., 1895, the legal year in Michigan was three months, and at the time of the report it was but five months. Many of the rural schools of the West and of the South did not operate for longer than four months, at the time of the report. Op. cit., p. 146.

11. Kolb and Brunner, Op. cit., p. 327. Cf. United States Office of Education, Bulletin No. 3, op. cit.

This proportion increases in the two-teacher and village schools, "but in no one of the groups do teachers with standard training constitute anything like a majority." This clearly indicated the inferiority of rural school teachers in the matter of educational qualifications when compared with those of the third-class cities, which have 80.1 per cent with two years of normal-school or "standard training."

Though there was no doubt improvement in the training of rural school teachers since the earlier report, it was clear that advancement of academic standards of teachers in rural schools had not kept pace with that of the village or city school teachers.

This was further indicated in a bulletin published in 1932⁷ by the United States Office of Education, which showed that the average one-room rural school teacher had an education equal to high school graduation plus attendance at one summer school, and experience amounting to a total of two years and six months.

Kolb and Brunner, writing in 1935, found that rural teachers were not so well trained as city or town teachers;

7. United States Office of Education, "Status of Teachers and Principals Employed in the Rural Schools of the United States," Bulletin No. 3, 1932. This study points out that nearly 40 per cent of the entire group of teachers employed in rural schools are teaching in one-room schools, that for the rural schools as a whole 400,000 teachers are employed who have a median educational achievement of less than one year beyond graduation from high school, and teaching experience of a total of three years and five months.

that degree of training could secure better salaries in the urban schools or larger rural schools. "In them, (the rural schools) as a general thing, are young graduates from the village high school, or some favorite among neighborhood families, or a type of ancient teacher whose placid life is not disturbed by the vexing problems of his profession."⁴

There can be little surprise at the inadequacy of training for teaching when it is revealed in the same report that in the rural schools in Calhoun County, Michigan, 158 teachers were required, yet in one year 342 different teachers were employed. The average length of the school term in the district was 8.4 months, whereas the average term for which teachers were employed was but 3.8 months. It was pointed out that this condition was typical of the state as a whole.⁵

Twenty-six years later in a survey of the rural schools of New York, it was found that the more inexperienced teachers taught in the one-room schools; that 21.24 per cent taught one year or less compared with 9.7 per cent for the two-room schools and 5.64 per cent for the village elementary schools.⁶ The median years of experience in teaching was 3.16 years for the one-room schools, 6.36 years for the two-room schools, and 6.59 years for the village elementary schools. The same survey reports that, of 8,400 teachers in one-teacher schools, only about five per cent (420) have had as much professional and higher education.^{Op. cit.}, p. 61.

^{Ibid.}, p. 47.

George A. Works, (Director) Rural School Survey of

4. Op. New York State. Ithaca, New York, 1923, p. 19.

5. Ibid., p. 47.

6. George A. Works, (Director) Rural School Survey of
New York State. Ithaca, New York, 1923, p. 19.

under the following divisions:

- I. The defects existing in rural schools.
 - a. Qualifications and tenure of rural teachers.
 - b. The length of the school term.
 - c. The character of school buildings and furnishings.
 - d. The size of the rural schools.
 - e. The course of study in rural schools.
- II. Suggestions for improving rural schools.
 - a. Redirection of rural education.
 - b. Consolidation of schools.

I. The Defects in Rural Schools: Much of the literature on the subject has been devoted to pointing out the defects or inadequacies found in the rural schools.

a. Qualifications and Tenure of Rural Teachers: One could hardly discuss the weakness of rural schools without considering the character of the teachers--their training, their experience, and their security in the positions they hold--for to a very high degree the success or failure, the strength or weakness of the school rests on the type of teacher employed. Reeder does not overstate the case in saying, "'As is the teacher, so is the school' is a time worn truism. The teacher primarily determines³ whether the school will be efficient or inefficient." For that reason it is not surprising to find so much written on the character of training and experience found among rural school teachers.

The Committee of Twelve discovered that most of the teachers in rural schools were inexperienced. Few of the rural teachers were normal-school graduates, because of the fact that those who

3. Ward G. Reeder, The Fundamentals of Public School Administration, New York, The Macmillan Company, 1930, p. 55.

CHAPTER II

A SURVEY OF THE LITERATURE DEALING WITH RURAL EDUCATION

"The main single deficiency in rural life to-day is the lack of enough of the right kind of education." ¹ So wrote Cubberley in his Rural Life and Education, published in 1914. And yet Cubberley was not the first to sense this important truth, for 20 years prior to the publication of his book the recognition of this fact caused the National Educational Association to appoint its now famous Committee of Twelve to ² study rural schools. Nor have conditions been so much improved that the educators and sociologists of our present time are completely satisfied with the achievements which have been made.

A rather formidable mass of material has been written on various aspects of the problems of rural education in the form of reports of commissions appointed to study the subject, books dealing with education, books concerned with rural sociology, magazine articles treating various aspects of rural life and rural schools, reports of surveys in counties and states, government bulletins, and agricultural experiment station publications.

In summarizing the important contributions in the field, which is the aim of this chapter, they will be considered

1. Ellwood P. Cubberley, Rural Life and Education, New York, Houghton Mifflin Company, 1914, p. 105.

2. The Committee of Twelve was appointed at the annual meeting of the National Educational Association, July 9, 1895. The report of the Committee was published in 1897.

were practically without exception the same as those taught in
cities. Rapeer, in suggesting what rural schools should teach,
saw no need for the teaching of any language other than English
or any mathematics other than arithmetic. All courses should be
associated with agriculture and the special type of agriculture
of the school locality. Arp, writing in Rural Education and
the Consolidated School, held that the greatest need was a
reconstructed curriculum for rural schools. He felt that the
entire program of school work should be built around agriculture.

A different point of view was presented by Brim, who felt
that the course of study in rural schools was definitely too
rural and emphasized agriculture and homemaking to too great an
extent. He felt that the school course should be broadened so as
to give rural children a broader outlook on life.

In his Rural Community, printed in 1932, Sanderson seems
very optimistic concerning rural education. He says:

"Formerly the content and method of education
were imitations of those of the city and inevitably
made professional, commercial and industrial
occupations the ideals of the pupils.... Farm people
finally demanded that education fit for country as
well as city life, and the introduction of nature
study, agriculture and home economics is becoming
general in rural schools. Rural educators do not
desire to train rural children solely for farm life
and thus establish a segregation of a farm class,
even were that possible; but they are attempting
to give equal emphasis to the values of country

22. Philander P. Claxton, "The American Rural School," in
Louis W. Rapeer (Ed), The Consolidated Rural School, New York,
Charles Scribner's Sons, 1920.

23. Louis W. Rapeer, op. cit., pp. 284-316.

24. Julius B. Arp, Rural Education and the Consolidated
School, Yonkers-on-Hudson, New York, World Cook Company, 1918,
p. 80.

25. O. G. Brim, "Country Community Education," Proceedings
of the Fifth National Country Life Conference, 1922.

life, so that it may prove as attractive as city life to the more intelligent as well as the less intelligent rural youth." ²⁶

Cubberley, writing in 1934, did not see the situation existing in rural schools, with reference to the subjects taught, in the same light as Sanderson. He complained that, though the courses of study had been made uniform and revised, they had been revised with an eye to the needs of city life rather than to those of the rural sections. He concluded that, "The natural result is that our rural and village schools have remained bookish, their work unrelated to farm life or national needs, and their influence away from the farm." ²⁷

II Suggestions for Improving Rural Schools: Doctors often agree in diagnosing the patient as ill, but not so often in prescribing a treatment which will cure his ailment. However, in the situation regarding the rural schools, there is almost general agreement in the remedy prescribed. It is usually:

(1) Redirection of Rural Education; and (2) Consolidation of Rural Schools.

26. Dwight Sanderson, The Rural Community, Boston, The Athenaeum Press, 1932, pp. 529-530.

27. Ellwood P. Cubberley, Public Education in the United States, Cambridge, Massachusetts, The Riverside Press, 1934, p. 719. Cf. John Morris Gillette, Rural Sociology, New York, The Macmillan Company, 1936, p. 374. Gillette seems to agree with Cubberley for he says, "It is surprising to discover to what a slight extent rural schools are conscious of their surroundings and how recently the few states which recognize the relation of education to the community interests and activities have taken action,.....Agriculture is required in the rural schools of but a dozen states, domestic science is a recent innovation, yet the farm home is near the prime source of food. Literature and history are remote from farm life as yet, and leadership studies, such as rural sociology and rural economics, are practically unknown."

a. Redirection of Rural Education: It was in the Report of the Commission on Country Life that the demand for a²⁸ fundamentally redirected educational program was made. It demanded that a new type of institution be created with a teacher who was himself a part of the community and not a migratory bird of passage.

Gubberley joined with this committee in demanding a redirected education, in his Rural Life and Education. He maintained that the most important single remedy for the defects of rural life lay in a redirected educational program for rural schools. He maintained that it was necessary to broaden the outlook of rural life. The social life of the adult as well as the youth should be provided for. Country life should be made attractive to women and girls. The remuneration from farming should be increased and the "away-from-the-farm" movement checked. All of these could be accomplished by a redirected educational program. The school should be directed toward the life and activities of the community of which it is a part rather than toward carrying out²⁹ the traditional school program.

Arp maintained that a rural school should be directed toward rural community needs. He opposed the location of rural schools in urban centers, or rural children's being sent³⁰ to urban schools.

28. The Commission on Country Life was appointed by President Roosevelt. Its report was made in 1911.

29. Op. cit., pp. 163-175.

30. Op. cit., pp. 91-110.

b. Consolidation of Rural Schools: From the Report of the Committee of Twelve up to the present time there has been an almost continuous demand on the part of educators and rural sociologists alike to consolidate the small schools as a means of correcting the weaknesses associated with the rural institutions.³¹

There seems to be no definite agreement as to what constitutes a consolidated school. Rapeer defines a consolidated school as, "A school produced by bringing together the pupils of two or more single-room or other schools in a graded school of at least two rooms and two teachers for the purpose of better educational advantages."³² Arp defines it as, "A well graded central school in a legally and completely consolidated school district, employing four, five or more teachers and offering from two to five years of high school work in addition to the usual elementary subjects."³³ Cubberley not only makes no attempt to define the consolidated school but uses the term interchangeably with "centralized" schools. More recently Kolb and Brunner describe it as a "Combination of two or more smaller schools brought together for the sake of greater efficiency and for the purpose of serving all the districts whose schools it has displaced."³⁴ There is agreement,

31. Among the authorities who presented consolidation of rural schools as a method of correcting the weaknesses found in rural schools are: Cubberley, in Rural Life and Education; Arp, in Rural Education and the Consolidated School; Galpin, in Rural Life; Rapeer, in The Consolidated Rural School; Sanderson, in Rural Community; Kolb and Brunner, in A Study of Rural Society; Gillette, in Rural Sociology.

32. Op. cit., p. 7.

33. Op. cit., p. 50.

34. Op. cit., p. 406.

however, as to the essential characteristics of a consolidated school which are embodied in the description of Kolb and Brunner.

Since the authorities and others who have studied the question have almost without exception accepted the consolidated school as a remedy for rural school deficiencies, it is interesting to note the advantages attributed to the consolidated school. In certain of these advantages there is general agreement among the writers, from the time of the Report of the Committee of Twelve to the revised edition of Rural Sociology by Gillette. They are:

1. It would furnish better equipped teachers and a more adequate supervision and administration for the schools.
2. More adequate school plants, located on school grounds more centrally situated, and more suitable for school purposes, would be erected.
3. The school term would be lengthened.

Galpin maintained that the consolidated school would serve as
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a natural social center for the area. Besides these advantages, Rapier saw added benefits, such as:

1. A widened acquaintance group would be formed by the children.
2. It would hasten provisions for the extension of work to high school level.
3. An inevitable tendency to increase the school attendance and the services of agriculture colleges and normal schools would result.

35. Among those who subscribed to the advantages claimed by Galpin, i.e., That the consolidated school would serve as a natural social center for the community are: Rapier, op. cit., pp. 8-14; Sanderson, op. cit., p. 530; Kolb and Brunner, op. cit., p. 406; Gillette, op. cit., p. 383.

4. A better program of studies could be provided, based on the social needs and the nature of mental and physical growth in children. ³⁶

To the list of advantages Kolb and Brunner added:

1. It furnished the number necessary for wholesome competition and stimulus in school work, to carry through adequate grading, to develop group and project work, and to organize many socially significant types of extra-curricular activities. ³⁷
2. The average school attendance would increase.

Gillette still further extended the list by including:

1. Education of the adults of the community would be fostered.
2. The health of the children would be safeguarded.
3. Improvement of roads would result as a means of transporting the children to school. ³⁸

Conclusion: From the time of the Committee of Twelve to the present, investigators in the problems of the rural schools have found much ground for complaint. In the main there has been quite general agreement in the interpretation of the various studies of rural education. It has been agreed that certain weaknesses are characteristic of rural schools, and it has been quite generally agreed that these weaknesses can be corrected or relieved by increasing the size of the schools through consolidation of small schools, and through the redirection of educational activity.

36. Op. cit., pp. 8-13.

37. Op. cit., p. 406.

38. Gillette, op. cit., p. 384. Cf. Charles Russell Hoffer, in Introduction to Rural Sociology, New York, Farrar and Rineheart, Inc., 1934. Hoffer agrees as to the need for and the value of consolidated schools but he feels that there will be a necessity to continue the one-room school under certain conditions. He feels that many of the educational ills associated with rural schools are not necessarily insurmountable. He further sees certain social values in the small schools located in rural neighborhoods.

The following chapters are devoted to a study of the rural schools in Louisiana. Are the weaknesses or defects associated with rural schools present in the Louisiana institutions? Are the consolidated schools meeting the needs in a satisfactory manner? Have new and unforeseen problems arisen with the consolidation of rural schools? The aim of the following pages is to answer these questions.

39. The next chapter is devoted to a discussion of the population characteristics of Louisiana as an aid to an understanding of the school problems.

CHAPTER III

POPULATION CHARACTERISTICS OF LOUISIANA

" The school is not an agency of society in the sense that it should or may function as a separate institution. It is rather an aspect of society. It is society functioning as educator of its own immature members." ¹ In these words Tuttle, Lecturer on Education in the College of the City of New York, sets forth the relationship between the schools and society. With this conception in mind it seems desirable that an analysis of the Louisiana schools should be preceded by a presentation of some facts concerning the society supporting the schools.

According to the 1930 census, the population of Louisiana was 2,101,593, of which 776,326 or 36.9 per cent were Negroes. ² Of the white population of the state 1,283,250 or 97.4 per cent were classed as native whites, and 1,172,572 or 89.0 per cent were of native parentage. This means that 89 per cent of the white population of the state have lived in Louisiana or some other state in the United States for at least two generations.

The white population of Louisiana is divided into three somewhat distinct groups, each occupying a rather definite

1. Harold Saxe Tuttle, A Social Basis of Education, New York, Crowell, 1934, p. 335.

2. Fifteenth Census of the United States, 1930, "Population," Vol. III, Part 1.

geographic region of the state. The southern area of the state is largely populated by people of French descent representing two groups of different genesis. One group is composed of descendants of the Acadians who formed settlements in Attakapas and Opelousas in 1763, and whose romantic history has become widely known through the poem Evangeline, by Longfellow. The other group is made up of Creoles, proud descendants of the early French settlers of Louisiana. Within this region have migrated settlers from Germany, Spain, England, and Ireland, but they were all absorbed by the French, and today they have become amalgamated except that their nationality is indicated by the names they bear, e. g., Hanks, O'Brien, Mills, Folts, and the like. Their religion is largely Catholic; the adults generally speak a French patois, and a number of the culture traits of the early French still persist. In this region, which consists of lowlands, the sugar cane and much of the rice of the state are grown. Here are found the great sugar plantations with the sugar factories representing investments of many thousands of dollars.

In the northern, eastern, and western areas different types of population are found. One of these types, dwellers in the hills, uplands, and cut-over pine lands, was originally of very heterogeneous origin (English, Scotch, Irish, and German were

3. Unprinted manuscript by Elmo H. Lott, Louisiana State University, 1936.

4. Charles Gayarre, History of Louisiana, New Orleans, F.F. Hansell and Bros., 1903, Vol. II, p. 121.

probably the elements of greatest importance). The ancestors of these people migrated into Louisiana from Western Pennsylvania, Maryland, Virginia, North Carolina, South Carolina, and Georgia. They represent the "Old Americans" of the New Nation. They are independent people of Protestant faith, usually cultivating small tracts of land which they own. Their chief agricultural crops are cotton as a cash crop, and corn, sweet potatoes, and field peas as forage crops. They had no slaves during the ante-bellum period and they have little or no Negro labor today. These people are frequently referred to as "Poor Whites," "Hill Billies," or "Red Necks."

The third important group of inhabitants of Louisiana is found in the river valleys and lowlands of the northern part of the state, and to a lesser degree in the southern part interspersed among the descendants of the French. It is subdivided into two groups:

The most important, from an economic view point, is the planter class, which owns large cotton plantations and operates them by means of Negro or white, tenant or hired labor. Genetically they are largely of Anglo-Saxon origin, who came to Louisiana from the Tidewater sections of Virginia and North and South Carolina. Before the Civil War these people lived in the luxury and style characteristic of the "Southern Gentlemen" in ante-bellum days. They are the storybook people of the South.

5. T. Lynn Smith and Martha Ray Pitts, "The Population in a Selected 'Cut-Over' Area in Louisiana," Louisiana Agricultural Experiment Station, Bulletin No. 268, 1936.

2. At the other end of the economic scale are the "Poor Whites." They migrated during the early part of the nineteenth century from the seaboard states and settled in the river valleys. More recently their numbers have been augmented by migrants from the hills of Louisiana, Arkansas, and Mississippi. The older settlers of this group are, as a class, small land-owners, who work land usually classed as marginal and frequently subject to overflow. The more recent immigrants are frequently croppers on the plantations of the landlords belonging to this same group.

There are other minor groups represented among the white population of the state: Italians occupy certain localities devoted to truck gardening and strawberry cultivation; certain portions of the state, especially the rice growing areas, where machine cultivation is possible and the cut-over pine lands areas, have felt the influence of migration from the Mid-Western states; and finally certain groups of Bohemians, Hungarians, Germans, Scandinavians, and others have settled in widely scattered localities.

The population of Louisiana is predominantly rural. This can be seen by Table I, which shows that 56.4 per cent of the white population are classed as rural, 65.2 per cent of which are rural-farm, and 43.6 per cent are urban. Agriculture is the most important industry from the standpoint of the number employed. It engages 137,226 white people 10 years of age and older, or 29.3 per cent of those gainfully employed;

Table I
White Population of Louisiana *

	Number	Per Cent
White Population	1,318,160	100.0
Urban	574,249	43.6
Rural	743,911	56.4
Rural-farm	451,063	34.2
Rural-nonfarm	292,848	22.2

Data for Tables I, II, III, IV and V from the Fifteenth Census of the United States, 1930, "Population," Vol. III, Part I.

Table II
Industries of People in Louisiana 10 Years of Age
and Older

Industry	Number	Per Cent
Agriculture	136,877	29.3
Manufacturing and Mechanical Industries	100,477	21.3
Transportation	38,780	8.2
Trade	68,463	14.6
Professional	30,404	6.5
Domestic and Personal	26,825	5.6
Clerical	41,547	8.9

manufacturing and mechanical industries engage 100,477 or 21.5 per cent; trade employs 68,463 or 14.6 per cent; and clerical work occupies 41,547 or 8.9 per cent. (Table II.)

The census reports show that between the years 1890 and 1930, Louisiana increased in white population 135.1 per cent while the increase in population in the United States as a whole was 95.0 per cent. During that period of time Louisiana received practically none of the millions of immigrants from foreign countries and, it contributed more migrants to the other states in the Union than it has received from them. In 1930, 386,208 persons born in Louisiana were living in other states, whereas only 269,269 persons born in other states were living in Louisiana. This means that the state has made a net contribution to the other states of 116,939 persons. Most of these emigrants were Negroes (107,428), so that the net loss of whites was only 8,784. From this it can be seen that the increase in population has been a result of the natural increase, due to surplus of births over deaths, and not to migration.

The trend of migration of population to the cities of the United States can be seen in Louisiana, but to a somewhat less degree than for the nation as a whole. In 1910 the whites of Louisiana living in rural districts represented 64.4 per cent of the white population; in 1920 it had been reduced to 60.1 per cent; and in 1930 it was still further reduced to 56.4 per cent. In spite of the urban migration taking place in the state, in

6. T. Lynn Smith, "Growth of Population in Louisiana 1890 to 1930," Louisiana Agricultural Experiment Station, Bulletin No. 264, 1936.

1930 there were only three parishes which were predominantly urban. They were: Orleans with an urban population of 458,762 and no rural population; Caddo with an urban population of 76,655 and a rural population of 48,015; and Ouachita with an urban population of 32,594 and a rural population of 32,594 and a rural population of 21,743. If the state as a whole is considered, excluding New Orleans, the population is 77.2 per cent rural and 22.8 per cent urban. The urban population for Louisiana is largely concentrated in a few cities of the state. For example, New Orleans contains 55 per cent of the urban population, and New Orleans, Shreveport, Baton Rouge, Monroe, Alexandria, Lake Charles, and Bogalusa account for 77.4 per cent of the urban population.

Not only is the population as a whole predominantly rural, but the number of children to be educated in the rural districts is greater in proportion to their total population than is found in the urban centers. This agrees with statements by Gist and Halbert,⁷ Sims,⁸ and Sorokin, Zimmerman and Galpin,⁹ all of whom state that the birth rate tends to be higher in rural than in urban districts, and among those engaged in agriculture than among those of any urban calling. This can be seen by Table III which shows that the rural sections of Louisiana

7. Noel P. Gist and L. A. Halbert, Urban Sociology, New York, Crowell, 1933, p. 380.

8. Newell Leroy Sims, Elements of Rural Sociology, New York, Crowell, 1928, p. 70.

9. Pitirim A. Sorokin, Carle C. Zimmerman, and Charles J. Galpin, A Systematic Source Book in Rural Sociology, University of Minnesota Press, 1932, Vol. III, p. 135.

Table III

White Population in Louisiana of School Age

Age in Years	Urban		Rural-Farm		Rural-Nonfarm		Total Rural	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total	574,249	100.0	451,063	100.0	292,848	100.0	743,911	100.0
5 to 9	55,959	9.7	61,313	13.6	36,845	12.6	98,158	13.2
10 to 14	49,651	8.6	60,976	13.5	31,409	10.7	92,385	12.4
15 to 19	52,335	9.1	54,596	12.1	28,662	9.8	83,258	11.2
Total of School Age	157,945	27.5	176,885	39.2	96,916	33.1	273,801	36.8

Table IV
School Attendance in Louisiana

Age in Years	Urban			:	Rural		
	Attending School				Attending School		
	Total	Number	Per Cent		Total	Number	Per Cent
5 to 20	169,011	118,752	70.3	288,252	186,989	64.9	
5	11,024	3,110	28.2	19,434	833	4.3	
6	11,302	8,776	77.7	19,745	10,143	51.4	
7 to 13	73,522	71,214	96.9	133,445	121,755	91.2	
14 to 15	19,407	16,709	86.1	35,136	27,678	78.8	
16 to 17	20,620	11,623	56.4	34,203	17,587	51.4	
18 to 20	33,136	7,320	22.1	46,289	8,993	19.4	

have 36.8 per cent of their population of school age, five to nineteen years, whereas the cities have 23.6 per cent of their group of the same age distribution. Among the rural-farm group, 39.2 per cent are of school age, whereas the rural-nonfarm group have 33.1 per cent of that age. Although there are more children among the rural population of the state, there is a lower percentage of children of rural parentage attending the schools of the state at all age levels than is true for the urban group, as can be seen from Table IV.

Public schools have been the accepted means of educating the children of the state for the past 75 to 100 years. It is to be expected that the section or group which shows the lowest rate of public school attendance among the children of school age would show the highest rate of illiteracy, unless there were other factors to alter the expected results. Such modifying factors do not seem to be present in Louisiana, for, according to Table V, the illiteracy is greater among all groups and all ages of the rural white population than for the corresponding age groups in the cities: for example, among the native whites of native parentage, there are 11.6 per cent ten years of age and over of the rural population classed as illiterate, whereas of the urban population there are 2.4 per cent, and of the city of New Orleans there are 1.3 per cent illiterate. In other words, the native whites of native parentage living in the rural sections of the state have almost nine times as high a rate of illiteracy as those living in New Orleans. Not only is illiteracy for the rural sections of the state greater than

Table V
Illiteracy Among the White Population in Louisiana

	Native White						Foreign Born			
	Native Parentage			Foreign or Mixed						
	Total Illiterate			Parentage						
	Total			Total Illiterate			Total Illiterate			
	Number	Per-	Cent	Number	Per-	Cent	Number	Per-	Cent	
State Total										
10 years and over	887,914	69,288	7.8	96,879	2,615	2.7	34,712	6,677	19.2	
10 to 20 years	281,487	8,829	3.1	20,718	329	1.6	941	14	1.5	
21 years and over	606,427	60,459	10.0	76,158	2,286	3.0	33,771	6,663	19.7	
Urban Population										
10 years and over	365,990	8,633	2.4	75,672	1,201	1.6	26,102	4,086	15.7	
10 to 20 years	98,717	573	0.6	13,519	73	0.5	816	6	0.7	
21 years and over	267,273	8,060	3.0	62,153	1,128	1.8	25,286	4,080	16.1	
Rural Population										
10 years and over	521,924	60,655	11.6	21,204	1,414	6.7	8,610	2,591	30.1	
10 to 20 years	182,770	8,258	4.5	7,199	256	3.6	125	8	6.4	
21 years and over	339,154	52,399	15.4	14,005	1,158	8.3	8,485	2,583	30.4	
Rural Farm										
10 years and over	318,844	42,091	13.2	9,851	776	7.9	4,555	1,466	36.2	
10 to 20 years	120,176	5,583	4.6	4,267	185	4.3	55	2	3.6	
21 years and over	198,668	36,508	18.4	5,584	591	10.6	4,000	1,464	36.6	
Rural-Nonfarm										
10 years and over	203,080	18,564	9.1	11,353	638	5.6	4,555	1,125	24.7	
10 to 20 years	62,594	2,673	4.3	2,932	71	2.4	70	6	8.6	
21 years and over	140,486	15,891	11.3	8,421	567	6.7	4,485	1,119	24.9	

the illiteracy found in urban centers, but the rate is higher in the rural-farm districts than in the rural-nonfarm groups: for example, among the native whites of native parentage the rate of illiteracy in the rural-farm sections was 13.2 per cent and in the rural-nonfarm sections groups was 9.1 per cent. For that portion of the population which represents the period of school attendance, 10 to 20 years of age, the urban centers have 0.6 per cent of the native white of native parentage classed as illiterate; the rural-nonfarm sections 4.3 per cent and the rural-farm districts 4.6 per cent so classed.

Although, it is the usual condition that illiteracy of a state is higher in the rural sections for native whites than in the urban, it is not usual for the rural-farm to have a higher rate of illiteracy than the rural-nonfarm group. This can be shown by the figures for California where the rural-farm group have an illiteracy rate of 0.4 per cent compared with 0.7 per cent for the rural-nonfarm; Colorado with a rate of 1.1 per cent for the rural-farm and 1.9 per cent for the rural-nonfarm; Illinois with 1.0 per cent for the rural-farm and 1.5 per cent for the rural-nonfarm; Michigan with 0.6 per cent for the rural-farm compared with 0.9 per cent for the rural-nonfarm; Massachusetts with 0.5 per cent for the rural-farm as to 0.8 per cent for the rural-nonfarm; and Connecticut with 0.4 per cent for the rural-farm and 0.5 per cent for the rural-nonfarm. In all the above cases only the figures for native whites are considered.

The fact that the rural-farm population of the state is

more illiterate than the urban group and the rural-nonfarm group seems to indicate that educational facilities for rural-farm children have not been equal to those available for city, town, or village children.

Conclusion: The population of Louisiana is made up of descendants of the French, (early immigrants from France and the Acadians who settled here after being deported from their native land in Nova Scotia) and the Anglo-Saxons, (English, Irish, Scotch and German). The French are settled mostly in the southern part of the state, whereas the others are located in the northern, western, and eastern parts of the state.

The Louisiana population is predominantly rural with 56.4 per cent of the inhabitants classed as rural and 43.6 per cent classed as urban. There are only three parishes which are predominantly urban, Orleans, Caddo, and Ouachita. Not only is Louisiana predominantly rural in population, but agriculture is the most important industry from the standpoint of the number of people gainfully employed in that occupation. The urban population of the state is largely concentrated in not more than seven cities, i.e., New Orleans, Shreveport, Baton Rouge, Monroe, Alexandria, Lake Charles, and Bogalusa. New Orleans contains more than one-half of the urban population of the state, and if New Orleans is excluded, the state has more than three-fourths of its people classed as rural.

The rural sections contribute more than their proportion of the school population of the state; yet there is a lower percentage of rural children attending schools than is true

of the urban children. The illiteracy rate is considerably higher among the rural inhabitants, at all age levels, than among the city dwellers. Also the rate of illiteracy is higher for the population classed as rural-farm than for those classed as rural-nonfarm. This seems to indicate that the rural dwellers, especially the rural-farm population have not been favored to the same degree with educational facilities as have the residents of the cities, towns, and villages.

CHAPTER IV

LOUISIANA STATE SYSTEM OF EDUCATION

In order to understand the peculiar structure of the Louisiana educational system, it seems desirable that this chapter be devoted to an analysis of the system, its organization, the classes of schools, consolidation of schools and transportation of school children, the subjects taught, and the teaching personnel. With an understanding of the state organization of schools a more accurate evaluation of the studies of individual schools, to be found in later chapters, can be made.

School Organization in Louisiana: Control of education in Louisiana is centralized in a state board composed of eleven members, eight elected by the voters of the state, one from each of the congressional districts, for periods of eight years, with overlapping terms; and three appointed by the Governor of the State; one from each of the public service¹ commission districts, for a period of four years. As advisor and ex-officio secretary of the board and actual head of the state school system a State Superintendent is elected by the voters of the state each four years. All public schools in the State of Louisiana, with the exception of the Louisiana State University and Agricultural and Mechanical Arts College,

1. Constitution of Louisiana, 1921, Art. XII, Sec. 4.

are directly under the control of the State Board of Education.

Created as an aid to the State Board of Education, the State Department of Education, functions under the direction and appointment of the State Superintendent. This Department is made up of a division of high schools, a division of elementary schools, and divisions of special fields such as music, athletics and health, home economics, agriculture, Negro education, and others.

Within each parish a parish school board is the supreme governing body, subject only to the regulations of the State Board of Education. As active secretary of the school board and nominal and, in some cases, actual head of the parish system is a Parish Superintendent appointed for four years by the parish school board.

The state through the Department of Education prescribes the courses of study to be pursued in the schools, the qualifications of teachers, the standards to be maintained by elementary and high schools, and the degree of attainment necessary for graduating from high school. The state furnishes free school texts to all school children in the state below the grade of college whether they are attending public schools or private institutions. In addition to the free texts, library books, and pencils, paper and school supplies in general are likewise furnished to the children of the state. In some instances children attending parochial schools are transported in buses operated by the parish school boards for children of public schools.

Classes of Public Schools: In Louisiana there are two main classes of public schools: the state approved four-year high school--that school which teaches four years of secondary work and meets the standards set by the State Board of Education--and the elementary school, which includes all grades in public schools from the first through the seventh grade. Completion of the prescribed work in the elementary school, entitles the child to enter the high school.

There are 368 high schools in the state that meet the standards set by the State Board of Education for being "state approved." Of these high schools, 125 have been approved by the Southern Association of Secondary Schools and Colleges. The graduates from these schools are entitled to enter any college in the United States which admits students on the presentation of a high school diploma. Ninety-one of the high schools are listed as four-year Smith-Hughes² Agricultural High Schools.

In connection with practically all of the state-approved high schools are found seven-year elementary schools. In many cases the elementary school is housed in the same building with the high school, and in nearly all cases under the supervision of the same principal. For that reason when the high school is referred to, it is frequently meant to include the elementary grades as well as the secondary division.

Aside from the high schools, and the elementary schools in

2. State Department of Education of Louisiana, "Educational Directory," Bulletin No. 304, 1935-36, p. 22.

the state, there are 13 schools classed as "junior high schools," in which three years of secondary school work is offered--the seventh, eighth and ninth grades respectively. In these schools the pupils may earn one-half of the required work for high school graduation. In the main they would not meet the specifications necessary to be classed as a "junior high school" by Koos.³ They would rather be classed as "elementary schools" wherein a certain amount of secondary work is offered to meet partially the educational requirements of the children desiring more advanced work than the regular elementary course.

Consolidation of Schools: Louisiana was a pioneer in the field of school consolidation. It has been said that:

"The blessings of the new school entered the state by a side door, so to speak. A cyclone in the parish of Lafayette had destroyed a one-room school building during the school term and in order to avoid loss of time for the children, two public-spirited citizens of the district offered the board a conveyance free of charge to take the children to a neighboring graded school in the town of Scott. This venture proved so successful from the beginning that the parish board decided not to rebuild the one-room school but to furnish a wagonette and make the transportation permanent."⁴

This occurred in 1902. The idea spread so that in 1910 there were 210 school transfers operating to carry 4,088 children to school, and in 1934-35 there were 2,425 transfers carrying 121,341 children to school. In 1910 there were 2,300 public schools for white children, and in 1934-35 there were 1,210,

3. Leonard V. Koos, The Junior High School, New York, 1927, p. 129.

4. Julius Bernhard Arp, Rural Education and the Consolidated School, New York, World Book Company, 1920, p. 189.

whereas in 1910 there were 304,157 white educables, and in 1934-35 there were 399,999. In 1910 there were 1,559 one-teacher schools, and in 1934-35 there were 225 such schools. In 1910 there were 208 classed as "consolidated schools," and⁵ in 1934-35 there were 385 such.

The way in which this consolidation takes place has been described as follows:

"Consolidation is accomplished by closing the small one, two, and three-teacher schools of an area and by establishing in their stead at the accessible center a large central institution having facilities sufficient to care for the pupils of all of the schools closed. The primary purpose of the change is to provide conditions which will permit grade organization, better qualified teachers, improved supervision and administration, and larger library and laboratory facilities, and the development of state-approved high schools." ⁶

Consolidation of schools is not uniform throughout the state. In Lafourche Parish there are no consolidated schools and no school transfers, whereas in Cameron Parish 94.5 per cent of the high school enrollment and 84.7 per cent of the elementary school enrollment are taken to school by buses.

The fact that Louisiana has gone far in the consolidation of schools can be seen from Table VI, which shows the number of children enrolled in elementary schools and high schools of each parish, and the percentage of each transported to their respective schools. In this table only those schools are considered which are controlled by the parish school boards.

5. State Department of Education of Louisiana, "Eighty-Sixth Annual Report for the Session 1934-35," Bulletin No. 309, p. 91.

6. Ibid, p. 80.

Table VI

Enrollment and Transportation in Louisiana Public
Schools for the Session 1934-35

Parish	Enrollment		Transportation			
	Elementary	High	Elementary		High	
	School	School	School		School	
			Number	Per Cent	Number	Per Cent
Acadia	5,366	898	3,879	72.3	491	54.7
Allen	2,346	703	1,225	52.2	254	36.1
Ascension	2,436	650	1,424	58.5	466	71.7
Assumption	1,649	282	503	30.5	170	60.3
Avoyelles	5,182	1,256	2,899	56.5	600	47.8
Beauregard	2,246	678	1,426	63.5	417	61.5
Bienvenue	2,492	978	1,837	73.7	582	59.2
Bossier	2,173	704	1,369	63.0	427	60.7
Caddo	10,569	4,532	1,837	17.4	832	18.4
Calcasieu	4,882	1,059	2,866	38.2	427	40.3
Caldwell	1,807	483	904	50.0	259	53.6
Cameron	1,087	163	917	84.7	154	94.5
Catahoula	1,867	399	1,476	79.1	255	63.9
Claiborne	2,473	1,055	1,772	71.7	683	62.9
Concordia	906	218	555	61.3	128	58.7
De Soto	2,163	898	942	43.6	409	45.5
East Baton Rouge	6,207	2,091	1,586	25.6	539	25.8
East Carroll	910	184	---	---	---	---
East Feliciana	592	269	300	50.7	122	45.4
Evangeline	4,110	575	---	---	---	---
Franklin	4,289	907	**	**	2,943	56.6
Grant	2,441	848	1,396	57.2	561	66.2
Iberia	3,049	653	1,358	44.5	217	34.2
Iberville	2,027	618	1,192	58.8	293	47.4
Jackson	2,000	737	1,228	61.4	415	56.3
Jefferson	4,552	1,227	426	9.4	168	13.7
Jefferson-Davis	3,034	674	1,217	40.1	246	36.5
Lafayette	3,762	1,121	2,199	58.5	380	33.9
Lafourche	5,103	651	No Transportation			
La Salle	1,963	583	540	27.5	261	44.8

Table VI (Continued)

	Enrollment		Transportation			
	Elementary	High	Elementary		High	
	School	School	School	School	School	School
			Number	Per Cent	Number	Per Cent
Lincoln	2,065	986	1,332	64.5	724	73.4
Livingston	3,219	873	* *	* *	2,680	65.5
Madison	1,086	261	454	41.8	108	41.4
Morehouse	1,895	632	1,023	54.0	307	48.6
Natchitoches	3,874	1,188	2,596	67.0	755	63.6
Ouachita	4,004	1,612	1,518	37.9	885	54.9
Plaquemines	1,138	189	484	42.5	147	77.8
Pointe Coupee	1,963	393	962	49.0	330	84.0
Rapides	8,752	2,192	2,590	29.6	1,145	52.2
Red River	1,649	577	* *	* *	1,797	80.7
Richland	3,985	754	2,331	58.5	474	62.9
Sabine	4,345	1,242	2,869	66.0	988	79.5
St. Bernard	949	87	308	32.5	47	54.0
St. Charles	1,582	360	937	59.2	335	93.1
St. Helena	870	243	19	2.2	27	11.1
St. James	1,521	537	809	53.2	354	65.9
St. John	942	468	487	51.7	358	76.5
St. Landry	6,077	978	3,594	59.1	436	44.6
St. Martin	4,018	347	1,248	31.1	177	51.0
St. Mary	2,263	646	529	23.4	136	21.1
St. Tammany	2,517	750	891	35.4	370	49.3
Tangipahoa	5,589	1,699	2,975	53.2	960	56.5
Tensas	952	179	701	73.6	92	51.4
Terrebonne	4,155	721	2,105	50.7	365	50.6
Union	2,802	1,082	* *	* *	1,772	45.6
Vermillion	5,663	1,033	3,801	67.1	841	62.1
Vernon	3,769	1,012	* *	* *	2,828	59.2
Washington	2,715	785	1,536	56.6	655	83.4
Webster	2,809	1,042	-----	-----	-----	-----
West Baton Rouge	718	243	279	38.9	145	59.7
West Carroll	2,963	609	1,410	47.6	404	66.3
West Feliciana	284	114	202	71.1	72	63.2
Winn	2,247	806	1,272	56.6	365	45.3
Total	187,063	50,716	83,790	44.6	21,557	42.5

* * Data given for parish as a whole.

----- Data not available.

* Data from the files of the High School and College Commission of the Louisiana State Department of Education.

This excludes the New Orleans schools, the Monroe city schools, the Lake Charles schools, and the schools of Bogalusa, all of which have special city school boards and are primarily under urban control. While the schools of Shreveport, Alexandria, Baton Rouge, and Lafayette are primarily urban, they are included since they are under the direction of the respective parish school boards. Thus, as can be seen, many schools are included which are primarily urban and to which there are very few if any children brought by transfer, such schools as Byrd and Fairpark High Schools in Shreveport, Baton Rouge Junior and Senior High Schools, Lafayette High School, and the elementary schools of Shreveport, Alexandria, Lafayette, and Baton Rouge. Yet including those urban unconsolidated schools it can be seen by Table VI that 42.5 per cent of the high school enrollment are transported to school from distant points and 44.6 per cent of the elementary school children are likewise transported. Tables VII and VIII show the tendency to transport the children to schools in villages or urban centers. From these tables it can be seen that those towns classed as urban in Louisiana, with the exceptions mentioned above and also excepting all of the schools of Jefferson Parish, because of their proximity to New Orleans, educate in their schools 11.6 per cent of the elementary school children and 22.6 per cent of the high school children. Localities not populous enough to be classed as urban but with populations of from 1,000 to 2,500 people educate in their schools 13.2 per cent of the elementary school children carried in buses and 16.3 per cent of the high school

Table VII

Children Transported to Public Schools in Urban
Centers *

Urban Center	Population 1930	Elementary		High School	
		Number	Per Cent	Number	Per Cent
Abbeville	4,356	441	44.3	157	53.8
Alexandria	23,025	381	17.1	431	35.8
Anite	2,536	320	53.2	103	35.8
Bastrop	5,121	608	47.5	144	41.0
Baton Rouge	30,729	205	5.5	104	8.7
Bossier City	4,003	198	27.0	77	30.0
Covington	3,208	103	25.4	256	61.0
Crowley	7,656	424	51.7	80	26.3
DeQuincy	3,589	108	13.7	22	11.5
DeRidder	3,747	350	43.2	130	45.3
Donaldsonville	3,788	200	27.0	81	42.0
Eunice	3,597	182	48.8	46	26.9
Ferriday	2,502	192	48.6	58	53.2
Franklin	3,271	96	25.6	90	45.0
Hammond	6,072	533	58.9	139	34.3
Haynesville	2,541	642	68.2	262	59.7
Homer	2,909	287	52.5	106	49.1
Houma	6,531	396	27.5	324	54.7
Jackson	3,966	35	19.0	11	12.8
Jennings	4,036	202	27.0	39	14.0
Lafayette	14,635	243	20.1	58	9.3
Lake Providence	2,867	---	---	---	---
Mansfield	3,837	158	25.6	92	30.6
Merryville	2,626	279	54.9	58	44.3
Minden	5,623	---	---	---	---
Monroe (Parish)	26,028	155	25.6	729	51.3
Morgan City	5,985	86	12.9	23	8.2
Natchitoches	4,547	369	53.8	136	43.3
New Iberia	6,003	187	51.4	116	35.5
Oakdale	3,188	244	30.1	68	24.3
Opelousas	6,299	78	28.5	92	34.6
Pineville	3,612	163	22.6	00	00
Plaquemine	5,124	210	30.4	113	33.8
Ponchatoula	2,898	413	56.1	202	67.3
Rayne	3,710	387	64.2	65	49.2

Table VII (Continued)

Urban Center	Population 1950	Elementary		High School	
		Number	Per Cent	Number	Per Cent
Ruston	4,400	244	45.0	329	66.6
Slidell	2,807	140	27.3	92	39.7
Shreveport	76,655	57	1.8	201	6.0
Tallulah	3,332	277	47.8	102	40.2
Thibodaux	4,442	00	00	00	00
West Monroe	6,566	148	14.6	00	00
Winnfield	3,721	368	48.2	105	28.6
Total		9,728	11.6	4,810	22.3

---- Data not available

- * Cities operating a city system not included. Data for Tables VI, VII, VIII, IX, and X from the files of the High School and College Commission of the Louisiana State Department of Education.

Table VIII

School Children Transported to Schools in Villages

with a Population of from 1,000 to 2,500

Village	Population 1930	Elementary Number Per Cent		High School Number Per Cent	
Areadia	1,809	247	67.6	73	45.6
Berwick	1,678	53	14.8	7	17.9
Breaux Bridge	1,399	262	59.7	37	39.4
Bunkie	2,464	174	42.3	39	21.5
Church Point	1,037	559	82.9	117	69.6
Celfax	1,141	235	68.9	79	59.8
Cottonport	1,015	241	56.8	59	50.9
Cotton Valley	1,133	---	---	---	---
Delhi	1,043	321	62.9	59	48.3
Denham Springs	1,002	---	---	---	---
Farmerville	1,137	---	---	---	---
Gibbsland	1,090	188	65.3	74	56.0
Glennora	1,875	319	54.2	106	57.6
Gueydan	1,313	439	55.4	76	53.8
Hodge	1,367	97	33.1	No High School	
Independence	1,700	418	81.0	190	81.5
Jeanerette	2,228	37	33.0	32	26.2
Jena	1,007	112	29.2	80	38.8
Jonesboro	1,949	240	44.4	125	42.4
Jonesville	1,123	329	78.4	71	54.2
Junction City	388	41	100.0	12	100.0
Kaplan	1,653	514	62.4	76	45.2
Kentwood	1,726	142	37.6	65	34.9
Lake Arthur	1,602	212	40.3	44	43.1
Lecompte	1,247	199	56.9	122	83.6
Logansport	1,040	137	43.1	55	36.9
Lutcher	1,481	70	22.9	118	39.7
Mandeville	1,069	13	11.2	8	13.1
Mansura	1,067	168	56.4	52	54.8
Many	1,239	641	85.1	116	53.7
Marksville	1,527	309	56.1	103	51.0
Melville	1,541	93	30.7	17	25.8
Napoleonville	1,180	38	13.8	42	33.3
New Roads	1,473	160	51.9	122	77.1
Oak Grove	1,241	304	54.8	95	51.4

Table VIII (Continued)

Village	Population	Elementary		High School	
		Number	Per Cent	Number	Per Cent
Patterson	2,206	40	15.3	8	11.9
Plain Dealing	1,412	578	76.8	168	77.4
Port Allen	1,524	106	35.1	54	46.6
Rayville	2,076	643	75.6	226	61.7
Roseland	1,139	71	81.6	46	88.5
St. Martinsville	2,455	264	57.8	63	40.9
Springhill	1,546	---	---	---	---
Sulphur	1,888	254	34.7	62	31.0
Vidalia	1,141	59	52.7	9	32.1
Ville Platte	1,722	---	---	---	---
Vinton	1,989	300	54.9	96	47.3
Vivian	1,646	327	51.0	245	62.0
Washington	1,004	236	71.1	35	49.3
Welsh	1,514	469	70.6	90	52.3
White Castle	1,499	158	60.8	78	48.8
Winnabore	1,965	---	---	---	---
Zwolle	1,264	263	48.5	60	66.7
Total		11,063	13.2	3,504	16.3

----- Data not available.

pupils so transported. In all, approximately 25 per cent of the elementary school children of the state, who are transported to school, are transported to centers of population classed as urban or having certain urban characteristics, and 38.6 per cent of the high school pupils are similarly transported. It is shown that where there is transportation of rural children to school there is a somewhat greater tendency to place the high school in an urban center than to so locate the consolidated elementary schools.

Subjects Studied in Public Schools: The studies which the children in Louisiana take are determined by the State Department of Education acting in behalf of the State School Board and the State Superintendent. Programs of studies are arranged for the various grades of elementary school and high school. In the elementary school no variation is allowed. The teacher may adjust her material, as she is able, to fit the needs of the children, but the children in the elementary schools of Monroe, Lake Charles, or Shreveport use the same textbooks and study the same material as children in the most isolated rural communities. In high school much greater freedom is permitted and half of the sixteen units required for graduation may be selected by the students themselves. The required subjects are four years of English; two years of social science, one of which must be American History; one year of science, either general science or biology; and one year of algebra. The elective subjects may be additional courses in

science, social science, mathematics, foreign language, or vocational subjects.

What each high school actually teaches after the prescribed courses are provided for is left almost entirely with the local school itself or, as is usually the case, the parish superintendent acting through the local school principal. It is in this way that the decision whether the school will offer home economics or Latin, agriculture or commerce or a foreign language is made. The State Department takes no part in dictating what a particular high school shall teach within the limits prescribed by it for graduation. It does, however, caution the school principals to study the case of each student to see that the course pursued will be of such a nature as to allow him to enter the college or university he may desire. In so far as the Louisiana State University is concerned that caution is unnecessary as it will enroll, in the Lower Division, any high school graduate irrespective of the courses pursued in high school.

Table IX shows the courses actually taken by the children of the high schools of the state. From this table it can be seen that 29.1 per cent of the high school students take home economics. When it is considered that only girls take home

7. At a meeting of the State Board of Education, held December 19, 1936, the high school course of study was modified so that the following subjects are required for graduation:

English-----	3 units
Social Science-----	2 units
Arithmetic, general mathematics or algebra----	1 unit
Science-----	1 unit
Health and Physical Education-----	1 unit
Total Required for Graduation-----	16 units.

economics, it is seen that over 50 per cent of the girls eligible to take home economics do so. Yet much variety is found in this regard for home economics is not taught in Assumption, East Feliciana, Lafourche, St. John, and Terrebonne parishes.

Next to home economics is foreign language with 25.7 per cent of the high school children of the state studying it. Though some parishes do not record any foreign language, it is doubtful if any parish fails to teach it in some of its schools, and only those schools, as a rule, fail to offer it which substitute vocational courses such as home economics for girls and commerce or agriculture for boys.

Commerce--which in Louisiana consists of one or two years of typewriting, one or two years of bookkeeping and one or two years of shorthand-- is studied by 13.3 per cent of the high school pupils of the state. It has been the rule in the past that only the schools located in the larger centers had commercial departments. This is not now the case as some parish which are predominantly rural offer commercial subjects in their schools, but they do not offer either agriculture or the industrial arts, i.e., Bienville, Tensas, and West Carroll parishes.

Agriculture which, as was noted by Table II, constitutes the most important industry or occupation in the state from the standpoint of the number of people employed therein, is pursued as a subject in high school by only 5.9 per cent of the

Table IX
Subjects Studied by High School Pupils

Parish	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Acadia	312	133	75	22	151
Allen	295	44	166	---	---
Ascension	273	160	---	---	272
Assumption	---	---	---	---	167
Avoyelles	48	325	103	---	362
Beauregard	132	43	82	---	---
Bienville	360	---	193	---	454
Bossier	250	106	124	---	224
Caddo	1,417	33	735	381	1,681
Calcasieu	389	---	328	---	212
Caldwell	189	131	41	129	48
Cameron	---	---	---	---	---
Catahoula	165	36	---	---	139
Claiborne	372	3	201	---	173
Concordia	62	31	37	---	46
De Soto	314	38	190	30	169
East					
Baton Rouge	885	---	---	414	1,032
East Carroll	30	---	13	11	---
East Feliciana	---	---	---	---	---
Evangeline	195	108	34	---	238
Franklin	413	21	50	---	423
Grant	362	121	155	---	44
Iberia	120	23	89	---	393
Iberville	190	---	179	---	135
Jackson	200	84	109	---	73
Jefferson	187	---	227	---	462
Jefferson-					
Davis	81	48	104	---	247
Lafayette	356	189	122	---	198
Lafourche	---	---	124	---	210
La Salle	256	63	---	---	86
Lincoln	330	88	10	---	---
Livingston	234	---	---	---	240
Madison	67	---	37	---	47
Morehouse	91	---	119	---	117
Natchitoches	473	97	109	---	---

Table IX (Continued)

Parish	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Ouachita	376	---	280	96	325
Plaquemines	---	---	---	---	---
Pointe Coupee	101	---	64	---	124
Rapides	685	36	644	61	523
Red River	---	---	---	---	---
Richland	272	36	121	---	145
Sabine	337	131	145	---	585
St Bernard	---	---	---	---	---
St Charles	124	---	---	---	109
St Helena	41	28	---	---	---
St James	106	74	90	---	177
St John	---	44	125	---	111
St Landry	266	118	141	---	453
St Martin	126	26	---	---	98
St Mary	175	29	193	---	124
St Tammany	268	---	224	---	190
Tangipahoa	421	31	450	---	396
Tensas	56	---	34	---	77
Terrebonne	---	42	98	---	---
Union	441	94	---	---	533
Vermillion	274	102	104	---	237
Vernon	413	---	47	---	---
Washington	497	101	155	56	594
Webster	420	28	157	---	---
West Baton Rouge	36	---	---	---	157
West Carroll	185	---	20	---	52
West Feliciana	32	---	---	---	---
Winn	280	217	25	---	66
Total	15,010	3,062	6,873	1,200	13,267
Per cent of High School Enrollment	29.1	5.9	13.3	2.3	25.7

--- Not listed in that school.

high school student body. Twenty-three parishes do not offer any courses in agriculture, in spite of the provision whereby the Federal government bears one-half of the cost of the agricultural teacher under the provisions of the Smith-Hughes Act.

Industrial arts hold a very insignificant position in the parishes of the state with only 2.2 per cent of the high school students pursuing that branch. As a rule only the large urban high schools offer the industrial arts, such school as Byrd and Fairpark High Schools, Shreveport; Baton Rouge Junior and Senior High Schools, Baton Rouge; Ouachita Parish High School, Monroe; Belton in Alexandria; and Bogalusa High; yet in Caldwell Parish, without a center of population of 1,000 people, industrial arts are included in three out of the five high schools.

It is interesting to compare certain parishes with reference to the per cent of their population classed as rural-farm and the subjects their children are studying in high school. (See Table X.) It is noted, for example, that Livingston Parish, with 77.0 per cent of its population classed as rural-farm has 27.5 per cent of the students taking foreign language, and agriculture is not offered in the high school course; Iberville, with 18.3 per cent classed as rural-farm has 29.0 per cent of its students taking commerce, 21.8 per cent taking foreign language, and agriculture is not offered; West Carroll, with 43.8 per cent of its population listed as rural-farm has 8.5 per cent of its high school students studying

Table X

Comparison of Rural-Farm Status of Native White Population
and the Subjects Taught in Fifteen Parishes

Parish	Population		Per Cent Rural- Farm is of Total	Per Cent of High School Population Studying		
	Rural- Farm	Total		Foreign Language	Com- merce	Agri- culture
Assumption	4,379	9,565	45.7	59.2	0	0
Bienville	8,983	13,144	68.3	46.4	12.7	0
East Carroll	2,428	3,917	62.0	0	7.1	0
East Feliciana	1,660	5,356	28.1	40.9	0	0
Iberville	3,248	11,484	28.3	21.6	29.0	0
Lafourche	11,976	26,962	44.4	32.3	19.0	0
Livingston	10,600	13,761	77.0	27.5	0	0
Madison	3,205	5,159	52.0	18.0	14.2	0
Morehouse	4,181	10,020	41.7	18.5	18.8	0
Point Coupee	5,330	8,635	73.3	31.6	16.3	0
Texas	3,063	4,205	72.8	43.1	19.0	0
West Baton Rouge	1,155	3,498	33.0	64.6	0	0
West Carroll	9,120	11,015	72.8	3.2	8.5	0
West Feliciana	926	2,522	36.7	33.3	0	0
Total State	446,998	1,283,250	34.8	25.7	13.3	5.9

commerce, and 3.2 per cent taking foreign language, but agriculture is not a school subject; Texas with 72.8 per cent of its population classed as rural-farm, has 19 per cent taking the commerce, 43.1 per cent taking foreign language, and there also agriculture is missing.

The Teaching Personnel: Qualifications for teachers in the Louisiana public schools are prescribed by the State Department of Education. Every teacher to receive pay from the state or parish school fund must meet the qualifications established by the State Department of Education and must hold a certificate from that department entitling him to teach.⁹

The certificates issued by the State Department of Education are of four main classes. The first class deals with the qualifications required for high school teachers, and for the school supervisory or administrative positions. This class is subdivided into two main divisions each of which is subdivided.

The first division of the high school or administrative group, requires professional training equivalent to a baccalaureate degree together with a minimum of 18 semester hours of professional training, four of which must be in practice teaching. This certificate entitles the teacher to teach the subjects specified in the high schools of the state for the period of five years from the date of issuance. The subdivisions relate to the teaching experience in addition to the academic training. Five years of "successful teaching experience," in

9. Acts of Louisiana, 1922, No. 100, sec. 9..

addition to the training listed above, makes a teacher eligible to employment as a parish supervisor or parish superintendent, whereas only three years' experience is necessary for eligibility to a high school principalship.

The second subdivision of the high school group, requires a baccalaureate degree or better, together with 12 semester hours of professional training, four of which must be in practice teaching. This certificate is valid for only three years and entitles the holder to teach the subjects specified in the high schools of the state, and after three years of "successful teaching experience," to be employed as a high school principal.

The second main class pertains to elementary school teachers and is likewise subdivided. The minimum requirements for this class are either the completion of a two-year teacher-training course designed for the preparation of elementary school teachers or the completion of two years of college training, together with not less than five years of "successful¹⁰ teaching experience." This class of certificate entitles the holder to secure employment in the elementary schools in the state for a period of five years from the date of granting the certificate.

A third class pertains to teachers in the state-approved trade schools. Here the completion of the equivalent of a high school course plus four years' experience as an apprentice,

10. After September 1, 1937 the approved course for elementary school teachers will be three years in both cases.

or graduation from a state approved trade school and four years of actual employment in the trade are required. This certificate entitles the holder to serve for two years after the issuance.

The fourth class of certificate is issued in order to take care of the few old teachers who were in service under the regulations up to March 11, 1924. This type of certificate entitles the holder to continue the type of work which the old certificate authorized under certain conditions set forth.¹¹ At the present time there are relatively few teachers of this class still employed.

Prior to the adoption of the rules for certification of teachers outlined above, the requirements for obtaining the teachers' certificate were essentially the same, but the certificate was valid for the life of the holder instead of¹² for five years.

Having noted the degree of training required in order to secure a teaching certificate, it is of interest to see where the teachers receive their training. The Louisiana Normal College trains more elementary school teachers than all the other major Louisiana colleges combined. The Louisiana State University leads in the training of high school teachers. There are relatively few elementary school teachers trained in out of state institutions. (See Table XI.)

11. State Department of Education in Louisiana, "Certification of Teachers," Bulletin No. 275, 1934.

12. Provisions are made for the renewal of the certificate by evidence of additional academic training.

Table XI
Educational Institutions in which Louisiana School
Teachers were Trained*

Institutions	Elementary School		High School	
	Number	Per Cent	Number	Per Cent
Out of State Colleges	121	4.3	256	14.5
Louisiana State University	175	6.3	473	27.7
Louisiana State Normal	1,237	44.8	370	21.7
Louisiana Polytechnic	343	12.4	167	9.8
Southwest Louisiana Institute	550	19.9	198	11.6
Tulane and Newcomb	20	.7	75	4.4
Loyola	10	.4	11	.6
Centenary	24	.9	41	2.4
Louisiana College	28	1.0	96	5.6
Others	247	8.9	16	.9
None	6	.2	0	00
Total	2,761	99.8	1,703	99.2

* Louisiana Teachers during the school session 1933-1934.

Since the academic qualifications of Louisiana teachers has been analyzed, the amount of teaching experience they have received is now examined. (See Table XII.) It can be seen that elementary school teachers are more experienced than high school teachers. The median experience for the elementary teachers is 6.3 years, while for the high school group it is two years less. Furthermore, 7.1 per cent of the elementary teachers are inexperienced compared with 11.3 per cent of the high school group.¹³

Not only are the elementary teachers more experienced than the high school teachers, but, by Table XIII it can be seen that they are more secure in their positions than the high school teachers. The median tenure in their present position (using Foote's definition of the term) is 4.3 years, while for those of secondary level it is 3.6 years.¹⁴ This agrees with the statement by Cooke, Professor of Education in George Peabody College for Teachers, that "The rate of turnover among high school teachers is greater than that of elementary school teachers."¹⁵

Conclusion: Louisiana has provided a centralized system of public education, headed by the State Superintendent of

13. This information is from the files of the Department of Education for the State of Louisiana.

See also: James Monroe Smith, The Training of High School Teachers in Louisiana, New York, Bureau of Publications, Teachers' College, Columbia University, 1926.

Irving P. Foote, Tenure of High School Teachers in Louisiana, Baton Rouge, Louisiana State University Press, 1931.

14. Ibid., p. 2.

15. Dennis H. Cooke, Problems of the Teaching Personnel, New York, Longmans, Green and Co., 1933, p. 79.

Table XII
Teaching Experience of Louisiana Teachers *

Experience in Years	Elementary School		High School	
	Number	Per Cent	Number	Per Cent
More than 20	124	4.7	42	3.1
15-20	207	7.9	43	3.2
10-14	362	13.9	116	8.6
8-9	317	12.2	116	8.6
7	153	5.9	55	4.0
6	193	7.4	99	7.3
5	181	6.9	110	8.1
4	213	8.2	137	10.1
3	209	8.1	171	12.7
2	247	9.5	170	12.6
1	196	7.5	138	10.2
None	194	7.1	153	11.3
Total	2,596	99.3	1,350	99.8
Median Years of Experience: Elementary School 6.3				
High School 4.3				

* For the school session 1933-1934.

Table XIII

Tenure of Louisiana Teachers in Their Present Position *

Years in Present Position	Elementary School		High School	
	Number	Per Cent	Number	Per Cent
More than 15	70	2.7	17	1.1
10-15	182	7.0	54	3.7
8-9	207	7.9	70	4.8
7	165	6.3	61	4.2
6	184	7.0	91	6.3
5	270	10.4	133	9.2
4	309	11.9	193	13.4
3	381	14.6	260	18.0
2	366	14.1	230	15.9
1	264	10.1	176	12.2
None	194	7.4	153	10.6
Total	2,592	99.4	1,438	99.4
Median Tenure:	Elementary School		4.3 years	
	High School		3.6 years	

* For the school session 1933-1934.

Education and the State Board of Education. Within each parish a centralized board of control functions within specific limitations prescribed by the State Board of Education. Schools are classed as elementary and state approved high schools. The subjects taught in the elementary grades are fixed by the State Board of Education and the children in the cities such as Shreveport, Baton Rouge, Alexandria, study exactly the same material from the same texts as the children of the most isolated rural schools. In high school, within the limits prescribed for high school graduation, freedom of choice is allowed each parish and each school.

Louisiana has carried on an intensive program of school consolidation for the past thirty years and today, not including the city schools of New Orleans, Lake Charles, Monroe, and Bogalusa, 42.5 per cent of the high school enrollment and 44.6 per cent of the elementary school enrollment are transported to consolidated schools. Almost one-half of the students of the state are transported to schools. Also, a higher percentage of the elementary school children is transported to school than high school pupils. That may be interpreted in the light of three possibilities: That the lower schools of Louisiana are consolidated to a greater degree than the high schools of the state; that there is a greater elimination of the rural children as they reach the high school levels than for the town children; or that ways are provided for the transporting of elementary school children, whereas the high school pupils are required to walk to school.

The last possibility has little support as in establishing the bus routes the school authorities provide that they must pick up all school children living along the route irrespective of the fact whether they are of high school or elementary school age.

In the consolidation program in the state it has been a common practice to transport the children from rural districts to urban centers or centers having urban characteristics. Approximately 25 per cent of the elementary school and 39 per cent of the high school pupils who are transported to school are transported to centers of population of 1,000 inhabitants or more. A higher per cent of rural high school students than of the rural elementary school pupils are transported to the centers of population.

In the courses of studies adopted by the high schools of Louisiana a great deal of variation is found. Home economics seems to be the most popular of the subjects not required for graduation from high school or listed as the General Academic course, 29.1 per cent of the high school pupils take home economics, yet home economics is not offered by all the schools, and in some parishes no schools teach it. Foreign language ranks a close second to home economics, from the point of number of pupils taking it, with 25.7 per cent of the state's high school pupils studying that subject. It must be noted that in the small high schools or any except the large high schools only two years of a foreign language are offered, whereas three and sometimes four years of home economics are taught. Furthermore, those who take the vocational courses,

home economics, commerce, agriculture, or industrial arts usually do not take foreign language.

Commerce, which consists of one or two years of book-keeping, one or two years typewriting and one or two years of shorthand, is studied by 13.3 per cent of the high school enrollment.

Agriculture is pursued by 5.9 per cent of the high school students of the state and industrial arts by only 2.3 per cent.

Some of the parishes of the state which have a large majority of their population classed as "rural-farm" offer commerce in their school but offer no agriculture.

CHAPTER V

CONSOLIDATED HIGH SCHOOLS

The previous chapters have been devoted to an analysis of rural education, the characteristics of the Louisiana population and its industries, and the school organization in the state. In the following chapters the study will be directed toward certain schools located in different geographical and cultural areas, in an attempt to discover to what extent the adverse criticism made by the critics of rural schools is valid in Louisiana, and to determine how effective the consolidation of schools has been in bringing about the predicted changes.

The present chapter is an analysis of the rural consolidated high schools. For the purpose of this study these are divided into two classes: the consolidated high school located in the open country or in an unincorporated hamlet, and the consolidated high school located in a village center.

Section A

The Rural Consolidated High School Located in the Open Country

In this section the study will be devoted to the consolidated rural high schools in the state which are not located in village centers but are situated in strictly rural surroundings. The three schools selected as typical for this

class are: The Walker High School in the southeast part of the state, to represent the Anglo-Saxon group, and the French Settlement and the Romeville High Schools, to represent the French section of the state.

The Walker High School:

The Walker High School is located in approximately the center of Livingston Parish, 25 miles east of Baton Rouge and eight miles east of the village of Denham Springs. It has an enrollment of about 300 elementary and 125 high school children. It is located at Walker, a small settlement, in which are found a good-sized Baptist church, three general stores, four filling stations, and from 15 to 20 residences. The settlement is served by gravel roads in addition to a paved highway. Farming of a self-sufficing type is the chief occupation of the patrons of the school, with most of the people owning their land. In fact, of 94 high school students who answered the question as to whether their parents owned or rented the land on which they lived, 82 answered that they owned the land as compared with 12 who rented. If the high school students represent a fair cross section of the inhabitants of the district, about 87 per cent of the people own their land.

The main building of the school consists of a brick structure erected in 1930, which houses the sixth and seventh grades and the high school. It is lighted with electric lights and has steam heat. The building has an auditorium with a stage which is curtained so that theatricals can be given. In

addition to the brick building there are two frame structures, in which are taught the grades below the sixth. Apparently these are the buildings which housed the school prior to the erection of the brick building. Here unjacketed stoves using wood as fuel are the means of heating the rooms. Both boys and girls of high school age play basket-ball, and as is true in most rural schools of the state, basket-ball receives the chief emphasis on the part of the students and teachers. It was listed as the only form of athletics in which the school children engaged in interscholastic competition. For the little children there is no equipment. A period of 25 minutes each day is provided on the schedule; during this time the teachers are supposed to be on the grounds to play games and to supervise the physical activities of the children of their grades.

In investigating to determine the part the school plays as a community center for the adults in the district, one learns that there had been a Parent-Teacher Association but that it is not now functioning. There are no other community organizations of any kind. Three or four programs are given during the school year; aside from those, no occasion for the adults to visit the school is offered, except as individuals inquiring after the welfare of their children. That this is not the customary practice can be seen from the replies of the 94 high school children to the question, "How many times have your parents visited the school this year?" To this question 48 replied that their parents had not been to the school at all, and 46 stated from one to more than

three times. For the elementary school children, the school seems to be further removed from the home, for out of 143 replies 96 stated that their parents had not visited the school this year. Of 106 replies from high school pupils to the question, "Do your parents attend entertainments given in the school?" 97 answered yes, and 11 said no; for the elementary grades, 104 answered yes, and 55 replied no.¹

The school population of Walker is rather mobile, as can be judged from the fact that 52 of the high school students have attended other schools besides Walker, whereas 46 have not. For the elementary grades, the number who have gone to no other school is 84, compared with 71 who have gone to other schools.

In observing Table XIV, which shows the occupations of the parents, farming is seen to rank first with 69.3 per cent thus engaged. Regarding the occupation of their brothers and sisters who are no longer in school or are away from home, 94 are found to be working for wages, 26 are married (housekeeping), 19 farming, and a few are engaged in other occupations.

Replies to the question as to what the students intend to become or would like to become are summarized in Table IV. Of the high school students, four say they expect to become farmers, whereas 103 say they do not. Clerical or office work holds first place, with 26 preferring that occupation;

1. In referring to the elementary grades, unless stated otherwise, only the grades above the third are considered. Data for the primary grades were not available in most cases.

Table XIV
Occupations of the Parents of Students of the Walker
School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	77	71.7	106	67.5
Public Worker	6	5.6	12	7.6
Mechanic	1	0.9	5	3.2
Logger	5	4.7	2	1.3
Painter	1	0.9	4	2.5
Carpenter	3	2.8	3	1.9
W.P.A. Worker	2	1.9	4	2.5
Merchant	2	1.9	2	1.3
Barber	1	0.9	2	1.3
Teacher	1	0.9	2	1.3
Transfer Driver	0	0.0	2	1.3
Standard Oil Company				
Employee	0	0.0	2	1.3
Miscellaneous	8	7.5	11	7.0
Total	107	100.0	157	100.0

Table XV
Occupational Preference of the Students of the Walker
School

Occupation	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Teacher	13	12.6	55	35.3
Clerk	26	25.2	6	3.8
Nurse	10	9.7	19	12.2
Farmer	4	3.9	22	14.1
Engineer	8	7.8	3	1.9
Doctor	4	3.9	9	5.8
Public Worker	6	5.8	4	2.6
Merchant	4	3.9	5	3.2
Beauty Specialist	2	1.9	4	2.6
Lawyer	4	3.9	1	0.6
Soldier	2	1.9	3	1.9
Minister	2	1.9	2	1.3
Forester	4	3.9	0	0.0
Musician	4	3.9	0	0.0
Aviator	3	2.9	0	0.0
Miscellaneous	7	6.9	23	14.7
Total	103	100.0	156	100.0

teaching is next with 18; nursing then follows with 10. Among the elementary children farming is not looked on with the same degree of disapproval as it is by the high school students, for 22 answer that they would like to be farmers, and 137 say they would not want to be farmers. For the elementary children teaching is the preferred calling; 53 prefer that, and 19 choose nursing. This would suggest that the Walker school serves to wean children away from farming, or at least to develop an attitude unfavorable to farming.

In considering the transportation of pupils to school it was found, that of 282 in the elementary grades, 229 ride the school bus, 81.2 per cent of the school enrollment. For the primary grades the numbers are as follows: First grade, 41 out of 45; second grade, 34 out of 40; third grade, 50 out of 57--88.1 per cent ride to school on the school bus. The distance which the elementary children travel in getting to school is shown by Table XVI. The median distance traveled by elementary children in reaching school is approximately three miles. Of 111 high school students reporting, 77 come on the school bus, 29 walk, and four ride in private cars; thus 69.4 per cent are transported to school. The median distance traveled is about 2.75 miles.

The activities engaged in by the students are, besides basketball, school plays (about three or four a year), class organisations, a literary society, and a 4-H Club. There is no provision for music. Table XVII gives the report of the students on the activities in which they take part and

Table XVI

Distances Traveled by Students in Reaching the Walker
School

Distance in Miles	High School	Elementary School
Less than one	24	29
1 to 1.99	19	23
2 to 2.99	16	28
3 to 3.99	8	22
4 to 4.99	10	13
5 to 5.99	8	10
6 to 6.99	5	8
7 to 7.99	7	9
8 to 8.99	2	7
9 to 9.99	6	5
10 to 10.99	3	3
11 to 11.99	1	0
12 to 12.99	0	1
13 to 13.99	1	0
14 to 14.99	0	1
15 to 15.99	1	0
Total	111	159
Median Distance	2.8 miles	2.9 miles

the organizations to which they belong. The church and Sunday School hold a very important place in the life of the high school students, with 80 reporting church membership and 85 Sunday School attendance. The literary society is the most important school organization from the standpoint of numbers involved. Twenty-six report that they have held school offices during their high school career, but 80 report they have not. Of the senior class, there are three who have held offices, and 17 report that they have not. (See Table XVIII.) Twenty-one have represented the school in rallies, and 82 have not. This refers to parish, district, or state contests between high school students in athletic and literary events; yet of the 21 who have represented their school in contests, 16 state that it was in basketball, and only five specify some literary events.

In reply to the question, "Do you attend motion picture shows?" of the high school students, 110 replied yes, and 30 no. Of those answering yes, two report that they went about once a year, six semi-yearly, 22 monthly, 22 about twice a month, and the others more frequently.

It is desirable to consider the rate of progress in school in order to estimate the effectiveness of the institution in its instruction. Table XIX shows the ages of the pupils in the various grades of the Walker school. The
2
median ages for the various grades are:

2. The ages are presumably those of the children's nearest birthdays.

Table XVII
Organizations to Which the Students of the
Walker High School Belong

Organization	Number of Members in School
4-H Clubs	13
Future Farmers	1
Boy Scouts	7
Church	80
Sunday School	85
School Honor Society	6
Home Economics Club	35
Literary Society	64
Basket-ball Teams	28
Volley Ball Teams	20
Baseball Teams	13

Table XVIII
School or Club Offices Held by Walker Students

Office	Number *
President	6
Vice-President	4
Secretary	8
Treasurer	1
Captain	2
Student Librarian	2
Song Leader	1
Committeeman	1
News Reporter	3
Critic	1

* Some students held more than one office.

Table XIX

Age-Grade Distribution of Students in the Walker School

Age	Number Per Grade *							
	4th	5th	6th	7th	8th	9th	10th	11th
8	3	--	--	--	--	--	--	--
9	10	2	--	--	--	--	--	--
10	18	12	2	--	--	--	--	--
11	6	11	8	2	--	--	--	--
12	5	12	13	11	1	--	--	--
13	2	7	5	9	10	1	--	--
14	--	2	4	8	13	6	2	--
15	--	1	3	6	3	8	10	2
16	--	--	1	--	4	6	5	8
17	--	--	--	1	1	4	5	5
18	--	--	--	1	--	4	4	6

* The numbers inclosed in black lines represent the age medians for the grades in the Walker School. Those inclosed in red lines represent the normal or expected age for the grade.

See Ward G. Reeder, Fundamentals of Public School Administration, New York, Macmillan Company, 1930, p. 334.

4th----10 years.
5th----11 years.
6th----12 years.
7th----13 years.
8th----14 years.
9th----15 years.
10th----16 years.
11th----17 years.

A somewhat greater age range in a grade is found in the elementary grades than in high school. For example, in the fourth grade the range is from eight years of age to 13, in the seventh from 11 to 18 years, and for the eleventh grade the range is from 15 years to 18 years.

Table XX shows the subjects taken by the students in high school. English is the most popular subject, from the standpoint of the number studying it, having 108 pupils enrolled. Four years of English is required for high school graduation, and so all students must take it every year. Home economics is next to English with every girl pursuing that course. Apparently all seniors take physics, advanced algebra, and American history. Geometry is studied by all tenth graders. The subjects taken by the senior students, aside from home economics, which is taken by the girls, represents an adjustment to meet the state requirements and the traditional college entrance requirements. For example: Vanderbilt University requires three units of English, two and one-half units of mathematics (algebra $1\frac{1}{2}$ and geometry 1 unit) and two units of foreign language, with a total of 15 units made up of languages, mathematics, science, and social science.

Table XI

Subjects Taken by Students of the Walker High School

Subjects	Number Per Grade				Total
	8th	9th	10th	11th	
8th Grade Mathematics	32	--	--	--	32
English	32	30	30	25	108
General Science	32	2	--	--	34
Home Economics	17	19	16	12	64
Commercial Geography	15	1	--	--	16
Biology	--	27	--	--	27
Algebra	--	29	3	19	51
Civics	--	10	1	--	11
Geometry	--	--	22	--	22
History	--	--	24	22	46
French	--	--	11	9	20
Physics	--	--	--	21	21

Subject	Summary	
	Number	Per Cent
English	108	100.0
Mathematics	105	97.2
Science	82	75.9
Social Science	73	67.6
Home Economics	64	59.3
Foreign Language	20	18.5

The question immediately arises, what part of the graduates enter college? Of the fifteen graduates of last session, 1935-36, six entered college and one entered business college, i.e., 40 per cent of the graduates entered college. As appears later in the chapter, the traditional course is not required to prepare high school students for college in Louisiana.

It should be noted that the subject which is presumed to teach the duties of citizenship and social responsibility (civics) is taught to only 11 high school students, about one-tenth of the school enrollment. This subject is scheduled to be taken in the ninth grade, yet of a ninth grade enrollment of 30, only one-third are taking civics. One would judge that algebra has three times and geometry twice the value that a knowledge of citizenship and civic responsibility has. There are no courses offered which give the pupils any direct knowledge or understanding of their government, of principles of economic life, or of the social life in which they live. Agriculture is the most important means by which the people of Walker are able to gain a living, and yet agriculture is no more a part of the course of study for these students than it is for students born and reared in the heart of New Orleans.

The school is no stronger than its teachers. The statement is made that rural school teachers generally are poorly trained and inexperienced. Is that true of the Walker school teachers? In Table XXI are presented the data which show the academic

Table XXI

Academic Qualifications, Tenure and Residence of the
Walker School Teachers

Teacher	Academic	Tenure in Years *		Residence	
	Training	Total	Present Position	Permanent	During School Year
High School					
1.	B. A.	14	2	Denham Springs	Same
2.	B. A.	14	8	Walker	Walker
3.	B. A.	12	1	Walker	Walker
4.	B. A.	11	2	Denham Springs	Same
5.	B. S.	2	1	Claiborne Parish	Denham Springs
6.	B. S.	2	2	Corbin	Same
Elementary School					
7.	3 years	24	15	Walker	Walker
8.	2 years	13	2	Denham Springs	Same
9.	Less than two years	12	4	Walker	Walker
10.	2 years	10	4	Greenburg	Walker
11.	2 years	10	4	Denham Springs	Same
12.	2 years	8	5	Denham Springs	Same
13.	2 years	9	2	Corbin	Corbin
14.	2 years	8	3	Walker	Walker
15.	2 years	10	6	Denham Springs	Same
16.	2 years	8	3	Denham Springs	Same
17.	2 years	6	1	Denham Springs	Same
18.	2 years	11	0	Walker	Walker

* The term "Tenure" is used in the sense in which Foote uses it, i.e., "Total tenure refers to the entire teaching service." Tenure in Present Position refers to the number of years the teacher has taught in the position held at the present time.

Irving P. Foote, Tenure of High School Teachers in Louisiana, Baton Rouge, Louisiana State University Press, 1931, P. 2.

training received by the Walker teachers, measured by the degrees received from accredited colleges or the number of years spent in college, the experience which the teachers have had, and the residence of the teachers, i.e., the places where the teachers live during the school year and their homes. It is noted that all of the teachers in high school have either a B. A. or a B. S. degree from college, and that only one out of 12 teachers in the grades has less than two years of college training. Among the high school teachers, the total experience ranges from two years of teaching to 14 years, with a median of 11 to 12 years. In the grades the range is from six years to 24 years with a median of 10 years. Of all the teachers in both high school and elementary school, only one teacher has taught continuously in Walker, as can be seen by comparing the total years of experience with the years taught in Walker. That one is teaching for her third year in Walker and has two years of experience. Of 15 teachers, only one is a new teacher in the Walker school. There are no inexperienced teachers. The longest tenures are 15 years by a grade school teacher, and nine years by a high school teacher. The median tenure in Walker for high school is two years, which makes this the third year of teaching there. Only one high school teacher has exceeded that. For the grades the median tenure is between three and four years. In other words, of 12 elementary school teachers, six have taught in Walker not longer than three years prior to the current year, and six have exceeded the three-year period.

Of the 18 teachers only two have a permanent home residence outside of Livingston Parish, and not one is from another state. Only six of the 18 teachers reside at Walker during the school year; 12 of them live elsewhere and go to and from the school daily. Nine of the 18 live in Denham Springs and drive the eight or nine miles each morning to school and return the same distance in the evening after school. This is true even of the high school principal.

French Settlement High School: About 25 miles to the south of Walker in Livingston Parish is situated a typically French community called French Settlement. It is a rather old community, with many of its homes constructed in characteristic Louisiana French fashion often 75 years old and still in good repair. The people are thrifty and hard working. They live in a style without many of the modern conveniences. This can be seen by the fact that not a student in either the high school or the elementary grades reported a telephone in his home; only five out of an enrollment of 252 reported electric lights, and only two reported an indoor toilet (of the five reporting electric lights only three families are represented as three are from the same home and both those who report indoor toilets are from the same home). The students do not attend motion picture shows often, judging from the replies received, e.g., 46 report attendance of picture shows, and eight state they do not attend. Only nine report attendance as often as once a week, 12 attend monthly, and seven attend

about once a year. Although the people are not rich, they are self sufficient. The homes are laid out in a typical Louisiana French form of line village with their houses facing the highway and built on rather narrow but long strips so that the people live quite close together and farm the land lying back from the highway.³

The residents are very largely engaged in agriculture, as can be seen from Table XXII. Eighty-seven per cent of the school patrons are listed as farmers. The farms are not large, most of them being not over 30 or 40 acres in area. Diversified farming, with vegetables, beans, potatoes, strawberries and some sugar cane for syrup, are the usual products. Most of the patrons of the school own their homes. In fact, of 52 high school students reporting, only two stated that their families rented the land on which they lived and worked, whereas 50 reported ownership.

As would be expected, a rather low rate of mobility prevails in the community. This can be judged from the replies given to the question, "Have you gone to any other school besides this one?" For the elementary grades above the third, 75 have attended no other school, whereas eight have gone to other schools. For the high school, out of 43 reporting, 14 have gone to other schools and 29 have not.

3. For a description of the Louisiana French Social Organization see P. Lynn Smith, "An Analysis of Rural Social Organization Among the French-Speaking People of Southern Louisiana," Journal of Farm Economics, Vol. XVI, No. 4, October, 1934.

Table XXII
Occupations of the Parents of the French Settlement
School Students

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	44	81.5	71	91.0
Merchant	3	5.6	3	3.8
Butcher	2	3.7	1	1.3
Janitor	1	1.9	1	1.3
Housekeeper	1	1.9	1	1.3
Public Worker	1	1.9	0	0.0
Blacksmith	1	1.9	0	0.0
Saloon Keeper	1	1.9	0	0.0
Logger	0	0.0	1	1.3
Total	54	100.0	78	100.0

Table XXIII
Occupational Preference of Students of the French
Settlement School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Teacher	16	32.7	32	42.1
Nurse	9	18.4	11	14.5
Farmer	6	12.2	14	18.2
Sailor	6	12.2	4	5.3
Doctor	1	2.0	5	6.6
Dentist	3	6.1	0	0.0
Bus Driver	0	0.0	3	3.9
Miscellaneous	8	16.3	7	9.2
Total	49	100.0	76	100.0

The occupational preference of the students themselves is shown in Table XXIII. Teaching is the preferred calling for both the high school and the grade school pupils. Nursing is second for the high school pupils and third for the elementary pupils. Of the seniors in high school, not one gives farming as his preferred occupation. Farming is third for the high school and second for elementary pupils.

The distances traveled by the students of the school in getting to school is shown in Table XXIV. In the main the pupils do not live far from the school, as can be seen by the fact that 21 out of 56 high school students live within a mile of the school, and 28 of the 78 elementary school pupils live within that distance. Here, as is true of the Walker school, the elementary school pupils are required to go slightly farther than the high school pupils, the median distance being 1.6 miles for high school pupils, compared with 1.8 miles for the elementary children. Six elementary school children are transported over eight miles, but no high school student travels that far. Of the entire elementary school 107 out of 163 are transported to school, and for the high school 24⁴ out of 57 ride the school bus.

4. It is interesting to note from the replies received, only one out of seven seniors in high school live as far as three miles, that one lives less than four miles. For the tenth grade, only one member of a class of eight lives farther than a mile from the school and he lives two miles away. For the fourth grade, three live between nine and ten miles away, one from five to six, two from three to four, one from two to three, four from one to two, and nine less than one mile.

Table XLIV

**Distances Traveled by Students in Reaching the
French Settlement School**

Distance in Miles	High School	Elementary School
Less than one	21	28
1 to 1.99	11	13
2 to 2.99	2	7
3 to 3.99	6	9
4 to 4.99	3	4
5 to 5.99	6	3
6 to 6.99	3	4
7 to 7.99	2	1
8 to 8.99	2	3
9 to 9.99	0	2
10 to 10.99	0	4
Total	56	78
Median Distance	1.6 miles	1.8 miles

The school plant consists of a brick building, about nine years old and in a splendid state of repair. The grounds are clean and attractive looking. The building has no electric lights and no auditorium. Out-door toilets are used. A new gymnasium-auditorium, in the process of construction, will provide indoor toilets and shower baths for the boys and girls who take part in the athletic contests. The principal lives in a house near the school.

Extra-curricular activities, aside from the usual basket-ball, apparently have no place in French Settlement High School. There are no school clubs and apparently no class organizations of any kind, for none of the high school students listed any office held and all reported that they had not held any. Eleven reported that they had represented the school in contests in basket-ball. When the new gymnasium-auditorium is completed, it will provide more adequate facilities for athletic contests. At present a 30-minute period for physical education is provided in the high school program, and each grade has its physical-education period, during which the teacher is on the grounds with the children to teach them group games and to supervise their activities.

Since there has been no auditorium for the past two years, no community gatherings can be held at the school. It was stated that an attempt is made to have about two school plays each year. These are given in the Catholic church near by. There is no Parent-Teacher Association in the community for the patrons, and no organizations of any kind

except the church. The importance of the church can be seen by the fact that although no school organizations were listed by the high school students, 47 out of 54 reported church membership and 12 listed Sunday School attendance.

The replies to the question, "How many times have your parents visited the school this year?" are interesting. For the high school students, 36 reported no visits and 15 reported visits; for the grades, 56 reported no visits, whereas 19 reported visits. Here, as in the Walker school, the parents of the elementary children have less contact with the school than parents of the pupils of secondary school level.

The age-grade distribution for the French Settlement school is given in Table XIV. The range is fairly uniform, with not more than six years' difference in ages represented in any one grade and not less than four. The average span for each grade is about five years.

The subjects studied by the French Settlement High School pupils deserve consideration. The data relating to these are presented in Table XXVI. It will be noted that alternation, which is permitted by the State Department of Education, is practiced in the selection of subjects taught. Since the enrollment is small, two grades may take a subject together, and in this way a particular subject will not be taught more than once in two years. For example, the eighth and ninth graders will take general science together one year and take biology together the next year, and so on with other

Table XXV

Age-Grade Distribution of Students in the French
Settlement School

Age	Number Per Grade *							
	4th	5th	6th	7th	8th	9th	10th	11th
9	9	--	--	--	--	--	--	--
10	5	7	--	--	--	--	--	--
11	5	5	9	--	--	--	--	--
12	--	6	4	6	2	--	--	--
13	1	3	4	5	6	2	--	--
14	--	1	1	4	7	2	1	--
15	--	2	--	1	2	5	1	--
16	--	--	--	1	--	8	4	2
17	--	--	--	--	--	4	2	2
18	--	--	--	--	--	--	1	3
19	--	--	--	--	--	--	--	--
20	--	--	--	--	--	--	--	--
21	--	--	--	--	--	--	--	1

The numbers inclosed in black lines represent the age medians for the grades in the French Settlement School. Those inclosed in red lines represent the normal or expected age for the grade.

Table XXVI
Subjects Taken by the Students of the French Settlement
High School

Subject	8th	9th	10th	11th	Total
8th Grade					
Mathematics	16	--	--	--	16
English	16	20	8	7	51
Biology	15	21	1	--	37
Civics	9	7	1	1	18
Algebra	--	19	1	8	28
Home Economics	8	13	4	2	27
French	--	2	5	5	12
History	--	2	8	7	17
Geometry	--	--	8	5	13

Subject	Summary Number	Per Cent
English	51	100.0
Mathematics	57	111.8
Science	37	72.5
Social Science	35	68.6
Home Economics	27	52.9
Foreign Language	12	23.5

similar subjects. This makes it possible to offer more subjects with only a few teachers than would otherwise be possible.

Here, as in Walker, the academic course, with the exception of home economics, is offered exclusively. Civics is stressed somewhat more here than in Walker. The reason may be that it is alternated with commercial geography and next year will not be offered.

Data concerning the academic training, experience, and residence of the teachers in French Settlement were also secured. These are summarized in Table XXVII. All high school teachers possess a baccalaureate degree, and all of the elementary school teachers have two years of college training to their credit. Of the entire teaching staff of 10 teachers, only two have had less than five years' experience. The median teaching experience for both high school and grade school teachers is eight years; the median for the elementary grades being 11 years, that for the high school six years. However, of the 10 teachers, only two have taught in the French Settlement school for as long as three years. Four have a home residence outside of Livingston Parish and one of the four is from the State of Mississippi. During the school year, four of the ten, live in French Settlement, whereas five teachers (exactly half) live in Denham Springs, about 25 miles away.

Bonerville High School: The small consolidated Bonerville High School is located on the Mississippi River in St. James

Table XXVII

Academic Qualifications, Tenure and Residence of the
French Settlement School Teachers

Teachers	Academic Training	Tenure in Years *		Residence	
		Total	Present Position	Permanent	During School Year
High School					
1.	B. S.	10	1	Mississippi	French Settlement
2.	B. S.	7	0	Another Parish	Watson
3.	A.B.	5	0	Denham Springs	Same
4.	B. S.	0	0	Denham Springs	Same
Elementary School					
5.	2 years	18	1	Denham Springs	Same
6.	2 years	5	0	St. Helena Parish	Denham Springs
7.	2 years	1	1	Albany	French Settlement
8.	2 years	15	12	French Settlement	Same
9.	2 years	9	0	Denham Springs	Same
10.	2 years	13	8	Ascension Parish	French Settlement

The term "Tenure is used in the sense in which Foote uses it. Op. cit., p. 2.

By "2 years" the completion of the required two year teachers' training course in some college is implied.

Parish to the south of Baton Rouge. According to the report of the High School and College Commission, the enrollment is about 215 pupils for both the elementary grades and high school. The school is a four-year, state-approved agricultural high school. The building is a splendid example of what can be done to make over, at little expense, an old structure. Prior to 1931 the plant was an old building raised about eight or ten feet off the ground as a safeguard against an overflow by the Mississippi River. That year it was renovated by being raised high enough so that a ground floor could be made of the space formerly lost. The building is Spanish in design, constructed with a patio in the center. An auditorium-gymnasium forms the center of the building with hallways flanked by class rooms surrounding it. In the front, on the ground floor with a cement pavement, are two lunch rooms where the children can eat their lunches in comfort. These lunch rooms are steam-heated. In the hallways are individual lockers for the students. The gymnasium-auditorium has a seating capacity of 500. It is equipped with a stage, curtain, and scenery. In addition, a sound picture machine is rented by the school and pictures are shown there for a small fee per person.

The school grounds are very attractive with shrubbery planted in front of the building and ample space in the rear for the playground activities of the pupils. On the playground are found swings and seesaws for the small children, and for the older children volley ball and basket-ball courts. Soft ball, baseball, and football are also played there.

The Romeville school was formed by the uniting of two communities; the villages of Convent, about four miles away, and Central, about two miles distant, together with their outlying open-country districts. Practically all of the children are transported to school by bus, but no bus runs farther than six miles.

The school is located in one of the old French farming districts of Louisiana. It is a region of large sugar plantations and truck-farming patches. Through this section are found some of the most magnificent of Louisiana's ante-bellum homes. The most important industry, from the standpoint of the number of people engaged in it, is farming. (See Table XVIII.) As one would expect from this type of community, there are a large number of other occupations. The people listed as store keepers, carpenters, bus drivers, sheriff, and the like, engage in agriculture as a side line for their own food supply, and so agriculture thus plays an even more important part in the lives of the school patrons than would be judged by the table.

According to the report of the high school students, the majority of the patrons own the land on which they live. Out of 68 students, 46 reported ownership of the land, whereas 22 reported that their parents rented it.

The mobility of the school population seems to be much greater for Romeville than for either Walker or French Settlement, for 81 report that they have attended other schools and 60 report no other school attendance. For the high school

Table XXVIII

Occupations of the Parents of Students of the Romeville
School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	29	38.2	25	36.8
Vegetable Shipper	3	3.9	4	5.9
Carpenter	4	5.3	2	2.9
Merchant	2	2.6	4	5.9
Teacher	2	2.6	4	5.9
Salesman	4	5.3	2	2.9
Laborer	1	1.3	4	5.9
Mechanic	3	3.9	1	1.5
Engineer	4	5.3	0	0.0
Dredger	2	2.6	1	1.5
Sugar Drier	2	2.6	1	1.5
Electrician	1	1.3	1	1.5
Blacksmith	1	1.3	2	2.9
Miscellaneous	16	21.1	17	25.0
Total	76	100.0	68	100.0

Table XXIX

Occupational Preferences of the Students of the Romeville
School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	17	23.6	8	12.9
Clerk*	15	20.8	2	3.2
Mechanic	8	11.1	7	11.3
Teacher	2	2.8	12	19.4
Nurse	10	13.9	2	3.2
Engineer	7	9.7	3	4.8
Lawyer	2	2.8	7	11.3
Doctor	2	2.8	3	4.8
Merchant	0	0.0	4	6.4
Aviator	2	2.8	1	1.6
Druggist	1	1.4	2	3.2
Miscellaneous	6	8.3	11	17.7
Total	72	100.0	62	100.0

*Clerk includes stenographer, secretary and bookkeeper.

only 22 have gone to Homeville exclusively, compared with 54 who have attended other schools. A certain amount of this may not represent change of residence, but change from one school to another because of consolidation of the schools.

It is important to consider the occupational preference of the students in relation to the occupations of their parents. From Table XXIX it can be seen that agriculture ranks first in popularity for the high school students and next to teaching in popularity with the elementary students. It is especially interesting to note from the schedules that of the 17 high school students who state they prefer farming, 15 are girls. (It was stated that "Do you expect to become a farmer?" meant "Do you expect to live on a farm?" for the girls.) All of the 17 who expect to live on a farm are either in the eighth or ninth grade, with just one exception, in the tenth grade. Not a senior of a class of 20 expects to become a farmer.

The age-grade distribution of pupils in the Walker and French Settlement Schools was noted in order to determine the degree of retardation found there. A study of Table XXX shows the age-grade distribution of the students in the Homeville School. The median ages for the grades are:

4th grade	---9 years.
5th grade	---11 years.
6th grade	---11 years.
7th grade	---13 years.
8th grade	---13 years.
9th grade	---15 years.
10th grade	---16 years.
11th grade	---16 years.

Table XXX
Age-Grade Distribution of Students in the Romeville
School

Age	Number Per Grade *							
	4th	5th	6th	7th	8th	9th	10th	11th
9	10	1	--	--	--	--	--	--
10	5	6	1	--	--	--	--	--
11	--	4	10	3	--	--	--	--
12	1	3	3	7	2	--	--	--
13	--	--	--	8	14	2	--	--
14	--	1	1	3	10	5	2	1
15	--	1	1	3	3	5	5	2
16	--	--	--	--	1	2	7	10
17	--	--	--	--	--	2	--	2
18	--	--	--	--	1	--	1	5
19	--	--	--	--	--	--	--	--
20	--	--	--	--	--	--	1	--

* The numbers inclosed in black lines represent the age medians for the grades in the Romeville School. Those inclosed in red lines represent the normal or expected age for the grade.

The distribution of school honors and student activities may be a way to judge the degree to which a school is fulfilling its function of providing for social activities and training in leadership. A study of Table XXXI shows the offices held by the Romeville High School students. Twenty-eight reported offices which they have held, whereas 52 reported that they have held no offices. Students have taken an active part in contests of different types, as can be seen from Table XXXII. Although athletics has received the major emphasis, other activities have received some attention. Forty-six report that they have represented the school in contests, and 37 report no contests. Of the 37 who have not represented the school in contests, 17 have held various school offices, so that only 20 have neither held offices nor represented the school in contests.

A much wider program of extra-curricular activities is provided at Romeville than at either Walker or French Settlement. Table XXXIII shows the activities are organized so that meetings and practice periods are held during the day. In this school, as in the other two schools, the church holds an important place in the life of the students, judging from the number who list church membership in the schedule of organizations to which they belong.

The school has a Parent-Teacher Association to which, according to the replies of the students, 45 of the parents belong and 103 do not. The school gives play or general entertainments about three or four times a year to which the

Table XXXI

School or Club Offices Held by Romeville Students

Office	Number
Class President	7
Vice-President	4
Secretary	6
Treasurer	4
President Home Economics Club	3
Secretary Home Economics Club	3
Treasurer Home Economics Club	1
Reporter	4
Secretary-Treasurer 4-H Club	1
Treasurer Future Farmers	1
President Library Club	1
Chairman Program Committee	1
Captain Football Team	1

Table XXXII

Events in Which Students Have Represented

Romeville High School

Event	Number
Track Athletics	15
Baseball	11
Basket-ball	7
Boxing	1
Singing	13
Home Economics	1
Future Farmers Meetings	5
Judging	1

Table XXXIII

**Organizations to Which the Students of the Romeville
High School Belong**

Organization	Number of Members in School
4-H Clubs	21
Future Farmers	17
Boy Scouts	14
Church	81
School Honor Society	3
Home Economics Club	30
School Glee Club and Quartet	43
Friendship Club	4
History Club	13
Band *	7
Football Teams	23
Basket-ball Teams	31
Volley ball Teams	19
Baseball Teams	30

* The school band is divided into two sections with both grade school and high school pupils taking part. The table above does not include the grade school pupils. The school has a special practice room for the band and practice periods are provided during the day.

general public is invited. In the replies to the question as to how many times their parents had visited the school this year, the following results were found: In the elementary grades, 40 children reported that their parents had not visited the school during the year, and 22 reported that their parents had visited; in the high school, 44 children reported no visits and 34 reported visits by their parents. The following answers to the question, "Do your parents attend school entertainments?" were received: for the elementary school 45 yes and 24 no; whereas for the high school 66 yes and 15 no. Here also less interest on the part of the elementary school parents in the school and its activities is to be found than for the high school parents.

The Romeville School was included in this study because it is classed as a Four Year Agricultural High School located in the French area. Although it is listed as a four year agricultural high school, only six students are taking agriculture as a school subject. All of these six students are in the eighth grade. Evidently this is an agricultural school in name only. In sharp contrast to the meagre enrollment in agriculture, thirty-five students list typing. Strangely enough, there is not a typing instructor; there are only a few typewriters with a manual for each machine. The typing is directed, by the school principal, who employs the project method of teaching. Home economics, also, is taught only in the first two years of high school, and chemistry is taught to all the seniors; geometry, which is alternated with algebra, is taught

to all of the juniors and seniors, but only six students, in the eighth grade take civics. The inadequacy of such division of time and effort can be seen by the fact that of last year's graduating class of 19, only one entered college this year. Here is the phenomenon of a school preparing practically all of the students for higher academic training, whereas only 5 per cent of the graduates actually take the higher training. (See Table XXXIV.)

In examining the qualifications of the Romeville teachers, it is found that all high school teachers have a baccalaureate degree and all elementary teachers have from two to four years of collegiate training. One high school teacher has had no previous experience and one has had just one year. Two high school teachers are new to Romeville, in that this is their first year in this school. As is usual in the state, the elementary teachers are more experienced than the high school teachers. The least experienced elementary teachers have taught eight years. They also have had a longer tenure in Romeville. Thus the elementary school teachers with the shortest tenure have taught in Romeville three years longer than any high school teacher except the principal, who has taught there 17 years. Only two teachers in the high school have taught as long as three years in Romeville, but all of the elementary teachers have taught longer than this. (Table XXIV.)

Three of the 11 teachers are employed from out of the parish. All six of the high school teachers live at Convent;

5. Three years is the probation period required under the new Louisiana Tenure Law.

Table XXXIV

Subjects Taken by Students of the Romeville High
School

Subjects	8th	9th	10th	11th	Total
8th Grade					
Mathematics	30	--	--	--	30
English	30	15	16	14	75
Biology	31	11	--	--	42
Home Economics	20	11	--	--	31
Agriculture	6	--	--	--	6
History	--	4	16	14	34
Civics	6	--	--	--	6
French	--	4	16	13	33
Typing	17	3	14	1	35
Geometry	--	15	14	--	29
Chemistry	--	--	1	14	15

Summary

Subject	Number	Per Cent
English	75	100.0
Vocational Subjects	72	96.0
Home Economics	31	41.3
Typing	35	46.7
Agriculture	6	8.0
Mathematics	59	78.7
Science	57	76.0
Social Science	40	53.3
Foreign Language	33	44.0

Table XXIV

Academic Training and Tenure of Teachers in the
Romeville School

Teacher	Academic	Tenure in Years *	
	Training	Total	Present Position
High School			
1.	B.A.	25	17
2.	B.A.	11	4
3.	B.S.	2	2
4.	B.A.	0	0
5.	B.S.	4	0
6.	B.A.	1	1
Elementary School			
7.	3 years	25	24
8.	4 years	9	9
9.	3 years	8	7
10.	2 years	15	6
11.	3 years	29	26

* Tenure is here used in the same sense in which Foote uses it. Op. cit., p. 2.

Years of academic training means the number of years of training beyond secondary school. It is usual that "2 years" means the completion of the two year teachers' training course in college.

two elementary school teachers live at Central and three live at Romeville.

When one studies the enrollment of the Romeville school and the number of teachers, the fact that the high school is out of proportion to the size of the elementary department is recognized. This condition is due to the fact that there is a four-teacher elementary school, White Hall, with an enrollment of 85 pupils just a short distance up the river from Romeville. The graduates of this school go to Romeville High School. An attempt has been made on the part of the school authorities to close the elementary school and to transport the children to Romeville, but up to the present time the resistance on the part of the patrons to such a move has been successful in preventing it.

Conclusion: A study of the situation in these schools collectively and as a composite is now in order. One of the conclusions which must be reached is that the citizens of the community have done well, within their means, by their schools. At Walker a new brick school building was erected just six years ago and at Romeville an old building has been remodeled into a very attractive and well planned structure. The school house is the best building in each community. This indicates the great faith which people have in the power of education to improve their children. It shows the great affection which parents bear for their children and their willingness and desire to work and sacrifice for their advancement.

An excessive amount of retardation is not found in the rural consolidated schools, judging from the age-grade tables for the three schools studied. The greatest percentage of retardation, as can be seen from Table XXXVI, is found in the French Settlement School, with a much lower rate in the Romeville School. In general, retardation of pupils does not appear as a problem of the first order in the schools of this class.

Agriculture is by all odds the most important industry engaged in by the families from which the children are sent to the rural schools of the state. To recapitulate; in the Walker school 69.3 per cent of the families list farming as their occupation; for the French Settlement school 67.1 per cent; and for Romeville 37.5 per cent list that exclusively, and a number of others engage in farming as an aid in making a living. In spite of this, not a senior in one of the three high schools gives farming as his preferred occupation. The spirit of the students as a whole is well summed up by an excerpt from one schedule of questions: Question, "Do you intend to become a farmer? If not, what would you like to become?" The reply, "Anything else." Yet the study of Anderson and Loomis on "Migration Among Sons and Daughters of White Farmers in Wake County, North Carolina," indicates that "among farmers there is a high degree of occupational transmission from parents to sons and daughters." They further found that "Almost one-half of the sons who have left the parental household, both of owners and tenants, were engaged

Table XXVI

Retardation in Three Louisiana Rural Schools

Grade	Walker			School and Retardation in Years French Settlement				Romeville			
	1	2	3 and More	1	2	3	and More	1	2	3	and More
4th	6	5	2	5	--	1		--	--	1	
5th	12	7	3	6	3	3		3	--	2	
6th	5	4	4	4	1	--		--	--	2	
7th	8	6	2	4	1	1		3	3	--	
8th	3	4	1	2	--	--		3	1	1	
9th	6	4	4	8	4	--		2	2	--	
10th	5	4	--	2	1	--		--	1	1	
11th	6	--	--	3	--	1		5	--	--	
Total	51	34	16	34	10	6		16	7	7	

Retardation is figured from the expected grade in which a child would be if he had made regular advancement and had begun school at the age of six years.

Per Cent of Retardation in Each School

Walker-----26.9
 French Settlement-----37.3
 Romeville-----19.6
 Total-----27.3

in farming" and "of the homemakers, 67 per cent of the owners daughters and 60 per cent of the tenants daughters were wives of farmers." This agrees with the conclusions of Sorokin when he says with reference to the probable vocation of farmer's children, "It is likely also that the fathers' occupation is still entered by the children in a greater proportion than any other."

It is probably too much to blame or credit (according to the point of view) the school with this condition; undoubtedly this reflects an attitude for which the family is primarily responsible; nevertheless, it can be said with a degree of safety, that the schools are doing little to counteract that feeling. The school, which is supported by the state and the local community, is doing little to develop a spirit of appreciation for the community and its basic occupation in the school students. It is not fitting them either technically or psycho-socially for the life work most of them are sure to follow. With reference to the probability of the pupils' remaining in the community, Anderson and Loomis, in studying the migration mentioned above, found: "Taking the group as a whole, 80 per cent of all the sons and daughters settled within a radius of 25 miles of the parental home, while 30 per cent locate within 10 miles of the parental home."

6. Anderson, W. A. and Loomis, C. P., "Migration of Sons and Daughters of White Farmers in Wake County, North Carolina, 1929," North Carolina Agricultural Experiment Station, Bulletin No. 275, p. 23.

7. Pitirim Sorokin, Social Mobility, Harper & Brothers, New York, 1927, p. 438.

8. Ibid., p. 13.

One of the advantages cited for consolidated schools is that it offers greater opportunities for social development of the child. If this is accepted as one of the important functions of the consolidated school, the question at once arises as to how that can be done. Tuttle says, "while it is probable that many new means will be found for stimulating and guiding socializing activities, the field of extra-curricular activities at the present time represents the chief opportunity for this aspect of training."⁹ Briggs says, regarding the virtues of extra-curricular activities.

"First, they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway; viz., take their places as members of social units and exercise, each according to his ability, those qualities of leadership, initiative, cooperation and intelligent obedience, all fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these lead to higher types of activities and make them both desirable and possible of attainment."¹⁰

If the proposition that consolidated schools offer greater opportunities for social development is accepted, and the position taken by Tuttle and by Briggs as to the value of the "extra-curricular activities," is granted, it then must be concluded that the rural schools in the main are not meeting their responsibility adequately. As for French Settlement, it may be said to have no extra-curricular program. In the Walker school not enough variety is offered to allow for individual differences. Listing the Honor Society

9. Tuttle, op. cit., p. 496.

10. Quoted in T.H. Schutte, Orientation in Education, New York, the Macmillan Company, 1932, p. 253.

with its six members as an extra-curricular activity, which it really is not, but rather a device for honoring outstanding students, a total of eight activities in which the students take part is found. (See Table XVII.) In the Romeville School a much wider selection appears, with band and glee club, athletics, vocational, academic and recreational activities having a place. Here there are 13 activities. (Table XXXII.)

The question arises as to just what would be a reasonable number of activities to be expected in a school. Perhaps the best answer to the question would be to see what other schools in different parts of the country are doing. In this regard it is of interest to note some reports made by Smith of studies of such a nature as this.

"In 1917 E. H. Wilds made a study which included sixty-three schools, both large and small, selected by random sampling throughout the nation. This revealed a median number of 14.2 activities per school, the median for the larger schools being 15.7 per cent, and for the smaller schools 13.5 per cent. A study reported in the May, 1925, number of the American Educational Digest included 1071 large, medium and small schools, from forty-three states. This study showed 287 distinct types of extra-curricular activities, not including the general assembly and class meeting activities. The average number of activities per school was 15."¹¹

Since 1925 the movement for extra-curricular activities has increased in momentum, and yet only one of the schools studied approaches the median for small schools, according to the study of 1917. It seems also that in those schools where the greatest need appears there is the least done in the line of out-of-class activities.

11. Walter Robinson Smith, Principles of Educational Sociology, New York, Houghton Mifflin Company, 1928, p. 684.

Another point usually stressed as an advantage accruing from consolidation of rural schools is that it "furnishes facilities for neighborhood life and the conditioned education of adults."¹² This is emphasized when Sanderson says, "Not only do the consolidated schools and high schools make possible a much larger social life for rural children, but they are seeking to make their plants and facilities available to the whole population as social centers for community life."¹³

If the consolidated rural schools furnish facilities for neighborhood life, as stated above, then certainly the facilities are not thus employed in Louisiana. Of the three schools visited, only one has a Parent-Teachers Association. In that school, out of 149 answers, 103 state that their parents do not belong to the Parent-Teacher Association; 46 that they do. Only one in three is a member. There is no organization or community club of any kind which brings the parents to the school. There is nothing except the interest they have for their children and what they are doing. For the three schools taken together, out of the 510 students answering the question, 322 stated that their parents had not visited the school this session, and the school year was from one-fourth to one-third through. The schools furnish local-talent amusements for the community from two to four times a year in

12. Gillette, op. cit., p. 383.

13. Ibid. p. 535.

the form of school entertainments, but can that alone entitle the school to claim that it is a community center and in that way serves a function that the one-room school of former days did not serve?

It is essential that particular attention be paid to the subjects which the students in these rural schools are being taught. Table XXXVII gives a composite picture of the studies pursued by the high school students. English, since four years is required for high school graduation, is the subject taken by most students, (234). Ranking very closely behind English in enrollment, is mathematics, with 221 students. The closeness is more remarkable when it is considered that, although four years of English is required for graduation from high school, only one unit of mathematics (elementary algebra) is required. In the field of social science, 97 out of 148 pursue the traditional history course, one year of general and one year of American history. Thirty-five study civics and 16 commercial geography. As can be seen by Tables XX, XXVI, and XXXIV, civics is taken largely, if not exclusively, by those who do not study home economics or agriculture. This is probably due to the fact that the smallness in the enrollment necessitated rather limited offerings to the students and, consequently, few electives. This is met by allowing the students to choose between home economics, or agriculture, and civics. Should this be interpreted to mean that only the non-vocational students need

Table XXXVII

High School Subjects Studied by Students in Three
Louisiana Rural Schools

Subjects	Students Number	Studying Per Cent
English	234	100.0
Mathematics	221	94.4
8th Grade Mathematics	78	33.3
Algebra	79	33.8
Plane Geometry	64	27.4
Science	176	75.2
General Science	34	14.5
Biology	106	45.3
Physics	21	9.0
Chemistry	15	6.4
Social Science	148	63.2
History	97	41.5
Commercial Geography	16	6.8
Civics	35	15.0
Vocational Subjects	163	69.7
Home Economics	122	52.1
Typing	35	15.0
Agriculture	6	2.6
Foreign Language	65	27.8

information about the duties of citizenship? In the vocational field 122 take home economics, 35 typing, and six agriculture.

The claim has been made that the schools are governed in their offerings by the college-entrance requirements rather than the needs of every day life. In order to liberalize the high school course of study so that the claim of being dictated to by the colleges would have less validity,

the State Board of Education has made many changes in the requirements for graduation from state-approved high schools. It is of interest to follow these for the past decade and a half. Examining the state course of study for 1920, the following requirements for graduation from a state-approved high school appear:

English-----	3 units
Mathematics-----	2 units
Algebra-----	1
Plane Geometry-----	1
Science-----	2 units
Biological (botany, zoology and physiology)-	1
Physical (chemistry or physics)-----	1
History-----	2 units
Foreign-----	1
American history and civics-----	1

A total of 9 units was required, and a wide selection of electives was made possible.

In 1929 the approved course of study was as follows:

English-----	4 units
Mathematics-----	2.5 units
Arithmetic-----	.5
Algebra-----	1
Plane Geometry-----	1
Social science-----	2 units
General history-----	1
American history-----	1
Science-----	2 units
General science-----	1
Chemistry or physics-----	1
Foreign language or vocational subject-----	2 units
Total required-----	12.5 units
The remaining 3.5 units were elective.	

In 1932 the Course of Study was further "liberalized" so that the requirements were as follows:

English-----4 units

Mathematics (algebra)-----1 unit

Social science-----2 units

American history-----1

One other (civilics, general history or commercial geography one half year with Louisiana studies the second half)

Science-----1 unit
(Either biology or general science.)

Total required-----7 units

The changes in the course of study were for the purpose of making it possible for high schools to offer subjects other than those designed for college entrance. Certain traditional subjects, such as plane geometry, physics or chemistry, foreign language, and world history, were omitted from the list of those required. The question immediately arose as to what those high school students who intended to go to college would do. The question was soon settled in Louisiana by the Louisiana State University which modified its entrance requirements to read, "Graduates of high schools in Louisiana, public or private, approved by the State Department of Education, are eligible for admission to the Lower Division of the University on presentation of a diploma or certificate of graduation." ¹⁴ With this change in the college entrance requirements, even the argument that the "traditional" subjects were required for those students who intended to enter college

14. University Bulletin, Louisiana State University and Agricultural and Mechanical College, April, 1934, p. 79.

was removed. However an examination of what is actually taught shows that the offerings in the rural high schools are more conservative now than the 1921 course of study. It required only one year of algebra, yet both Walker and French Settlement students take two years; no foreign language was required by the 1921 course of study, but every one of the schools studied offer foreign language to those not taking home economics.

The situation with reference to the high school curriculum may be summarized by saying:

1. The practice in the selection of subjects to be taught in the high schools has lagged behind the changes made in the state course of study.

2. Modification of the offerings so that needs of the community may be better met is not in evidence, since agriculture, rural civics, or economics is overlooked almost entirely.

3. The subjects offered represent the "classical" or "traditional" ideas represented in the belief in "mental discipline" or "indirect values" rather than the "practical" or "direct values" belief.

Another of the values claimed for consolidated schools is that better qualified teachers will be employed and that the teachers will be more permanent or that there will be fewer changes of teachers from year to year. So far as the academic qualifications of the consolidated school teachers are concerned, it appears that they are well trained. None of the high school teachers has less than a baccalaureate degree;

and of 23 elementary school teachers only one has less than two years of college training. Several have three and one has four years of advanced academic training. In the matter of training and experience it appears that the Louisiana teachers are not "untrained and inexperienced."

Although the teachers appear to be well trained and to possess experience in teaching they do not have security of tenure in their present positions. Only two out of 16 high school teachers have been teaching in the same positions for more than four years, and 15 have been employed there less than three years. For the elementary grades the median length of time the teachers have held their present position is five years (one teacher has taught 26 years in the same position, and eight of the 23 have taught there less than three years.)¹⁵

Interesting facts are disclosed in studying the residence of teachers. Of 59 teachers, one has a home address out of the state, and eight others are from parishes of the state other than the one in which they are teaching. About 77 per cent of the teachers are teaching in their home parishes. With regard to the employment of home teachers, Cooke says:

"Where there are too many home-talent teachers the instruction becomes provincial and local to the extent that inbreeding is the inevitable result. Inbreeding is perhaps the most serious objection to the employment of home-talent teachers. Teachers, more than other professional people should go away from home to get the ideas of others; to be influenced in new and different ways."¹⁶

15. The question of tenure is of interest in Louisiana at the present time. The matter of how the Tenure Law will effect the situation when so few of the teachers appear to be staying in the same position for the three year period naturally arises.

16. Dennis H. Cooke, Problems of the Teaching Personnel, Longmans, Green and Company, New York, 1935, p. 295.

Since the teachers are largely local (parish) girls, it is significant to notice where they make their residence during the school year. Out of 28 teachers only 11 live in the community in which they are teaching. Romeville is excluded because it represents the union of two villages with their surrounding communities into one central school district. Consequently, the most desirable locations in which to live are in the villages which to make up the consolidated district. That is where they live, six in Convent, two in Central and three at Romeville. In French Settlement and Walker 14 out of the 28 teachers live in the largest center of the parish (Denham Springs) during the school year, even though some are required to drive 25 miles back and forth to the school. Thus is presented the phenomenon of leaders in rural communities removing themselves, as far as possible, from intimate association in the communities they should be serving. What must be the ultimate effect of school consolidation in this parish? Can a teacher who refuses to live in a neighborhood or community inspire an affection and respect for that community on the part of the students? Here is a case of persons whose interests lie entirely outside of the community attempting to teach children, whose primary interests are, and are to be, within the community. This commuting of teachers is a serious indictment against this type of school organization.

Section B

The Rural Consolidated High School

Located in the Village Centers

In this section the study is devoted to a consideration of the consolidated schools which are located in village centers and serve the children of the outlying districts as well as those of the village. For this purpose two schools have been chosen as representative of their class. They are the Mangham High School and the Luteher High School.

The Mangham High School: Mangham is a small incorporated village in Richland Parish in the northeast part of the state. The community surrounding Mangham is almost entirely devoted to agriculture, with cotton constituting the principal crop. The village is in the center of a fertile agricultural area and is about 10 miles removed from the nearest town.

The school has grown from a one-room school, which was organized in 1891, to an institution housed in a plant costing nearly \$250,000 as it stands today. The buildings, consisting of a large high school, an elementary school, a gymnasium, a teacherage and a janitor's home, are located on a plot of about nine acres at the edge of the village. The large elementary school building and the high school building are connected with an auditorium which has a seating capacity of 1100, in a manner that forms a large H. Basket-ball games are played in a gymnasium which provides ample seating space for

spectators, and in a section of the building which houses the gymnasium the school operates a cafeteria for the students. The equipment of the Mangham school is equal to that found in any other school of its size in Louisiana.

The school has an enrollment of 760 pupils, 252 of whom are in the high school department. It has a staff of 25¹⁷ teachers and four janitors.

The patrons of the school are largely engaged in agriculture for a living. As can be seen by Table XXXVIII, 75.8 per cent of the students above the third grade listed farming as their parents' occupation. In the Mangham school district approximately 70 per cent of the children come from homes of farm tenants.¹⁸ This is greatly changed among the high school population for, according to the individual schedules, the ratio of farmers to landowners is 67 to 116; 36.6 per cent of the high school pupils come from tenant homes, whereas 63.4 per cent come from homes of landowners. Of the senior class in high school, 32.4 per cent of the students are from the homes of tenants. This is a higher percentage of tenant children than was found in the study by Judd, which states that approximately three-fourths of the graduates studied had lived in¹⁹ homes owned by their parents. If the figures given by Judd

17. Thomas Allen Judd, An Evaluation of the Mangham High School as Reflected Through Its Graduates, M. A. Thesis, (Unpublished) Louisiana State University, 1936.

18. Ibid.

19. This might be due to the fact that the data for Judd's study were secured from questionnaires sent out to the high school graduates. It is possible that a higher percentage of high school graduates from the homes of owners answered the questionnaire than was true of the graduates from tenant homes.

Table XXXVIII

Occupations of the Parents of Students of the Mangham
School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	171	70.1	220	82.7
Laborer	13	5.3	8	3.0
Merchant	9	3.7	7	2.6
Gas Company Worker	10	4.1	4	1.5
Public Worker	9	3.7	2	0.8
Mechanic	4	1.6	4	1.5
Enforcement Officer	4	1.6	2	0.8
Painter	2	0.8	4	1.5
Teacher	2	0.8	3	1.1
Clerk	3	1.2	2	0.8
Salesman	2	0.8	2	0.8
Electrician	2	0.8	1	0.4
Carpenter	2	0.8	1	0.4
Druggist	2	0.8	1	0.4
Miscellaneous	9	3.7	5	1.9
Total	244	100.0	266	100.0

Table XXXIX

Occupational Preference of the Students of the Mangham
School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Nurse	40	20.5	40	16.9
Teacher	19	9.7	58	24.5
Farmer	37	19.0	34	14.3
Clerk *	32	16.4	15	6.3
Aviator	15	7.7	16	6.8
Professional	14	7.2	12	5.1
Merchant	5	2.6	20	8.4
Engineer	14	7.2	8	3.4
Musician	8	4.1	12	5.1
Soldier or Sailor	6	3.1	6	2.5
Athlete	3	1.5	5	2.1
Miscellaneous	2	1.0	11	4.6
Total	195	100.0	237	100.0

* Clerk includes Stenographer, Secretary, and Bookkeeper.

for the Mangham district are accurate and the statements made by the pupils are correct, one of the conclusions seems to be justified: (1) Either greater elimination of pupils from school has taken place in the lower grades; or (2) that the parents of the children from tenant homes are a group of younger people than the parents of the majority of the high school pupils, and that their children have not yet reached high school age. As it appears now, 70 per cent of the homes furnish just 36.6 per cent of the high school population and only 32.4 per cent of the senior class.²⁰

A study of what the students of a school engage in as an occupation after leaving school is important in order to determine the courses which should be pursued in the school if it is to prepare those students to "do better the desirable things that they are likely to do anyway." Judd found that, of 223 graduates of the Mangham high school between the years 1920 and 1925, 62 were keeping house, 40 were students in other institutions, 28 were farming, and 23 were teaching. In other words, 12.5 per cent were farming and 27.8 per cent were housekeeping. The majority of those who were keeping house were probably country residents and represent farm families.

According to the report given by the high school students as to the occupation of their brothers and sisters who are out of school, the following occupations are most prominently listed: Farming is the most important, with 101 brothers listed as farmers; day labor of various kinds is next, with 52; housewife is third, with 29.

Since the parents of the students are largely farmers and farming ranks as one of the most important occupations followed by the high school graduates since 1920 and is the occupation engaged in by most of the brothers of those high school students now in school, it is interesting to note from Table XXXIX the occupational preferences of the pupils now in school. Only 36, or 15.5 per cent of the high school students, expect to be farmers or to live in the country; and only 34, or 12.7 per cent of the students in the elementary grades. In other words, just 14 per cent of the school children, 75 per cent of whom are dependent on agriculture for their maintenance, express an intention of becoming farmers or of living in the country. Judd found that 57.4 per cent of the graduates of the Mangham school live in the Mangham school district.²¹ If that proportion holds for those attending school but not graduating, then it would be expected that among the students who reported, 266 would live in the community, 75 per cent of whom would engage in agriculture. Hence, instead of the 70 who express an intention to remain on the farm, there will be nearly 215 or about three times as many as express the intention to remain there. And that does not indicate the condition completely, for Judd found that 8.9 per cent remained in the same parish outside the Mangham district. For the parish as a whole 72.6 per cent of the population are classed as rural-farm. Therefore we should expect another 44 of the students of the school to remain in the parish, outside of the Mangham district and 22 of them to be farmers or

21. Ibid.

farmers' wives. In other words, not 70 as the preference chart suggests, but 247 will probably remain on farms in the home parish.

Since so few express an intention to follow agriculture as an occupation, the subjects which they select in high school are of interest. This selection can be determined by an inspection of Table XL which shows the subjects studied by high school students, and the number of students in the different grades pursuing them. Since an analysis has been made of the industries of the residents of the Mangham district and the probable occupation of the school pupils after leaving school, it is interesting to note that the vocational courses, taken as a whole, engage the most pupils. In fact, 40 more pursue vocational subjects than study English. Of the 262 who report a vocational subject, over half of them choose the commercial course, just one-sixth select agriculture and fewer than one-third take home economics. Only six in the entire school study a foreign language, Latin. Next to foreign language, the social sciences are studied by the fewest students. A few more than one-half of the students are enrolled in social science, although at least two years of this course are required for high school graduation. Civics is studied by 10, less than one-fifth of the ninth-grade enrollment.

The Mangham school has made a real effort to develop the children through various types of extra-curricular activities. The school has a glee club, class organizations, and various departmental clubs such as Latin, mathematics, history, home economics, music, commerce, current events,

Table XL

Subjects Taken by the Students of the Mangham
High School

Subjects	Number Per Grade				Total
	8th	9th	10th	11th	
8th Grade					
Mathematics	65	--	--	--	65
English	67	56	59	40	222
General Science	66	--	--	--	66
Home Economics	36	25	13	8	82
Biology	2	54	--	--	56
Algebra	2	56	--	--	58
Agriculture	13	19	13	--	45
Commercial Geography	17	--	--	--	17
Civics	--	10	--	--	10
Typing	--	3	36	19	58
History	--	1	48	39	88
Geometry	--	--	39	3	42
Shorthand	--	--	20	13	33
Bookkeeping	--	--	28	16	44
Latin	--	--	3	3	6
Chemistry	--	--	--	22	22

Subjects	Summary	
	Number	Per Cent
English	222	100.0
Vocational Subjects	262	118.0
Mathematics	165	74.3
Science	144	64.9
Social Science	115	51.8
Foreign Language	6	2.7

Future Farmers of America, school orchestra, library club, and literary society. The students are limited to membership in two organizations. Meetings are held during the school day each alternate Wednesday. Once a year each club is expected to furnish a program for the entire school. In athletics intra-mural as well as inter-scholastic competition is stressed. On the grounds are a football field, where regular and touch football are played; baseball and soft ball diamonds; places for horseshoe pitching, marble playing, and boxing; a volley ball court; and a race track. In the gymnasium the students play basket-ball and there is indoor equipment for calisthenics. For the smaller children there are teeter boards, swings, and jumping ropes. Games are organized for the children under the direction and supervision of their teachers. In all, there is a total of 23 organizations or activities in which the students engage. In addition there are the class organizations, the weekly school assembly, and the school plays, which are given in the school auditorium about three times a year.

The large number of children attending the Mangham school makes one inquire as to the source of its enrollment. In 1929 the school district was enlarged so that the high school drew the children from the entire southern end of the parish. At that time modern elementary schools were established at Archibald, three miles north of Mangham, and at Alto, eight miles to the northwest of Mangham. Elementary school children living south and west of Mangham are taken by bus to the Mangham school.

The buses serving the school are modern in every detail, with solid metal bodies and shatter-proof glass windows.

Table XLI

Time of Arrival, Distance Traveled, Capacity and Registered Load of the Mangham School Buses

Bus	Time of Arrival	Distance Traveled	Capacity	Registered Load
1.	8:00	13.2 miles	65	75
2.	8:10	11.4 miles	65	69
3.	8:15	23.0 miles	65	87
4.	7:50	12.5 miles	70	81
5.	8:05	11.0 miles	65	68
6.	8:25	23.5 miles	65	82
7.	7:50	7.5 miles	65	75
8.	8:00	13.5 miles	65	83
9.	8:00	16.4 miles	65	60

Nine such buses operate for 681 pupils. The distances traveled in taking the children to school range from 7.5 miles, for the bus with the shortest run, to 23.5 miles for the longest route.²² The median distance for the buses is 13.2 miles one way. The distances traveled, the capacity of each bus, the registered load, and the time the buses arrived at school on the day of the visit to the Mangham school, can be seen from Table XLI. The crowded condition of the buses is very typical of the situation in the state as a whole, but the type of bus used in the Mangham school is not typical. Few schools have the all-steel

22. Ibid.

buses and shatter-proof windows. In fact, the curtained window is not unknown even today on school buses in operation. 25

Although all of the high school students of the district are transported to Mangham, whereas there are two other consolidated elementary schools in the area, a higher percentage of the elementary children than of high school students are taken to the Mangham school by bus--85.1 per cent of the elementary school group compared with 80.3 per cent of the high school pupils. The greatest variation can be found existing between the first grade, with 90.7 per cent of its number transported, and the high school seniors, of whom 76.1 per cent ride the school bus.

Since more elementary pupils than high school pupils are transported to school, it is interesting to compare the distances traveled by the children from the different grades. Table XLII supplies these data and gives the median distance traveled by the grades. Here again the elementary school children travel a longer distance to school than the high school group. There is a difference of almost a mile and a half in the median distance traveled by the children of the two groups--the elementary school and the high school: the

23. The time of arrival, gives the time the school bus arrived at school on the day the visit to the school was made. It was a very rainy day so the rural attendance was no doubt greatly curtailed. Buses 3 and 6 were later than the others in arriving. They have 10 and eight miles of dirt road, respectively, on their routes. The time the bus must leave the terminus of the route can be figured from the distance traveled and the time of arrival. An average of about 10 to 12 miles an hour is as much as the bus can make, with the numerous stops, in good weather on good highways. During bad weather and over bad roads the rate must necessarily be curtailed. It should be kept in mind that the sun rises, during the winter months, around seven o'clock and sets about five o'clock in the evening.

Table XLII

Distances Traveled by Students in Reaching the Mangham
School

Distance in Miles	Number	
	High School	Elementary School
Less than one	30	28
1 to 1.99	15	17
2 to 2.99	13	19
3 to 3.99	23	14
4 to 4.99	21	13
5 to 5.99	12	19
6 to 6.99	13	11
7 to 7.99	12	27
8 to 8.99	15	12
9 to 9.99	20	6
10 to 10.99	12	18
11 to 11.99	8	11
12 to 12.99	12	19
13 to 13.99	3	4
14 to 14.99	2	2
15 to 15.99	4	9
16 to 16.99	0	5
17 to 17.99	0	4
18 to 18.99	5	5
19 to 19.99	1	1
20 to 20.99	2	7
21 to 21.99	1	6
22 to 22.99	2	4
23 to 23.99	0	1
24 to 24.99	0	0
25 to 25.99	0	9
26 to 26.99	1	0

Median Distance by Grade

Grade	Median Distance in Miles
4th	8.0
5th	8.5
6th	6.7
7th	6.8
8th	6.4
9th	5.5
10th	7.4
11th	6.0

children in the fourth grade travel almost two miles farther, on an average, than the high school seniors. Whereas 3.3 per cent of the elementary children above the third grade travel as much as 25 miles to reach school, less than one per cent of the high school students travel that distance. Although 15.6 per cent of the grade school children go 16 miles or more to reach school, only 5.2 per cent of the secondary school group travel that far. Among those who travel 11 miles or farther there are 32.1 per cent of the elementary grade pupils and 17.7 per cent of the high school group. In contrast with this, among those who go less than five miles to reach school are 44.0 per cent of the high school group and 33.6 per cent of the elementary school pupils. This indicates that the elimination from school previously mentioned may be related to the distance traveled by the students in reaching school.

The evidence of elimination from school in the upper levels is further strengthened by studying the retardation found in the school. This can be seen by Table XLIII, which gives the age-grade distribution of the pupils. A wide range in ages is noticed in the grades, as follows:

4th grade	from 8 to 18 years.
5th grade	from 9 to 15 years.
6th grade	from 9 to 17 years.
7th grade	from 11 to 17 years.
8th grade	from 12 to 18 years.
9th grade	from 12 to 18 years.
10th grade	from 14 to 19 years.
11th grade	from 15 to 20 years.

In the fourth grade 23 children are retarded more than one grade from the median for the school (five are retarded four grades, three are retarded five grades and one is retarded

Table XLIII
Age-Grade Distribution of Students in the
Mangham School

Age	4th	5th	6th	Number 7th	Per 8th	Grade 9th	10th	11th
8	2	--	--	--	--	--	--	--
9	22	3	1	--	--	--	--	--
10	18	12	3	--	--	--	--	--
11	11	18	17	2	--	--	--	--
12	10	18	7	20	4	1	--	--
13	4	7	20	12	27	5	--	--
14	5	5	5	16	16	23	1	--
15	3	3	6	11	6	18	16	4
16	--	--	2	5	7	9	14	10
17	--	--	2	1	8	6	14	14
18	1	--	--	--	2	2	11	13
19	--	--	--	--	--	--	3	3
20	--	--	--	--	--	--	--	2

* The numbers inclosed in black lines represent the age medians for the grades in the Mangham School. Those inclosed in red lines represent the normal or expected age for the grade.

eight grades); for the fifth grade 15 are retarded more than one grade; in the sixth grade 10 are retarded two or more grades. For the entire elementary school, above the third, 25.6 per cent of the school population are retarded two or more grades below the school median. The school median shows retardation of about one grade from the expected pupils' rate of progress in the fifth and sixth grades; all other grades show a rate of progress up to standard expectations.²⁴ If retardation is figured from the expected progress of the students, it is seen that 45.2 per cent of the students enrolled are retarded one or more grades. For the elementary grades the retardation is 49.6 per cent of the enrollment, whereas for the high school it is 36.0 per cent. The retardation for the school as a whole is somewhat greater than the median retardation found to exist in a study of 37 schools reported by Reeder,²⁵ where 38.8 per cent of the students were retarded. It seems obvious that those students who are retarded two, three, four or more grades are more likely to drop out of school than those who are progressing at the normal rate for their group. This seems to be true in the Mangham school, for though all of the elementary grades and the eighth grade have pupils retarded as much as four grades, there are no such extremes of retardation in the upper levels. Certainly, since it is virtually impossible for a pupil to progress in the upper grades at a rate faster than one grade a year, there can be no explanation

24. Ward G. Reeder, The Fundamentals of Public School Administration, New York, Macmillan Company, 1930, p. 334.

25. Ibid., p. 338.

for the difference in retardation in the intermediate and the upper levels except that those most retarded leave school before reaching the advanced grades.

It has been observed that the Mangham school emphasizes the development of students through the various forms of out-of-class activities. The part the school plays in the community life is not to be noted. Is the Mangham school a community center, as it has been repeatedly asserted the consolidated school would be? In the first place not an organization exists to tie the school to the community, not even a Parent-Teachers Association. Assemblies are held weekly in the school auditorium, when individuals--ministers and others--address the students, but such an assembly does not create a community center. The interest is not in the community during these meetings and discussions, but in the students themselves. If the parents visit the school, it is, as was found to be true among other consolidated rural schools, because of their interest in their own children. That interest does not appear

26. The following is a record of the visits to the school by the parents:

4th grade children	73 reported no visits, 3 reported visits;
5th grade children	59 reported no visits, 5 reported visits;
6th grade children	54 reported no visits, 6 reported visits;
7th grade children	57 reported no visits, 4 reported visits;
8th grade children	45 reported no visits, 17 reported visits;
9th grade children	46 reported no visits, 5 reported visits;
10th grade children	41 reported no visits, 11 reported visits;
11th grade children	38 reported no visits, 6 reported visits.

to be very great if the number of parents who visit the school is any criterion, for 57.9 per cent of the children from the school as a whole reported that their parents had not visited the school during the school year. As in the other schools studied, the elementary school children, as a group, are further removed from their home influence while in school than the high school pupils; thus, although 18.7 per cent of the high school pupils report visits to the school by their parents, only 6.9 per cent of the elementary school children report such visits. Although this may show a great amount of confidence on the part of the parents in what the school is doing, it does not indicate that the school is serving as a center of community interest.

It is observed (Table XLIV) that the high school is served by ten teachers, all of whom have baccalaureate degrees and two who have Master's degrees. Two teachers have had no previous experience, whereas three have taught in their present position for 12 years. The median number of years' experience in teaching is 10 years and the median for teaching in Mangham is three years. Exactly one-half of the teachers have had three years or less of experience in teaching and the same proportion have taught for three or less years in the Mangham school. Here, as in other schools studied, no weakness is apparent in the academic training of the teachers. On the whole, they are well qualified from the standpoint of experience, as only five of the 24 teachers are without actual teaching experience previous to the present school year. It

Table XLIV
Academic Qualifications and Tenure of the
Mangham School Teachers

Teacher	Academic Training	Tenure in Years *	
		Total	Present Position
High School			
1.	M. A.	17	12
2.	B. A.	11	2
3.	B. S.	4	1
4.	B. S.	1	1
5.	B. S.	9	4
6.	B. A.	13	11
7.	M. A.	17	12
8.	B. A.	13	12
9.	B. A.	0	0
10.	B. A.	0	0
Elementary School			
11.	2 years	23	20
12.	B. A.	0	0
13.	2 years	12	11
14.	2 years	10	10
15.	2 years	3	3
16.	2 years	2	2
17.	2 years	5	5
18.	B. A.	0	0
19.	B. A.	16	4
20.	2 years	10	4
21.	2 years	2	1
22.	2 years	1	1
23.	2 years	19	18
24.	B. A.	0	0

* The term "Tenure" is used in the sense in which Foote uses it. Op. cit., p. 2.

is perhaps in the "tenure in their present position" that the greatest weakness appears. One-half of the teachers have not served longer than three years in their present position.

The Latcher High School: Latcher High School is one of the rural consolidated schools selected in this study to represent the French section of Louisiana. It is located between the villages of Latcher and Gramercy in St. James Parish. Latcher had a population, according to the 1930 census, of 1,481 people. It is doubtful whether there are that many there now because of the recent closing of the saw mill due to exhaustion of the timber supply. In Gramercy is located a large sugar refinery. Here is a community quite largely interested in agriculture, in which are located two villages which are or have been industrial rather than agricultural centers. For the parish as a whole 32.2 per cent of the native-white population are classed as rural-farm people. The agriculture of this section is of two types, the large sugar plantation and the small truck farm. This community is in the same parish as the Romeville community and, except for the two villages, resembles it.

The high school building was erected in 1931 as a consolidated school to serve the communities of Latcher and Gramercy. The building is a beautiful structure, with the grounds very attractively landscaped. In the rear are the playground equipment, football grounds with stands for the spectators, and a large gymnasium. The plant is neither so large nor so impressive in appearance as the Langham school; however, there

is not the need, for though the high school enrollment of slightly more than 300 is greater than that of the Mangham High School, the elementary school has an enrollment of nearly 500 compared with 760 in Mangham. The small elementary school enrollment in the Latcher school is different from that of any other school yet studied, for the consolidation does not include so many elementary grades. This can be seen by the fact that among 24 first graders, only five ride the school bus; of 29 in the second grade, seven ride the bus; and of 29 in the third grade, seven ride the bus. In the higher grades slightly higher percentages of the pupils ride the bus, but at no time do more than half of the elementary school enrollment ride to school. According to the High School and College Commission of the Louisiana Department of Education, 22.9 per cent of the elementary school pupils of the Latcher school are carried in buses, and 39.7 per cent of the high school enrollment. No elementary school pupils traveled more than seven miles to reach school, and the longest distance traveled by high school pupils is reported as ten miles. The problem of transportation of pupils does not assume the proportions which it does in the Mangham school.

A rather high rate of retardation was observed in the Mangham school. An examination of the situation in the Latcher school with reference to pupil progress (Table XLV) shows that the median age for every grade is the expected age for that grade. There is a slight difference between the village pupils and the children from the open country, i.e., 26.4 per

Table XLV
Age-Grade Distribution of Students in the
Lutcher School

Age	Number Per Grade *							
	4th	5th	6th	7th	8th	9th	10th	11th
8	1	--	--	--	--	--	--	--
9	13	7	--	--	--	--	--	--
10	4	22	7	3	--	--	--	--
11	6	10	22	10	1	--	--	--
12	2	7	14	16	15	2	--	--
13	2	--	4	8	43	14	--	--
14	--	2	6	7	22	25	16	--
15	--	1	1	4	10	21	33	10
16	--	--	--	4	4	5	13	24
17	--	--	--	--	1	6	4	19
18	--	--	--	--	1	--	--	7
19	--	--	--	--	--	1	--	1

The numbers inclosed in black lines represent the age medians for the grades in the Lutcher school. Those inclosed in red lines represent the normal or expected age for the grade.

cent of the latter are retarded one or more grades, whereas only 24.5 per cent of the former are retarded. For the high school pupils there is a slightly greater number retarded among the village than among the open-country children, as 13.8 per cent of the village pupils of high school level are retarded, as compared with 12.7 per cent of the open-country pupils of that level. For the school as a whole, 18.4 per cent of the open-country children are retarded, compared with 17.6 per cent of the village children. The greatest difference in the amount of retardation is seen to exist between the elementary grades and the high school. In the grades the rate of retardation for the school is 25.1 per cent, whereas in the high school it is 13.4 per cent. The rate of retardation for the school as a whole is 17.9 per cent.

The next topic to be considered is now the occupations of the parents of the open-country children in relation to the expected or preferred vocation of these children. It can be observed from Table XLVI that farming is the most frequently mentioned occupation of the parents of the children from the open country who are attending the Litcher school. Of the parents living outside of Granger or Litcher, 35.9 per cent are listed as farmers. The spirit among the Litcher students is similar to that found in the other schools studied, in that few of the students express an expectation of being farmers or of remaining in the country. Not a senior expects to remain in the country. (See Table XLVII.) A wide variety

Table XLVI

Occupations of the Parents of Students of the
Lutcher School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	32	37.6	31	43.7
Refinery Worker	12	14.1	5	7.0
Merchant	11	12.9	9	12.7
Laborer	8	9.4	7	9.9
Carpenter	5	5.9	2	2.8
Highway Employee	2	2.4	2	2.8
Trapper	0	0.0	4	5.6
Miscellaneous	15	17.6	11	15.5
Total	85	100.0	71	100.0

Table XLVII

Occupational Preference of the Students of the
Lutcher School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Clerk	56	19.7	11	6.1
Nurse	41	14.7	19	10.5
Teacher	17	6.1	42	23.2
Farmer	28	10.0	27	14.9
Aviator	17	6.1	19	10.5
Mechanic	19	6.8	3	1.7
Beauty Specialist	15	5.4	6	3.3
Merchant	9	3.2	8	4.4
Doctor	7	2.5	5	2.8
Carpenter	4	1.4	8	4.4
Lawyer	4	1.4	5	2.8
Engineer	9	3.2	0	0.0
Soldier or Sailor	2	0.7	5	2.8
Electrician	4	1.4	1	0.6
Sister	2	0.7	2	1.1
Trapper	1	0.4	3	1.7
Miscellaneous	44	15.8	17	9.4
Total	279	100.0	181	100.0

of occupational preferences is given. Among the high school pupils commercial work and nursing are most frequently selected, whereas for the elementary school children teaching and farming are most popular.

In the Litcher school, as in the Mangham school, a varied program of student extra-curricular activities is offered, both of physical and of academic nature. Twelve academic organizations and nine athletic activities are provided for the students, in addition to school assemblies and class organizations. (See Table XLVIII, which shows the activities, the organizations, and the number of students who stated that they take part in them.) There seems to be no limit placed on the number of activities in which the student may take part. The clubs, bands, glee club, and other organizations meet and practice during the school hours at regular periods provided most of the students can be judged from the statements of the students indicating that in the entire school only 16 take no part in physical or academic extra-curricular activities.

Among the values claimed for extra-curricular activities is that of offering opportunities for developing qualities of leadership among the students. During the visit to the Litcher school the point was made by one of the teachers that the open-country and village children held themselves apart and that they constitute two groups in the school. On various occasions this contention has been made to the author by

Table XLVIII

Participation in Student Activities and Organizations in
the Litcher High School by Residence

Club or Activity	Number and Residence of Students by Grade							
	8th		9th		10th		11th	
	Open Country	Vil- lage	Open Country	Vil- lage	Open Country	Vil- lage	Open Country	Vil- lage
Glee Club	8	10	4	2	1	9	8	15
Literary Society	12	30	4	5	15	36	8	22
F.F.A.	5	7	0	0	3	0	7	3
French Club	0	0	0	0	18	31	18	25
Home Econ- omics Club	2	20	13	4	0	0	1	0
Library Club	4	5	1	12	0	4	6	12
4-H Club	3	1	0	6	5	14	4	16
Honor Society	0	3	0	0	1	6	0	0
Commercial Geography	6	16	0	0	0	0	0	0
Biology	0	0	0	32	0	0	0	0
Civics	0	0	2	11	0	0	0	0
Boy Scouts	1	9	0	6	0	9	0	2
Football	0	3	3	5	3	2	4	6
Boxing	2	3	1	2	3	1	2	7
Basket-ball	2	5	1	8	6	12	2	8
Track	2	3	1	8	5	9	4	8
Swimming	0	0	0	5	0	1	0	2
Tennis	0	0	0	2	0	0	0	0
Drill Team	4	5	6	3	7	18	1	3
Baseball	1	1	0	3	1	1	1	0
Girls' Athletics	0	0	0	6	1	2	2	4
No Athletics	25	43	11	30	8	13	10	16
No Activi- ties	7	2	2	2	1	0	0	2

The school has two student bands not listed above-- an A band with 23 members and a B band with 35 members.

school teachers in town schools where rural children are in attendance. If this is true, it should be in evidence in the distribution of school honors and offices to which the students are elected by the vote of their fellows. Accordingly, an examination of the situation with reference to the distribution of school honors and offices should be made. (See Table XLVIX, L, LI.) Although 44 per cent of the students from the village hold various offices, only 32.7 per cent of the open-country children hold such positions. It must be noted, however, that in the eleventh grade a higher per cent of the open-country students hold school offices than of those from the village. This may be explained as indicating that the distinction which was felt to exist between the open-country children and the village children has been weakened or has disappeared by the time they reach the senior year of high school.

In the matter of school contests, athletic and academic, a more consistent differentiation between the pupils from the open country and from the village is found. Whereas 20.4 per cent of the village children have taken part in various school contests, only 14.4 per cent of the open-country children have done so. This may be due to the impossibility of after-school practice on the part of the open-country pupils where such is not the case for the town children.

It is now interesting to examine the role the school assumes as a community institution. In the first place, the community has shown pride in erecting such a beautiful plant

Table XLVIX

School or Club Offices Held by Latcher Students
According to Their Residence

Office	Residence	
	Open-Country	Village
No Office	74	116
President	10	19
Vice-President	4	19
Treasurer	8	6
Secretary	7	21
Secretary-Treasurer	0	5
Critic	0	1
Miscellaneous	7	20

Table L

Contests in Which Students Have Represented the
Latcher School According to Residence

Contests	Residence	
	Open-Country	Village
School Subjects	5	5
Debating	0	4
Music	0	2
Swimming	0	6
Basket-ball	0	7
Boxing	0	5
Track	5	6
Other Athletics	4	4

Table LI

Comparison of Open-Country and Village Students of the
Lutcher High School on the Basis of School Honors and
Contests in Which Students Have Represented the School

Grade	Open-Country Students				Village Students			
	Offices		None		Offices		None	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
8th	3	9.1	30	90.9	21	34.4	40	65.6
9th	8	30.8	18	69.2	15	29.4	34	70.6
10th	10	38.5	16	61.5	28	56.0	22	44.0
11th	15	60.0	10	40.0	27	57.4	20	42.6
Total	36	32.7	74	67.3	91	44.0	118	56.0
Contests in Which Students Have Represented School								
8th	0	0.0	32	100.0	3	6.0	47	94.0
9th	1	4.8	21	95.2	7	16.3	36	83.7
10th	7	29.2	17	70.8	16	34.0	31	66.0
11th	6	31.6	13	68.4	13	32.5	27	67.5
Total	14	15.6	76	84.4	38	20.4	148	79.6

and in maintaining it so well. But does it serve as a community center for gatherings of various kinds? There is an active Parent-Teacher Association in the school to which, according to the pupils' statements, 29.5 per cent of the parents of village children and 20.2 per cent of the open-country children's parents belong. About 15 entertainments for the general public are given in the school auditorium each year. In reply to whether their parents attended school entertainments, 87.8 per cent of the village children and 79.8 per cent of the open-country dwellers answered yes. The students were also questioned as to whether the attendance was regular or "once in a while." Of the village children 59.8 per cent reported "once in a while" and 76.4 of the open country children so reported. Again, 44.6 per cent of the village children reported that their parents had visited the school this school year, whereas 41.4 per cent of the open-country children reported such visits. From this it is apparent that the school is further removed from the strictly rural parents than from those dwelling in the village from every standpoint mentioned, i.e., in Parent-Teachers Association membership, in attendance at school entertainments, and in school visitation.

Not only is the school more removed from the parents of the open-country children than of the village children, but it is further removed from the parents of the open-country children in the elementary grades than of those in high school. For example, Parent-Teacher Association membership is 25.5 per cent among parents of high school pupils from the open

country compared with 13.7 per cent for the parents of elementary school pupils. Relative to attendance at entertainments given in the school, the percentages are 79.2 per cent for the parents of elementary school pupils and 80.2 per cent for parents of high school children; and in the matter of school visits, 18.6 per cent of the elementary pupils and 61.0 per cent of the high school students reported visits by their parents.

In a community where the people engage in so wide a variety of occupations as Litcher, the subjects which the school offers its students are of special interest. But an examination of the data on this subject, which are given in Table LII, shows nothing unusual or different from the subject matter taught in the traditional school. English is studied by the most students, with a total of 280 taking that subject. Mathematics is a close second. Evidently three years of mathematics is required of all students in the school. French and history seem to be required of all students in the tenth and eleventh grades. Two years of home economics are offered, with 42 students choosing that course, commerce (typing and bookkeeping) is selected by 93, and only 11 take agriculture. In this school there are the usual four years of English, three years of science, (with either chemistry or physics required in the senior year) three years of mathematics, two years of foreign language, and four years of social science (one year of commercial geography, one year of civics, two years of history, world and American). The traditional program is

Table LII

Subjects Taken by the Students of the Luteher
High School

Subject	8th	9th	10th	11th	Total
8th Grade					
Mathematics	90	--	--	--	90
English	90	70	64	56	280
General Science	89	2	--	--	91
Home Economics	23	19	--	--	42
Biology	--	52	--	--	52
Algebra	1	71	--	--	72
Agriculture	10	--	--	1	11
Commercial Geography	30	--	1	--	31
Civics	1	49	--	2	52
Typing	16	8	8	6	38
History	--	--	63	50	113
Geometry	--	--	64	5	69
Bookkeeping	28	22	2	3	55
French	--	--	62	51	113
Chemistry	--	--	1	26	27
Physics	--	--	--	29	29
Music	--	10	8	1	19

Summary

Subject	Number	Per Cent
English	280	100.0
Mathematics	231	82.5
Science	199	71.1
Social Science	196	70.0
Vocational	146	52.1
Foreign Language	113	40.4
Music	19	6.8

varied with home economics, agriculture, music, and commerce. The courses appear to emphasize the preparation of the prospective graduates for college rather than that of all the students for life, unless it is accepted that the college preparatory course is also the best life-preparatory course. As was stated above, the latter proposition is based on the assumption of "transfer of training" or of "indirect values" to be derived from the courses pursued. Of 56 in the graduating class of 1936, only eight entered college in the fall.²⁶

In considering the qualifications, total experience and tenure of the Luteher teachers in their present positions, it is observed (Table LIII) that all of the high school teachers, except the teacher of commerce, have baccalaureate degrees. No teacher is without one year's experience. The median number of years of experience is four, and one teacher has taught for 30 years. Four teachers have taught in Luteher one year, and three have two years to their credit. More than one-half of the high school teachers have been teaching in this school less than three years. All of the elementary school teachers have taken at least two years of college work, and none of them are inexperienced. Two teachers have taught for 17 years. Only one has taught less than three years in the Luteher system. It is interesting to note that for all but one teacher the total teaching experience is the same as that in the same

26. From the annual report of the high school principal to the Louisiana State Department of Education.

Table LIII

Academic Qualifications and Tenure of the Lutscher
School Teachers

Teacher	Academic Training	Tenure * in Years	
		Total	Present Position
High School			
1.	B. A.	6	6
2.	B. S.	8	5
3.	Commercial Diploma	11	10
4.	B. A.	30	6
5.	B. A.	6	6
6.	B. S.	6	6
7.	B. A.	2	2
8.	B. S.	3	2
9.	B. A.	1	1
10.	B. A.	2	1
11.	B. S.	3	2
12.	B. S.	3	1
13.	B. A.	4	1
Elementary School			
14.	3 years	17	17
15.	3 years	4	4
16.	3 years	11	11
17.	2 years	5	5
18.	B. A.	10	10
19.	2 years	4	4
20.	3 years	17	17
21.	2 years	5	5
22.	2 years	3	1
23.	2 years	12	12
24.	2 years	4	4

Tenure is here used in the same sense in which Foote
uses it. Op. cit., p.2.

system. In other words, only one teacher has ever taught in any other system than the one in which she is now teaching.²⁷

Since the town of Luteher is the largest place for miles around, the matter of whether the teachers room there does not have the same significance as in a strictly rural school, i.e., one in the open country. It is quite likely that all teachers, not native residents of some nearby rural neighborhoods, live in Luteher or Gramercy during the school year, as these villages provide the most adequate accommodations.

Conclusions: It was observed that the best and most attractive buildings in the communities are the school structures. The patrons have not been stingy in providing plants for schools. It might be pointed out that the construction of adequate school plants with modern equipment has taken place along with the development of school consolidation in the state. It is, if not altogether impossible, quite improbable that Mangham, Luteher, Walker, French Settlement, or Roseville would have been able to finance such school plants as they have without the increased resources brought about through the enlarged basis of taxation for the construction and support of the school. Probably not one of the small villages or the rural neighborhoods alone could have financed such undertakings.

27. In the matter of teaching experience, the source is the record of the Budget Committee dealing with Louisiana Schools. Total teaching experience means the number of years the teachers have taught, and the information regarding the length of time they have taught in the same system means within that parish system, not necessarily in the same school.

In a total of 46 high school instructors and principals, only one, a teacher of commerce, has less than a bachelor's degree from an accredited college. The academic qualifications of teachers exceed the requirements established by the Southern Association of Colleges and Secondary Schools,²⁸ which state that three-fourths of the high school teachers must be graduates of approved colleges. Of 55 elementary teachers, only one has less than two years of college training, seven have Bachelor's degrees, and eight have three years of college work to their credit. Forty-four per cent of the elementary teachers have received more than two years of college preparation. Thus it is true the teachers of the consolidated rural schools are well trained, but can this be attributed to consolidation? As will be seen in a later chapter, the teachers in rural "neighborhood schools" are also well trained. Therefore the well trained teaching staff may be interpreted as a result of a general raising of teacher standards in the state, because of the action of the State Department of Education.

An analysis of the teaching experience of the faculties in the schools studied indicates agreement with the facts pointed out in Chapter IV, i.e., that the elementary teachers, as a group, have taught longer than the high school teachers. The median number of years of experience for high school teachers in the schools studied is six years, whereas for the elementary teachers it is nine years.

28. Proceedings, Southern Association of Colleges and Secondary Schools, 1926, p. 262.

Tenure in the present position, too, is longer in the elementary schools than in the high schools. In the latter the median term of service in the present position is two years, but in the elementary grades it is five years. Of the high school teachers, 58.7 per cent have taught less than four years and are not yet included in the protected group²⁹ under the Teachers' Tenure Law. Of the elementary school teachers, 34.5 per cent have not completed three years of teaching in their present position. The difference found between the elementary and high school teachers agrees with the statement of Cooke that "The rate of turnover among high school teachers is³⁰ greater than that among elementary school teachers."

It may be concluded that the teachers are well trained academically as measured by the standards set by the Southern Association of Colleges and Secondary Schools and that they have had a reasonable amount of experience in teaching; but, on the whole, their tenure has been insecure, especially that of the high school teachers. It is doubtful if the "Tenure Law" will aid them much. In fact, there is a possibility that it may have exactly the opposite effect.

One needs only to point out, in considering the length of the school term, that it is not affected by school consolidation directly, since the length of the school session is governed by the finances of the parish as a unit, and when one school is forced to close for lack of school funds, all schools

29. Acts of Louisiana, 1936, No. 58, sec. 48.

30. Op. cit., p. 19.

³¹
in the parish are closed. For that reason the one-room schools have as long a term as the largest consolidated school in the parish.

The large consolidated high schools such as Mangham and Lusher are able to offer more subjects than the smaller high schools such as French Settlement and Romeville, but the type of community in which the school is located seems to have no more bearing on what the students study in the one than in the other. A sort of magical power, mana, seems to be attributed to education so that little regard is given to what the student studies so long as he is in school, being "educated." These beliefs persist in spite of the experiments³² of psychologists such as Woodworth and Thorndike,³³ Dearborn,³⁴ and Rager. Their conclusions are summarized by Pressey when he says, "Curricula must, then, be constructed with direct reference to the objectives to be obtained; subjects can legitimately be kept in the curriculum only for their intrinsic, not for the disciplinary or indirect, values."³⁵ He further states, "Educational progress in the average school has lagged so far behind research as to make educational practice a thing³⁶ apart from educational knowledge."

31. Acts of State of Louisiana, 1934, Amendment to Sec. 15 of Article 12, of the Constitution of Louisiana, p. 682.

32. Edward L. Thorndike, The Psychology of Learning, Teachers College, Columbia University, New York, 1921, pp. 364, and 397.

33. Ibid., p. 376.

34. Ibid., p. 408.

35. S. L. Pressey, Psychology and the New Education, Harper and Brothers, New York, 1933, p. 525.

36. Ibid., p. 582.

The schools in the village centers offer a wider, more diversified program of extra curricular activities than is found in the smaller, more isolated schools. That this is not due to the size of the school so much as to inertia on the part of the school authorities can be demonstrated by the excellent athletic teams which these small schools often develop. It appears in most of the schools that the development of the physical activities program, through supervised play in the grades and through interscholastic and intramural athletics in high school, has advanced further than the academic or literary activities. For, whereas in some schools, such as French Settlement, little or nothing is done in the literary or purely social type of extra-curricular activities, the physical side is emphasized in various ways. Music is found to occupy an important part in certain of the schools. That the consolidated school offers greater opportunities through the increased number of students to develop an activity program wide enough to meet the demands of the school population, seems self-evident. But it is found in this investigation that mere increase in numbers is no guarantee that such a program will develop, nor is the fact of a great need any assurance that the need will be recognized in the consolidated school.

Most of the educational authorities have recognized the school's obligation to serve as a community center--an institution designed to serve the needs of the community by furnishing it with a common point of interest, a place where the people can meet together and discuss their common

needs and interests; in short, an instrument through which the individuals residing within a geographic locality are molded into a unified social group. That the rural consolidated school is not fulfilling this function is very evident from the study of the different schools. Considering the elementary and high school students together only 30.2 per cent of the children, less than one third, reported that their parents had been to the school during the school year. At this time nearly a third of the school year had passed. The school serves even less as a magnet to attract the parents of the elementary children than of the older high school group, for, whereas 39.6 per cent of the high school students reported that their parents had visited the school at least once, among the grade school pupils only 20.8 per cent reported visits by their parents. Also, using the matter of attendance at the school entertainments given from two to fifteen times during the school year, as a basis for judging whether the schools attract the parents, it is observed that 28.5 per cent of all the parents do not attend the school entertainments. Here, as in the matter of school visitation, the homes of the grade school pupils show less interest than those of the high school group, for though 16.2 per cent of the high school students reported that their parents do not attend school entertainments, 36.7 per cent of the elementary school pupils gave the same report. Of those high school pupils who reported that their parents do attend entertainments given in the school, only 28.8 per cent reported the attendance as regular and almost three-fourths of them reported the attendance as only "once

in a while." Certainly the consolidated rural schools cannot claim to be fulfilling their function as a community center.

Are the consolidated schools responsive to the needs of the community? This raises another question. What are the needs of the community? Certain needs seem to be obvious. The first need is a population trained to be efficient in the skills upon which they depend for a livelihood. It does not matter what kind of a community it may be, efficiency in the basic economic activities of the members is indispensable. A second need is for the people of the community to fit into their proper niches in the social order of which they are a part. This seems especially true of a democratic country. Can a government by sanction of the governed continue if the citizens do not understand the part they should play in that government? Is it not desirable that the future members of the group or the community be taught some of the principles of the group and community relations and interaction? Should they not be led to realize that each individual has a responsibility to that group? ³⁸ A third need is a community of spirit cultivated through a common interest and a common meeting place, where all members of the community can and will go to associate with their fellows, to exchange ideas, to expand

27. "The acquisition of vocational skill and information is the necessary concomitant of the life process however primitive. That for every member of society vocational training is absolutely essential is patent." L. Crosby Chapman and George S. Counts, Principles of Education, Houghton Mifflin Company, New York, 1924, pp. 510-511.

38. "Citizenship has always been the avowed aim of education in stable, civilized states--duty of training for citizenship rests mainly with the school. No other institution is prepared to do this directly. John C. Almack, Education For Citizenship, Houghton Mifflin Company, New York, 1924, p.4.

socially and otherwise. This is especially true, it seems, in a rural community where there is little opportunity for other social contacts. This is what is meant by a community center. And a fourth need is the perpetuation, encouragement, and support of the basic institutions of the community, especially³⁹ the family.

These are but some of the very apparent needs of a community. Do the consolidated rural schools recognize and satisfy these needs? Let us review the data: In the matter of efficiency in the skills upon which the members of the community depend, the communities studied depend largely or almost entirely upon skill in agricultural pursuits. This would mean farming for the men and housekeeping or home-making for the women. Yet in those schools, where 736 students study English, 62 choose the agricultural course and 246 select home economics, the two courses presumed to prepare the pupils for the two activities of life in which the members of the community are largely engaged. If it is assumed that there is an even distribution of the sexes, the following percentages for the two occupations appear: for farming, 16.8 per cent; and for homemaking, 65.8 per cent; in other words, less than one-fifth of the boys are trained in the activity, farming, upon which the communities largely depend and only two-thirds of the girls take courses in the

39. "Good family groups are essential as foundations to such other and larger groups as cities, states, and nations. If a tribe or colony is to be secure it needs good families to insure the effective rearing of new members or citizens." David Snedden, An Introductory Sociology for Teachers, Thomas Nelson and Sons, New York, 1935, p. 52.

occupation which they are most likely to follow in any community in which they may live. On the other hand, over four times as many take courses preparatory to commercial activities, typing, shorthand, and bookkeeping; and three times as many study foreign language and geometry as select the agricultural courses. In reality the subjects of study would serve as appropriately, if not with more apparent justification, for strictly urban communities as those in which the schools are located.

Do the rural consolidated schools equip the students to fit into their places in society, to assume the duties of citizenship, and to appreciate or understand somewhat the economic and social activities of the group of which they will become a part? Certain values in these lines will no doubt accrue from the extra-curricular activities, but not all of the schools studied have a program of activities of that nature. For the purpose of equipping the students with an understanding of their country's government, and their duties of citizenship, in an enrollment of which 736 are studying English, only 97 are studying civics, the subject presumed to furnish the information regarding their government and the duties of citizenship. Is it to be regarded as almost eight times as important that the students speak, write, and understand good English as it is that they understand the duties of citizenship which they are expected later to assume? Furthermore, the civics taught in the most isolated rural school is the same as that taught in the city schools of Shreveport, Baton Rouge, or Monroe,

on the assumption apparently that the civic problems are the same. If there is to be any training in citizenship, it is left to incidental indirect accumulation. Not a school offers courses dealing with the problems of social relations, nor are they attempting to furnish the pupils with an understanding of the economic activities which they will certainly encounter in their life in the community.

Regarding the third need, it is only necessary to recall that it is found by examining the reports of the students that only 30.2 per cent of the parents of the school children had been to the school during the school year which was at the time the reports were made from a fourth to a third gone, and that only 28.8 per cent of the high school pupils' parents regularly attend the school entertainments.

Reference has been made to the need for supporting and strengthening the family and the home. An institution which takes charge of a child at the age of six years by removing it during the period from daylight in the morning until dark at night to an establishment with which the parents have little or no direct contact can hardly be considered an agency for strengthening family ties. It seems unreasonable to believe that removal from the home influence at such an early age can do anything but weaken the family bonds among the group which has always maintained the strongest family connections. This removal from family influence is more in evidence among the rural children attending consolidated schools than it is among the town or village children and more among the elementary children than those of the high school. Here is the picture

of children six years old, still almost infants, transported sometimes as much as 25 miles in buses filled considerably beyond their capacity. The children are required to leave home as much as an hour before daylight in midwinter, and they get home about an hour after dark for five days out of seven. They come under the instruction and guidance of men and women who do not know their parents and of whom the parents know nothing except through the reports brought to them by their children. Certainly the consolidated rural high school can not be regarded⁴⁰ as an ally to the home or to parental influence.

In fine: the consolidated rural high school does not equip the prospective members of the community for economic, civic, or social efficiency.

40. For a discussion of the rural home and the disorganization often attending the weakening or breaking of the home ties see Noel Gist and L. A. Halbert, Urban Society, Thomas Y. Crowell Company, New York, 1933, p. 367. Pitirim A. Sorokin, Carl C. Zimmerman, and Charles J. Galpin, A Systematic Source Book in Rural Sociology, University of Minnesota Press, Minneapolis, 1931, Vol. 2, pp. 3-123.

CHAPTER VI

CONSOLIDATED HIGH SCHOOLS LOCATED IN URBAN CENTERS

Not all rural children are educated in open-country or village schools. In fact, almost all the large town and city schools in the state, outside of New Orleans, enroll a considerable proportion of their students from the rural sections. In this chapter an analysis is made of the data dealing with a small city high school and a large town high school, in an endeavor to determine, in so far as it is possible, the effects of merging rural schools with schools located in urban centers; to find to what extent the advantages claimed for consolidated schools hold for the rural children who attend these schools; and to note how responsive these schools are to the needs of the rural neighborhoods contributing to their enrollment. For this study two representative schools located in different sections of the state have been selected: the Ouachita High School of Monroe, a small city of 26,028; and the Terrebonne High School of Houma, a town with a population of 6,531 located in the French section of Louisiana.

Ouachita Parish High School: The Ouachita Parish High School has evolved from a plan devised in 1894. At that time a parish high school was to be erected on a plot of ground fronting the Ouachita River, donated by Don Juan Filhiol. The Police Jury gave \$3,500 for the erection of a public high school building

on the condition that \$2,000 be raised by private subscriptions for that purpose. An amount almost double the \$2,000 was raised and a building was erected at a cost of \$8,101.45, exclusive of furniture. The purpose of this school, as stated in the catalogue of the Ouachita Parish High School for the years 1903-1904, was: "to afford bright and ambitious pupils of the public schools an opportunity to get all the advantages of high school training, and to thus broaden and extend the public school system." ¹ In 1903 the building was enlarged at an expense of \$6,500. This building served as the parish high school unit, with the primary, intermediate, grammar and high school grades in the same structure.

In 1926 a new plant was erected across the street from the original building at a cost of about \$350,000. Today the old building is used exclusively for elementary children, and the new plant houses the present enrollment of approximately 1,350 pupils, about half of whom are brought to the school by buses. The Ouachita High School is one of the highest rating schools in the state, according to a record made by its graduates who enter college. ² Its contestants always make favorable records in contests such as school debates and literary rallies.

1. Ouachita Parish High School, Catalogue, 1903-1904, p. 6, (Unpublished.)

2. According to the report of the Southern Association of Colleges and Secondary Schools for 1934-35, the graduates of the Ouachita Parish High School failed in 10.7 per cent of the college semester hours which they carried in their first year in college. The average for the graduates from all Southern Approved High Schools was 12.4 per cent, and the average for the graduates of high schools of Louisiana was 13.1 per cent.

Proceedings of the Southern Association of Colleges and Secondary Schools, 1935.

Academically the school ranks high.

When the school was first begun, in 1894, no doubt it was at some distance from the center of the town and the square block of ground would have been considered ample playground for the enrollment which was anticipated. But now the new three-story building is only a few feet from the sidewalk and occupies the entire lot, approximately half of a city block. It is rather difficult to distinguish it from any city store building except for the type of windows. The building faces South Grand Street, one of the principal business streets of the city, and a cross street which separates it from the elementary school. The elementary school does not occupy the entire square, so that the rear of the block upon which it is situated is used as a football practice field for high school boys. There is no playground equipment whatever for the elementary school, and the high school has no gymnasium. All athletic practice is done on the elementary school grounds.

Although approximately one-half of the high school enrollment is brought in by buses, ³ one can not fail to get the impression that the school is planned more to accommodate the city children than those who ride the buses. During the noon hour the city children go home, but the rural children, after eating their lunch in the cafeteria or in the lunch room across the street, have no place prepared for them. They may go to the library to read or study, as a few

3. According to the report of the Colleges and High School Committee, 51.3 per cent of the high school enrollment was transported in 1934.

do, or walk the city streets until one o'clock.

Although children from the nearby hamlets and villages as well as those living in the open country are transported to the Ouachita Parish High School, the reports indicate that 42.9 per cent of the rural pupils come from farm homes and that farming is the most important occupation from the standpoint of the number of parents engaged therein. (See Table LIV.) Employment in the paper mill located in West Monroe ranks next to farming, and a rather wide variety of occupations is listed. This is to be expected in a region bordering a small city in which there are found lumber and paper mills, gas and oil industries.

With so many of the parents engaged in agriculture, it is interesting to note what the brothers and sisters who are away from home are doing. (See Table LV.) Housekeeping occupies first place in importance, with 48 listed in that category, and farming is second, with 31. Of the 288 reported, 10.8 per cent are farming and 16.7 per cent are housekeeping. There are no data available for ascertaining the percentage of those listed as housekeepers who are living on farms, but from the studies cited before it is probable that most of them are living in the open country.

By a study of Table LVI it is seen that farming is selected by a relatively small group of students as their most popular vocation. For the girls, nursing ranks as the preferred vocation, whereas various kinds of engineering rank first for

4. See Chapter V.

Table LIV

**Occupations of the Parents of Rural Children Attending
the Ouachita Parish High School**

Occupations	Number	Per Cent
Farmer	162	42.9
Paper Mill Employee	30	7.9
Carpenter	18	4.8
Oil or Gas Field Employee	14	3.7
Public Worker	13	3.4
Engineer	12	3.2
Mechanic	12	3.2
Foreman or Superintendent	12	3.2
G.C.C., W.P.A., Other Relief or Unemployed	12	3.2
Railway Employee	9	2.4
Merchant	11	2.9
Truck or transfer Driver	7	1.9
Filling Station Operator	6	1.6
Carbon Black Plant Employee	6	1.6
Office Worker	7	1.9
Painter	4	1.1
Blacksmith or Iron Worker	3	0.8
Miscellaneous	40	10.6
Total	378	100.0

Table LV

Occupations of Brothers and Sisters of Rural Students

Attending the Ouachita Parish High School

Occupations	Number	Per Cent
Housekeeper	48	16.6
Farmer	31	10.7
Soldier or Sailor	18	6.2
Carbon Black Plant Employee	15	5.2
Clerk	21	7.2
Gas or Oil Field Worker	14	4.8
Public Worker	13	4.5
Laborer	11	3.8
Merchant	10	3.4
Paper Factory Employee	10	3.4
Carpenter	9	3.1
Truck or Transfer Driver	9	3.1
Waiter or Waitress	8	2.8
C.C.C., W.P.A., or Relief	7	2.4
Teacher	6	2.1
Salesman	7	2.4
Blacksmith or Welder	4	1.4
Beauty Specialist	4	1.4
Nurse	4	1.4
Electrician	2	0.7
Surveyor	2	0.7
Miscellaneous	32	11.0
Total	290	100.0

Table LVI

Occupational Preference of the Rural Students of the
Ouachita Parish High School

Occupations	Number	Per Cent
Clerk	69	20.1
Nurse	49	14.3
Engineer	47	13.7
Teacher	28	8.2
Farmer	27	7.9
Aviator	18	5.3
Doctor	15	4.4
Soldier or Sailor	11	3.2
Musician or Music Teacher	7	2.0
Lawyer	7	2.0
Mechanic	5	1.5
Athlete	5	1.5
Public Worker	5	1.5
Scientist	4	1.2
Beauty Specialist	4	1.2
Religious Worker	4	1.2
Artist	4	1.2
Radio Worker	3	0.9
Interior Decorator	3	0.9
Detective	2	0.6
Merchant	2	0.6
Salesman	2	0.6
Miscellaneous	22	6.4
Total	343	100.0

the boys. Only 7.9 per cent expressed their expectation of being farmers.

Since the rural children come from farm homes to a large extent, it is significant to observe what they study in school to teach them, "To do better the desirable things they are likely to do anyway." It is observed by Table LVII that English stands first, with 381 reporting courses in that subject; mathematics is a close second, with 335 taking some courses in that branch; agriculture is not offered; a total of 105 students take commerce; and 124 pursue some branch of home economics. In brief, no one would be able to detect from the subjects chosen by the rural students that they live in a rural neighborhood and that farming is the occupation of their parents.

The Ouachita Parish High School was designed as a parish⁵ high school, to which children from all parts of the parish were to be brought; therefore it is interesting to note the distances traveled by these students. Table LVIII furnishes this information. The distances range from one to 25 miles, with the median distance of 7.6 miles. As the parish schools all operate under the same management, it is necessary to examine the plan under which the transportation system operates. There are in the parish 12 elementary schools besides those operated in connection with the high schools. The buses in

5. At the present time there are two rural high schools in Ouachita Parish, operated by the Parish School Board, at Calhoun and Okaloosa, in the extreme western part of the parish, and a Monroe City High School, the Neville High School, administered by the City School Board.

Table LVII

Subjects Taken by Rural Students Attending the
Ouachita Parish High School

Subjects	Number Per Grade				Total
	8th	9th	10th	11th	
8th Grade					
Mathematics	99	10	2	--	111
English	117	127	88	49	381
General Science	114	7	--	--	121
Home Economics	47	43	28	6	124
Biology	3	83	4	3	93
Algebra	3	111	16	39	169
Commercial Geography	60	10	8	--	78
Civics	1	64	5	1	71
Typing	--	--	24	11	35
History	--	17	60	58	135
Geometry	--	7	41	7	55
Bookkeeping	--	--	24	11	35
French	--	9	18	5	32
Chemistry	--	--	4	23	27
Physics	--	1	1	11	13
Mechanical Drawing	7	1	--	--	8
Manual Training	11	8	--	2	21
Latin	3	7	4	--	14
Shorthand	--	--	15	5	20

Subjects	Summary	
	Number	Per Cent
English	381	100.0
Mathematics	335	87.9
Science	254	66.7
Social Science	284	74.5
Vocational	229	60.1
Manual Training	21	5.5
Foreign Language	46	12.1
Drawing	8	2.1

Table LVIII

Distances Traveled by Rural Children to Reach the
Ouachita Parish High School

Distance in Miles	Number	Per Cent
1 to 1.9	2	0.5
2 to 2.9	19	5.2
3 to 3.9	39	10.6
4 to 4.9	36	9.8
5 to 5.9	58	15.8
6 to 6.9	19	5.2
7 to 7.9	17	4.6
8 to 8.9	20	5.4
9 to 9.9	16	4.4
10 to 10.9	17	4.6
11 to 11.9	7	1.9
12 to 12.9	19	5.2
13 to 13.9	16	4.4
14 to 14.9	16	4.4
15 to 15.9	26	7.1
16 to 16.9	8	2.2
17 to 17.9	6	1.6
18 to 18.9	10	2.7
19 to 19.9	0	0.0
20 to 20.9	8	2.2
21 to 21.9	2	0.5
22 to 22.9	3	1.4
23 to 23.9	0	0.0
24 to 24.9	0	0.0
25 to 25.9	1	0.3

the parish are also used to carry high school and junior college students, even though the majority of their passengers may be designed for some rural elementary school. The elementary school serves as a gathering point for the high school and junior college students who, after being assembled there, are sent on to the city. Those living between the elementary school and the city are transported directly to the high school from which the college students are taken on to the Northeast Center of Louisiana State University, which is located in the suburbs of Monroe.

As the rural children come from long distances to get to school, the question naturally arises as to the effect this may have on their participation in extra-curricular activities. Aside from the usual interscholastic athletics, there are academic clubs (French clubs, commerce clubs, and the like), forensic and dramatic clubs, home-room organizations and class organizations, glee clubs, library clubs, and an orchestra. Physical limitations forbid intra-mural athletic activities. The school clubs meet every two weeks at a regular activity period during the day. When a comparison is made of the distribution of offices in the school clubs among the city and rural children, it is found that 74.7 per cent of the offices go to those students classed as urban and 25.3 per cent go to the rural. Of the rural children who attend the school, 17.5 per cent hold some school offices; and, although the school lays stress on the district and the state rally contests, only 8.3 per cent have taken part in any of the

contests. In Luteher, where the open-country children do not have to travel such long distances and there is not such extreme differences in home environment between the village and open-country children, 30.9 per cent of the open-country children have held school offices as compared with 4.13 per cent of those from the village.⁶ Also, in Luteher 15.6 per cent of the children from the open country and 20.4 per cent of those from the village have represented their school in contests. If the number who filled in the schedules represent the actual number of children from rural homes attending the Ouachita Parish High School, then 28.2 per cent of the school enrollment, as recorded in the 1935-36 report of the Southern Association of Colleges and Secondary Schools, are rural children.⁷ These hold 25.3 per cent of the school offices. Thus there seems to be no significant evidence of distinction between city and rural children in their election to school offices. There is, however, a rather marked difference in the opportunity provided by the Ouachita Parish High School for this valuable training when it is compared with a village school such as Luteher which also stresses extra-curricular activities.

How well does the Ouachita Parish High School fulfill the vital function of community center? It seems obvious that no

6. The information regarding the club and organization offices was furnished in detail by Mr. Jack Hayes, Principal of the Ouachita Parish High School.

7. It was stated before that approximately one-half of the high school enrollment is brought in by bus. The discrepancy between the percentages given above as rural children and those brought in by bus is explained by the fact that children are brought to school by bus from West Monroe.

city school can serve as a community center for rural people distributed in widely dispersed neighborhoods, 20 to 25 miles from the school. The truth of this statement can be verified by the reports of the rural students. Only 11.7 per cent of the students reported that their parents had visited the school this year. Only 10.1 per cent of the rural parents are members of the school's Parent-Teachers' Association, and but 25.0 per cent reported that their parents attend school entertainments.

As was true of the other schools studied, Ouachita Parish High School has a faculty well prepared academically for the task of teaching. Of 55 teachers only one, the football coach, has less than a baccalaureate degree. Eleven have master's degrees. Teaching experience ranges from one year to more than 30 years, with a median of eight years of actual teaching. The length of service in the Ouachita Parish High School also ranges from less than one year to more than 30 years, with a median of four years. Thirteen of the 55 teachers are teaching for their first year in Ouachita Parish High School, and 23, or 41.8 per cent, have not taught there long enough to have served their period of apprenticeship as established by the Tenure law.

The Terrebonne High School: The Terrebonne High School is located at Houma in the French section of the state. This school has been a state-approved high school since the session of 1910-11. It is also approved by the Southern Association of

8. State Department of Education of Louisiana, "Educational Directory," Bulletin No. 304, 1935, p. 16.

Colleges and Secondary Schools, with which it has a very high standing.⁹ It operates as a parish high school, in that there are no other public state-approved high schools in the area. There are, however, two state-approved Catholic high schools located in Houma.

The parish has a white population of 7,298 between the ages of six and eighteen, inclusive, of whom 2,978 are of secondary school age, 13 to 18 inclusive.¹⁰ To accommodate this white population 21 elementary schools, having a total enrollment of 4158, are maintained. The high school enrollment in the Terrebonne High School, in addition to those taking high school courses in some of the elementary schools, is 721.

The parish has one of the highest illiteracy rates found in the state: 22.0 per cent of its native white population.¹¹ Of those 14 and 15 years of age, 56.4 per cent are attending school; and of those 16 to 17 years of age, 28.7 per cent are in school. If comparison is made of these figures with similar figures for St. James Parish, where there are three state-approved high schools and 10 elementary schools to serve an area about one-seventh of that of Terrebonne Parish,¹² and, a school population of 2,536 (approximately one-third that of

9. Op. cit., According to the 1935 report the graduates of the Terrebonne High School who entered college failed in 4.5 per cent of their college courses. This is considerably below the average for the state which is 13.1 per cent.

10. State Department of Education of Louisiana, "Eighty-sixth Annual Report, Session 1934-35," Bulletin No. 309, pp. 52-55.

11. Fifteenth Census of U.S. 1930, "Population," Vol. 3, Part 1.

12. The areas are as follows: St. James, 162,560 acres, Terrebonne Parish, 1,123,840 acres.

Terrebonne Parish) 72.6 per cent of those 14 and 15 years of age and 40.9 per cent of those 16 and 17 years of age are found to be in school.¹³

It is interesting to examine some of the industrial characteristics of the parish. Terrebonne Parish leads the state in the production of furs. It has important fisheries, and produces and cans great quantities and many varieties of sea food.¹⁴ It ranks third among the 64 parishes of the state in the production of sugar, and is an important commercial producer of garden vegetables and rice. It has a rural population of 23,285, of whom 8,633, or 37 per cent, are classed as rural-farm, whereas 14,663, or 63 per cent, are classed as rural-nonfarm. Houma, its only urban center, has a population of 6,531.

Of the rural students attending the Terrebonne High School, 48.6 per cent gave farming as the occupation of their parents. (See Table LVIX.) This indicates that the proportion of those classed as rural-farm who send their children to high school is higher than those classed as rural-nonfarm, since 63 per cent of the rural population supply only 51.4 per cent of those going to high school.

Housekeeping and farming are the most important occupations of the brothers and sisters who are away from home, with 30.5 per cent listed as housekeepers and 10.3 per cent listed as

13. St. James Parish is mentioned because it is the parish in which the Lutchter and Romeville high schools are located, and its educational characteristics have been already examined.

14. Louisiana 1927-1928, Department of Agriculture and Immigration, Baton Rouge, pp. 184-185.

Table LVIX

Occupations of the Parents of Rural Children Attending
the Terrebonne High School

Occupations	Number	Per Cent
Farmer	132	45.2
Carpenter	12	4.1
Fisherman	11	3.8
Laborer	10	3.4
Merchant	10	3.4
Clerk	9	3.1
Trapper	8	2.7
Manager	7	2.4
Foreman	7	2.4
Oil Company Employee	6	2.1
Salesman	6	2.1
Engineer	6	2.1
Mechanic	4	1.4
Transfer Operator	4	1.4
Fur Buyer	3	1.0
Boatman	3	1.0
Conservation Agent	3	1.0
Driller	2	0.7
Butcher	2	0.7
Molder	2	0.7
Miscellaneous	45	15.4
Total	292	100.0

farmers. Slightly more than 40 per cent are engaged in farming and in housekeeping. (Table LX.)

It is interesting to note what the students desire to do. Table LXI shows that nursing ranks first for the girls, and engineering first for the boys. More expect to engage in nursing, teaching, engineering, aviation, bookkeeping, and stenography than in farming. Whereas 18.4 per cent wish to be nurses, 13.8 per cent to teach, and 10.6 per cent to be engineers, only 3.9 per cent expect to be farmers or to live in the country.

An examination of the courses offered by the school should now be made. In the first place, home economics is not offered. Table LXII (which gives the subjects studied by the Terrebonne High School students) indicates peculiar differences in the subjects selected by the rural and town pupils. Social science ranks next to English in popularity with both groups, but whereas 89.8 per cent of the town pupils study that subject, only 76.8 per cent of the rural students elect it. Although 89.8 per cent of the town pupils study mathematics, only 55.3 per cent of those from the rural districts choose that field of activity. One observes that 55.9 per cent of the town pupils and 68.3 per cent of the rural children select the vocational courses; however, only 11.7 per cent of the rural pupils take agriculture. More rural

15. Some of the rural students were induced to take agriculture by the argument that there would be as great educational value in the study of agriculture as in any of the other subjects. The principal stated that although he and the agricultural teacher had taken time to urge students to enroll in agriculture, even going to the different elementary schools in the parish to speak with prospective students, only a few were induced to enroll in the agricultural classes; on the other hand, it was necessary to limit the number that could enroll in the French and Spanish classes.

Table IX

Occupations of Brothers and Sisters of Rural Students

Attending the Terrebonne High School

Occupations	Number	Per Cent
Housekeeper	86	30.5
Farmer	29	10.3
Clerk	24	8.5
Oil Company Employee	18	6.4
Nurse	14	5.0
Laborer	11	3.9
College Student	8	2.8
Mechanic	7	2.5
Merchant	5	1.8
Salesman	5	1.8
Soldier or Sailor	5	1.8
Truck or Transfer Driver	4	1.4
Carpenter	4	1.4
Railroad Worker	4	1.4
Engineer	4	1.4
Restaurant Worker	3	1.1
Baker	3	1.1
Sister	2	0.7
Miscellaneous	46	16.3
Total	282	100.0

Table LXI

**Occupational Preference of Rural Students of the
Terrebonne High School**

Occupations	Number	Per Cent
Nurse	47	18.4
Teacher	45	17.6
Clerk	44	17.3
Engineer	27	10.6
Aviator	16	6.3
Mechanic	10	3.9
Lawyer	10	3.9
Farmer	10	3.9
Doctor	7	2.7
Beauty Specialist	2	0.8
Miscellaneous	37	14.5
Total	255	100.0

than town pupils, both actually and relatively, choose courses in commerce.

When one learns that of the last year's graduating class of 86 only 16 entered college, and that only six of the 16 were from rural homes, he must realize that for more than 85 per cent of the rural pupils and about 75 per cent of the town pupils, high school graduation marks the apex of their educational achievement. For the rural children especially, should one recognize the fact that, for the great majority, high school is the culmination of their formal or institutionalized education. That may explain in part the differences found between the rural and the town groups in the subjects studied. There seems to be a greater desire on the part of the rural residents to

Table LXII

Subjects Studied by Students of the Terrebonne High
School

Subject	: Number Per Grade by Place of Residence							
	Rural				: Town			
	8th	9th	10th	11th	8th	9th	10th	11th
8th Grade								
Mathematics	71	1	--	--	63	3	--	--
English	84	72	75	53	81	69	53	35
History	--	5	39	34	--	7	43	24
Shorthand	2	27	18	24	--	20	14	17
Spanish	--	17	30	21	3	21	14	13
Agriculture	10	5	13	5	3	1	--	1
Algebra	10	38	14	4	13	46	4	2
Geography	73	2	2	3	73	6	--	3
Typing	--	1	20	18	--	2	14	14
Biology	2	7	6	6	2	12	4	8
Geometry	--	--	26	1	--	5	26	9
French	--	--	26	9	--	--	21	11
Civics	6	51	--	3	5	52	--	1
General Science	77	20	3	1	76	3	--	--
Bookkeeping	--	--	25	26	--	--	28	19
Latin	--	3	3	--	4	5	2	2
Chemistry	--	--	4	35	--	--	--	26

Subject	Summary			
	Rural		Town	
	Number	Per Cent	Number	Per Cent
English	284	100.0	238	100.0
Social Science	218	76.8	214	89.9
Mathematics	165	58.1	171	71.8
Vocational	194	68.3	133	55.9
Science	157	55.3	131	55.0
Foreign Language	99	34.9	96	40.3

prepare themselves for the occupations of life, judging from the percentage found taking vocational work, than is true of the town residents. It should also be noted that the vocations which they prefer are urban rather than rural. The pursuits they desire to follow are not connected with the life they have been living.

Since the Terrebonne High School is a parish high school and presumably serves all the population in the largest parish in the state, one would expect to find the students from the rural districts transported for long distances. That this is true can be seen from Table LXIII. Almost 55 per cent of the enrollment of the Terrebonne High School are taken to school by buses, the distances traveled ranging from one to more than 25 miles. One girl 17 years old, a senior in high school, reported that she traveled 33 miles to school. The median distance traveled is 9.6 miles, more than that traveled by the students from either the Ouachita Parish High School or the Mangham School. Twenty-two pupils, or 8.2 per cent, travel more than 20 miles to school. School begins at 8:40 in the morning and closes at 4:00 in the afternoon. Those living as far as 20 miles from the school must catch the bus about daylight. If they do not live on the bus line, they must walk the intervening distance before daylight; on the return trip they probably reach home after dark. As is pointed out in the discussion of the Ouachita Parish High School and in the discussion of the Fondak School (Chapter VII), the parish transportation system operates as a unified machine, so that the buses must of necessity pick up the elementary children who are transported

Table LXIII

**Distances Traveled by Rural Students to Reach the
Terrebonne High School**

Distance in Miles	Number	Per Cent
1 to 1.9	17	6.4
2 to 2.9	26	9.7
3 to 3.9	10	3.7
4 to 4.9	12	4.5
5 to 5.9	8	3.0
6 to 6.9	14	5.2
7 to 7.9	5	1.9
8 to 8.9	22	8.2
9 to 9.9	31	11.6
10 to 10.9	13	4.9
11 to 11.9	5	1.9
12 to 12.9	23	8.9
13 to 13.9	4	1.5
14 to 14.9	9	3.4
15 to 15.9	8	3.0
16 to 16.9	17	6.4
17 to 17.9	8	3.0
18 to 18.9	12	4.5
19 to 19.9	3	1.1
20 to 20.9	7	1.6
21 to 21.9	5	1.9
22 to 22.9	5	1.9
23 to 23.9	1	0.4
24 to 24.9	0	0/0
25 or more	2	0.7

to the consolidated elementary school distributed in centralized points. This means that the elementary children must also leave home before daylight and get home after dark, even though they are not transported such long distances as was found to be true of the Mangham school children.

A study of the part the school is taking to develop the student socially and physically through the medium of extra-curricular activities indicates much similarity in the physical situation in the Ouachita Parish and the Terrebonne High Schools. Both are located in the heart of urban centers with inadequate space for playground or physical activities. The Terrebonne High School is located on the block adjoining the court house square, just one block from the main street of the town. The school is so congested that a frame building has been built next to the brick structure to take care of the surplus. There is no room on the school grounds for playground equipment of any kind. In order to practice for athletic contests the contestants must go a mile from the school to find space. As at the Ouachita Parish High School, the rural children have no place to go during the noon hour; so many of them walk up and down the town streets. No intra-mural athletic program is possible with such a situation.

The principal of the school has attempted to develop an academic activity program. A form of student government is in operation; departmental clubs, a school paper, a band, a dramatic club, class organizations, and the like are found in operation. All activities are scheduled for a regular activity period during the day. Two hours are devoted to athletic

practice so that rural students can engage in athletics just as the town pupils do. A comparison of the student's part in the activities of the school shows that 32 of the club or class offices for the current year were held by the students who live in rural districts, and 24 were held by the town¹⁶ students. Of the group representing the town population, 211, or 87.6 per cent, reported they had held no offices, whereas 245, or 86.9 per cent, of the rural children so reported. Thus there seems to be no marked evidence to support the contention, sometimes made, that rural children do not receive their share of the school honors or offices. The same is true in regard to representation of the school in contests of various kinds. In fact, it appears that the children from the rural districts who attend the Terrebonne High School may receive even more than their share of recognition.

Certainly the Terrebonne High School can make little pretense of serving as community center for Terrebonne Parish. There is not even a Parent-Teachers' Association in the school. Only 16.1 per cent of the rural students reported that their parents had visited the school this year, and the school seems but little more removed from the rural parents in so far as school visits are concerned than from those of the town, for only 17.1 per cent of the town pupils reported that their parents had visited the school. Only 52.9 per cent of the rural children reported that their parents attend school entertainments, whereas 63.2 per cent of the town pupils

16. The data on the club officers for the current year were supplied in detail by Mr. E.S. Talbot, Principal of the Terrebonne High School.

reported attendance.

As in all of the schools studied, the teachers in the Terrebonne High School are well trained academically. Not a teacher has less than a bachelor's degree, and three of the 20 have master's degrees. Only two teachers have not taught previously to this year. The median term of teaching experience for the teachers is seven years. Three teachers are teaching in their present positions for the first time. Only six teachers have not taught long enough in their present positions to have passed the period of probation. One-third of the teachers have taught in no other school system than that of Terrebonne Parish.

Conclusion: As has been found in all of the schools, the academic training of teachers in the urban institutions in which rural children are trained is considerably above the requirements of the Southern Association of Colleges and Secondary Schools.¹⁷ The teachers are experienced in teaching, (only 14 have less than three years' teaching experience out of a total of 76 teachers), but their tenure in the same position is not secure; 29 or 38.1 per cent have not taught in the same position long enough to be protected by the Teachers' Tenure Law.

Both schools are located in the heart of the city of town with no facilities for playground or physical activities. Both schools are very much overcrowded. Despite the fact that about 50 per cent of the children are brought to the schools by buses,

17. For a discussion of these requirements see page 151.

no provision is made, outside of the regular school routine, to provide for the comfort and leisure time of these students. From a study of these schools, one is led to conclude that the needs of the rural children are not taken into consideration, for there are no facilities for their physical recreation and no provisions made for leisure time activities. These two schools, located as they are in such congested sections, are not suitably placed even for city schools, and they certainly are not adapted to the needs of the rural children.

There appears to be little connection between the place of residence and the type of subjects studied by the pupils. If the situation in the Terrebonne High School is typical, a higher percentage of rural students are preparing themselves for clerical pursuits by taking courses in commerce than is true of the town pupils. This seems to strengthen the observation previously made, that rural students do not desire to live in the country or to engage in agriculture as a vocation. Although one can not claim that the schools are solely responsible for this condition, it appears that the condition grows with school progress or advancement. This can be seen by considering the combined data for all the high schools and all of the elementary schools which are studied. Among all the elementary school pupils attending town schools or rural consolidated schools, 19.6 per cent stated that they expected to remain in the country; among those who have reached high school level the percentage has fallen to 10.4 per cent; and among those who have reached the senior year of high school this has been further reduced to 6.0 per cent. It seems that

there can be but one of two explanations for this phenomenon. Either the pupils who desire to remain in the country do not continue in school; or as they continue to climb the educational ladder, their desire to remain in the country is changed to an intention to pursue urban life and occupations. 18

One can hardly fail to be impressed by the fact that the school acts as an agent for removing the differences which may have existed between the rural children and the town children. But it should be stressed that this unifying influence is not of such a nature as to fit the students of both groups to have a mutual understanding of each other's problems. Rather it unifies the divergent groups by making rural children familiar with urban life. The urban students do not become familiar with rural ways. The rural students are taken into a school located near the geographic center of the town or city. They come into contact each day with city life, the subjects they study are those which have been deemed proper for the college preparatory courses or for courses in commerce, an urban occupation. They have few school courses designed to fit them for life in rural communities. Is it any wonder, then, that after years of life spent in this urban environment, studying subjects thought to be suitable for the proper development of sons and daughters of the "social elite" that they come to the almost unanimous decision by the time they

18. In making this comparison only those pupils who live in rural homes are considered. For the elementary grades we find of 962 pupils in the fourth through the seventh grades, 189 express an intention to remain in the country; among 1,281 pupils, 133 express an intention to remain in the country; and of 232 high school seniors, only 14 express such a desire.

are seniors that they do not want to become farmers or to live in the country?

The schools are trying to meet the needs of the pupils in the matter of social development through the medium of school activities, within the limits of their physical equipment. Academic, musical, and social activities are available to the students; and by means of the activity period, scheduled as a part of the school day, rural children are given opportunity for this kind of development. The claims often made that town and city children monopolize the school honors and that there is a form of social differentiation between the pupils from the rural sections and those of the town which excludes rural children from their share of representation in school activities, does not seem to be substantiated to any marked degree.

Little evidence exists to support the contention made by educational theorists that the consolidated school serves as a community center, especially when the consolidated school belongs to the class under discussion. The parents of more than three-fourths of the rural pupils had not visited the school during the school year, and not more than one-half reported that their parents go to the school for entertainments. This is easily understood when one considers the distances which the children travel to reach the school. No institution can serve to attract the patrons when it is so difficult to reach because of distance.

The school so removed from the rural people can not act

as a community center; on the other hand, it seems that such an institution must inevitably weaken the influence of the home and the neighborhood. It is hardly possible that students in the adolescent period of life can be retained for five days each week for the greater part of the waking day in an environment entirely alien to the home, required to study subjects dealing with aspects of life or activities unfamiliar to their parents and to their mode of living, removed from direct observation or influence of their parents for a large part of their time, without losing that close understanding and intimate relationship characteristic of primary-group association. This is another evidence of the urbanizing influence of the consolidated urban school in which rural children are trained. It is characteristic of urbanism that¹⁹ the family ties are weakened.

19. See Gist and Halbert, op. cit., p. 259. Niles Carpenter, The Sociology of City Life, Longmans, Green and Company, New York, 1932, pp. 230-248. Pitirim Sorokin and Carlo C. Zimmerman, Principles of Rural-Urban Sociology, Henry Holt and Company, New York, 1929, p. 334.

There is no page 190.

CHAPTER VII

RURAL ELEMENTARY SCHOOLS

No study of the rural schools of a state would be complete without some reference to those basic institutions, the rural elementary schools. The purpose of this chapter is to study the rural schools in which only the elementary grade of work is done. In this chapter elementary schools are classified into two groups: the Consolidated Rural Elementary School, in which open-country elementary school children are concentrated at centralized points and to which many of the children are transported; and the Neighborhood School, which may utilize the services of one teacher or more (as the number of children in the neighborhood may demand), and which may teach either through the seventh grade or only through the third grade. The distinguishing characteristic is found in the area or the locality served. A school serving two or more neighborhoods, from which the children are transported to some central point, is designated as a Consolidated Rural Elementary School; whereas a school serving a neighborhood rather than a community or cluster of neighborhoods, with an area so limited that the children are within walking distance of the school, is classed as a Neighborhood School.

For analyzing the characteristics of the Consolidated Rural Elementary School, two widely separated schools have been selected, the Fondale school in Ouachita Parish, in North

Louisiana and the Samstown school in Iberville Parish in the southern part of the state. As representative of the Neighborhood School, three neighborhoods have been selected; the Nixon neighborhood, and the Midway neighborhood, both of which are in Franklin Parish in North Louisiana, and the Belmont neighborhood in St. James Parish, in the French section of the state. The schools themselves in the Belmont and the Midway neighborhoods are examined, but in the Nixon settlement there is no school, and so the neighborhood itself is the object of the investigation.

Section A

The Consolidated Rural Elementary School

The Fondale School: The Fondale school is located in Ward Four of Ouachita Parish, the extreme southeastern ward of the Parish. Its northern boundary is about four miles from the center of Monroe. The ward is bordered by the Ouachita River on the west, Caldwell Parish on the south, and Richland Parish on the east. This is a strictly agricultural community, having no incorporated town and only one hamlet, Boseo, which has two stores, a gasoline filling station, a post office, a railway station, a poolhall, and six homes. The greater part of the ward consists of a rather low-lying country, and southeastern part is a large unsettled swamp. The residents of the ward live along the banks of the Ouachita River, except in the northeastern part, where there are a number of small landowners. On the whole, the agriculture of the ward is carried on by

large planters under the cropper system. In the system both white and Negro families are employed. Cotton is the principal crop, though some corn, Irish potatoes, sweet potatoes, cow peas, and garden vegetables are raised. A paved highway runs through the entire length of the ward, and gravel roads serve as tributaries to the paved highway.

The population of the ward was 1,742 in 1930, which represented an increase of 25 per cent over the number reported in the previous census. The corresponding rate of increase for the parish as a whole was 79 per cent. Of the 1,742 people living in Ward Four, 700 were white and 1,042 Negro. Of the whites, 690 were native-born and only ten were foreign-born. According to the school census taken in 1931, there were 122 boys and 120 girls among the whites and 194 boys and 168 girls among the Negroes who were of school age, representing 102 white families and 174 Negro families. In 1935 the school census showed 118 white boys and 102 white girls of school age from 113 white families, and 175 Negro boys, from 169 Negro families.

Prior to 1931 there were three one-room schools located at Riser in the prairie of the northeast part of the ward; at Logtown, a sawmill community located on the Ouachita River in the south central part of the ward; and at Bosco, in the extreme southern part of the parish. The buildings were frame structures of the type usually pictured by school men in their programs of propaganda for consolidation of schools. The

enrollments in these schools were: Niser, 27; Logtown, 46; and Bosco, 31. The teachers were paid \$100 per month for nine months. They lived in the community; they served as janitors as well as instructors. The incidental expenses of operating the schools were about \$100 per year, so that the entire cost amounted to about \$2,800 per year.

In 1930 a consolidation program was put into effect in Ward Four. The consolidated school was located at Fondale near Logtown. The new building, a brick structure, and the well drained level plot of ground of six acres on which it is situated cost \$25,000. The year after the consolidated school was opened an additional teacher was added. The teaching cost rose from \$2,700 to \$3,735, but the academic qualifications of the teachers were not improved. In addition there were other expenses, including the janitor's salary, which made the total cost, not counting the cost of the buses, amount to \$4,500¹ a year.

Three transfers are operated to carry the children to the consolidated school, which has an enrollment of 124 children in 1935-36, distributed as follows:

1st Grade--17	5th Grade--12
2nd Grade--26	6th Grade--10
3rd Grade--19	7th Grade--14
4th Grade--26	

Two transfers carry the children to Fondale and then continue their trip to Monroe with students for the Ouachita Parish High School and for the Northeast Center of Louisiana State

1. The parish owns its own transfers and hires drivers to operate them.

University. One transfer carries children from Bosco to Fondale and goes no farther. Of the entire enrollment of 124, only 15 children walk to school.

The Fondale school is wired for electricity, but at the time of the visit had not been connected with the Louisiana Power and Light Company's line, which passes only half a mile from the school. The building has running water and is equipped with modern toilet facilities. There is no auditorium or assembly hall in the building, and so when gatherings are given, a class room is used as an assembly hall. Obviously when the rooms are made to accommodate a maximum of forty pupils, the entire student body, to say nothing of their parents, can not be seated in the room. The school usually has three gatherings during the year, one for graduation, one at Christmas, and one other. When these entertainments are given, the school buses are used to transport the parents. If the weather is clear, the people gather on the school grounds, and the program is given from the front steps of the building.

When the classes are not in session, the children play volley ball and indoor baseball on the grounds; and the younger children join the teachers in such games as drop the handkerchief and farmer in the dell and in similar group games. These amusements are directed by the teachers under plans laid down by the State Supervisor of Physical Education. There is no playground equipment. Most of the children arrive at the school at 7:45 A.M. so that the buses can continue their trip to the city and get there for the opening of the high school

at 8:30. They do not leave until 4:25 P.M., when the bus returns from the city. School begins at 8:30. There is a 15 minute recess in the morning, an hour recess at noon, and a 10 minute recess in the afternoon. School is dismissed at 3:50. Thus the children have at least three hours of leisure every day, which they spend on the school grounds.

There is no Parent-Teacher Association operating in the school. It was stated that efforts had been made to organize a unit, but the parents could not get to the school for meetings. At Logtown the Community Club has a few of the land owners as members, but they have steadfastly refused to take in any croppers as members. In the school there is a 4-H Club with a membership of 13 pupils; the club has monthly meetings with the parish demonstration agents. Each year about four or five of the club members go to the 4-H Club Camp. In the ward there are four churches: one located at the Prairie, a Baptist Church at Besse, a Union Church at Besse, and a Union Church near Logtown. None of the churches seem active or well attended.

When inquiry was made concerning the social life of the people of the ward, the reply was made that there is very little. The young people of the land-owners go to the motion picture theatres in the city, whereas the young people of the croppers meet in their homes for "play parties," where they dance, without any music, on Saturday nights. For the women there seems to be no social life at all, especially for the croppers. The men frequently spend their spare time in the evenings at a pool hall in Besse. So far as could be

learned, this is the only institution for recreation in the ward. The younger children, especially the boys, hunt and fish for amusement, and when a group of them get together, they play baseball, not as organized teams, but each youngster for himself in a game called "Work Up."

Most of the ward has rural free delivery mail service. The land owners take the daily Monroe paper, but few, if any, of the croppers subscribe for this, although some take farm magazines such as The Progressive Farmer or The Southern Farmer. Aside from these they have no reading matter other than the school texts which are furnished to the children.

The situation can be more clearly portrayed by describing a few cases. One family of the better type cropper class lives about eight miles from the Fondale school. There are four children in the family; two are in school, a boy of fourteen in the sixth grade, and another boy twelve years old in the fourth grade. They live at the end of the bus line. The children take the bus for school at seven o'clock in the morning and get home after five o'clock in the evening. This family has one cow, some chickens, and a good garden. The farmer works about twenty acres of land, which are planted in cotton, corn, and potatoes. The family does not take a daily paper, but does subscribe for The Progressive Farmer. The house contains no books except the school text books which are provided by the school. The boys had not been to a picture show in two years. About two months before this inquiry was made the boys had made a trip to Monroe.

Just a short distance from the family above mentioned is another family consisting of a man, his wife and five children, who live in a two-room frame building with a small lean-to. The man cultivates 18 acres of land, about nine acres of which are planted in cotton and the rest in corn, potatoes, and peas. They have no milk cow, and so the children have no milk to drink. Two of the children are in school. One, a girl of ten years, is in the fourth grade; the other, a boy of eight years, is repeating the first grade work. These children walk half a mile to catch the bus to ride eight miles to school. Last winter the youngest child, a baby, had pneumonia and was kept in the charity ward of the hospital in Monroe. The family regularly receives from the landlord \$1.50 per week with which to buy food. Since the illness of the baby \$2.00 for medicine has been added to the regular allowance. Clothing is purchased when the clothing they have is worn out. This family has no books and takes no papers or magazines. When asked what they do with their spare time, they replied that they had none. Formerly they attended the Cypress District Church on the west side of the river, but they have not been there for the past two or three years. The parents take no part in the school activities because they have no way of getting to the school.

The situation in the lower southwest end of the parish is worth noting. Here the river makes a great bend, and gravel roads are not built within three miles of the lower end of Ward Four. This section of the ward is entirely cut off

during the rainy weather of winter. At the present time the greater part of this area is worked by Negro croppers. A Negro school is conducted in an old frame shack situated within the neighborhood. In going out to investigate this community, one finds it necessary to follow an unimproved road along the levee at times and through the cultivated fields at other times. By the road, which was passable for an automobile after a period of over a month of dry weather, it was more than six miles from the place where the school bus stops to the farthest extent of this ward. On a road through the woods, the distance is a little more than three miles, but this was not passable for a car even after a long dry spell.

In this section it was found that two years before, the croppers had been mostly white, but the estate changed owners and the new landlord worked only Negro croppers. A portion of the southwest corner of the ward adjoining another parish is owned by another landlord who has four white cropper families working his land. Two of these families either have no children or their children are too young to go to school. One family has three children of school age who walk three miles into the adjoining parish and catch a bus which carries them six miles to school. In the other family there are three boys and a widowed mother. The ages of the boys are 16, 14, and 12 years. The mother, who has been widowed 11 years, has a pension of \$10 per month from the parish. This family moved to this place from the hill section of Ouachita Parish three years before the time of the visit. None of the boys are in

school. The 16 year old boy was in the fifth grade when he dropped out of school, and the other two boys were in the fourth grade. For two years the boys attempted to go to school, but in the winter the bad condition of the road made it all but impossible for them to walk the three miles to catch the bus by seven o'clock and the same three miles from the bus after dark at night and still run the place for their mother. Each year they dropped out as winter set in. This year they did not enter. Before coming to this section they had never failed to make a grade each year.

These people must walk about six miles for their mail. They have no magazines, no books, and no reading material except what the landlord gives the boys. The children have not been to the city (only 20 miles away) in three years, but the mother was there two years ago for medical treatment. Neither the boys nor their mother has ever seen a picture show. The boys, when they are not working in the field, hunt or fish. "They are not socially inclined at all," said their mother, "but I do get so lonesome here."

Before the plantation practice was changed two years ago, when the white croppers were used largely in this section of the ward, there were between 15 or 20 children of school age who were either deprived of school advantages or were required to walk more than three miles to and from the school bus and then to ride eight miles to school. At the present time one boy and three small girls who live on the west side of the Ouachita River, must walk three miles from their home, row a

boat across the river, walk another one-half mile to the bus line, and then ride eight miles in order to reach school. These children must leave home not later than 5:30 in the morning in order to get the bus. They can not get home before 6:30 at night. In this school (the Fondale school) 80 children reported that they rode the school bus from one mile to eight miles, with a median distance of 5.5 miles.

Of the 54 in the fourth through the seventh grades of the Fondale school, 48 gave farming as the occupation of their parents, and only 17 stated that they would like to be farmers or to live in the country.

There are now four teachers in the school; one has earned a B.A. degree, one has four years of college work, and the other two have taken two years of college training. No teacher has less than five years' teaching experience nor less than five years in Fondale. Only one of the four teachers lives in the Fondale district. The others live in Monroe and commute to the school each day.

There is no variation from the traditional pattern established by the State Department of Education in the subjects taught in the Fondale school. The children living in Monroe or Shreveport study the same subjects from the same state-adopted text-books as the Fondale pupils.

The Samstown School: The Consolidated Elementary School selected as typical of the French section of the state is the Samstown School. It is located in a district devoted almost

entirely to agricultural pursuits, with the greater part of the white population owning small farms. Some, however, are laborers on the large sugar plantations. Sugar cane is the most important crop, yet some truck gardening is carried on.

Samstown is on the highway about two and a half miles southeast of White Castle. It has an enrollment of approximately 170 pupils in the seven grades, taught by five teachers. School transfers carry 88.2 per cent of the school enrollment distances varying from one mile to five miles. The average distance travelled by the children who ride the school bus to Samstown is three miles. A few children report that they live back in the cane fields and must walk about two and a half miles to catch the bus. Three buses carry children to Samstown, and one carries the advanced children to White Castle. These buses operating for Samstown also carry the White Castle High School pupils who live along the way. The White Castle school opens at 8:45. The buses arrive there between 8 and 8:30; so children must get to Samstown in time for the bus to continue to White Castle. Of course, the distance is short and requires not over 10 or 12 minutes.

The Samstown school is housed in a frame building now in a bad state of repair. Water is secured from a well by means of a pump. There is about an acre of space in the school plot. The school building has no auditorium and could not serve as a meeting place for the community. There is little point in discussing the present structure because at the present time the project for a new \$25,000 building has been approved and the defects of a physical nature should soon be corrected.

A total of 78 students is enrolled in the grades from the fourth through the seventh, of whom 83.3 per cent come from farm homes. But only 31, or 47.7 per cent, reported that they expect to be farmers or to live in the country. (In the White Castle school, among the 51 grade children who reported that farming is their parents' occupation, 23, or 45.1 per cent, expect to follow that vocation. In the high school department, of 59 who reported farming as their fathers' occupation, only eight, or 13.6 per cent, expect to be farmers.)

The physical structure of the Samstown school renders impossible any attempt the school might make to serve as a community center. There is no Parent-Teacher Association and, although the principal stated that entertainments are held in the school almost every week of the school year, only three out of 78 pupils reported that their parents had visited the school this year. In reply to the question regarding attendance at school entertainments on the part of parents, 52, or 63.4 per cent, reported that their parents do not attend the entertainments and 30, or 36.6 per cent, reported attendance.

The Samstown school teachers are well qualified for their positions, judging from the following information: one teacher has one year of college training, and 44 years of teaching experience, 17 of which have been in the Samstown School; three teachers have pursued college training for two years and one

teacher has a total of almost four years of college training. The least experience any teacher has is two years. One teacher has taught for four years, one 12 years, one 14 years, and one 44 years. One teacher is teaching in Samstown for her first time, one has taught there five years, one one year, one two years, and the other 17 years. Three teachers have not taught long enough in the same position to be protected by the Teachers' Tenure Law.

Of the five teachers, all live in White Castle or Samstown. Apparently all room at home, for one teacher remains in the Samstown community during the school year and four stay in White Castle.

Section B

Neighborhood Schools

In the first section of this chapter attention was centered on the Consolidated Rural Elementary School through the medium of two representative institutions. In this section examination is made of that type of school against which so much unfavorable criticism has been lodged, i.e., the Neighborhood School. For this study the Midway and the Belmont Neighborhood School have been selected.

The Belmont School: The Belmont School was selected as a neighborhood school in the French section of the state. It is about four miles from Litcher, located in a small

neighborhood of some 250 people. It was, until about two years ago, a one-teacher school, but today it has two teachers. It has an enrollment of 28 pupils distributed as follows: first grade, four pupils; second grade, 11 pupils; third grade, 10 pupils; and fourth grade, four pupils. The principal of the school, a lady, taught for 15 years in the elementary department of the Litcher High School prior to being transferred to Belmont about three years ago. She ranks as a senior in the Teachers' College of Louisiana State University and attends summer school each session. The assistant is a girl with two years of college training and two years' previous experience. This is her first year in Belmont.

The school building is located in the heart of the neighborhood and to see it one would take it for another home. It has none of the external earmarks of the "Little Red School House." It has porches on the front and side, with concrete walks going around the building. The yard has beds of flowers and shrubs, which the children, with the aid of the teachers, maintain. The building has three moderate-sized rooms, electric lights, chairs and tables for the children in the lower grades, and desks for those in the third and fourth grades. Although wood stoves are used for heating the rooms, the investigator found little or no litter on the floor from the stoves. Water is supplied by large cisterns, the usual device for obtaining drinking water in that section of the state. Outdoor toilets are in use, but these are apparently kept clean

and sanitary.

The school is located in a neighborhood in which the residents are all engaged in agriculture. The people of Belmont also have a common religion. Since this is true, the school serves as a religious center for the children as well as a center for education.²

In visiting the school one is impressed with the informal air existing there. It has more the atmosphere of a home than of a public institution.

The school seems to serve as a real neighborhood center, an agency for uniting the patrons in a common interest. That this is true can be seen by the work which the Parent-Teacher Association has done. Last year there were 52 members of the Parent-Teacher Association; every family having children in the school was represented. The Belmont school was awarded a set of encyclopedias by the State-Parent Teachers' Association for having the highest percentages of families of the neighborhood represented in the organization. The striving for this prize served to draw the school patrons together.

In addition to the Parent-Teacher Association school plays and entertainments are given throughout the year. The patrons attend because the school is nearby and their children take part. Other activities centering in the school are community fairs, card parties, and social gatherings. The group united about the school even engage in excursions to visit

2. While the writer was visiting the school, two Sisters came to the school to teach the children their catechism.

various parks in New Orleans. The money received from fairs and other entertainments, given at the school has been used to construct cement walks around the building. Today the school proudly boasts a standard-sized American flag, bought from the proceeds of a party given at the school.

The Midway School: The Midway school was selected as typical for the Anglo-Saxon section of the state. It is located in Franklin Parish in North Louisiana in a strictly rural neighborhood, where there are no stores, and where mail is delivered by the rural free delivery from Winnsboro, the parish seat. Naturally the people of the neighborhood are bound to Winnsboro by economic necessity.

The school is a three-teacher school, with an average attendance of 66 pupils distributed as follows: first grade, nine; third grade, seven; fourth grade, 13; fifth grade, 12; sixth grade, 18; and seventh grade, six. All the children live within two miles of the school and walk from their homes to school.

The school building, a frame structure, is newly painted and attractive in appearance, situated on a plot of ground

3. To verify the report of the school, to some extent, we discussed the Belmont school with the Parish Supervisor. He asked him whether he felt, as an observer in his official capacity, that the school served as a community center to draw the people together into a closer fellowship. He answered without hesitation that he felt that it did. He asked him whether he felt that the needs of the children would be served as well by taking the children to the Litcher school, which is just four miles distant and a consolidated school. His reply was that he would oppose such a move because as the school is at present situated the children are left in close proximity to their home and are in close contact with their parents.

about an acre in area. Unjacketed wood stoves are used for heating the rooms. The grounds are shaded by oak trees; and though there is ample playground space, there is no equipment.

Physical education is stressed in the form of group games, volley ball and indoor baseball, supervised and directed by the teachers under the plan of the State Department of Education.

The occupation of the parents of 44 out of 46 of the school children, is farming, yet only 18 or 40.9 per cent of those whose parents are farmers stated they want to be farmers. There is relatively little mobility in the neighborhood: only 13 of the 46 children reported that they had ever attended any other school.

What part does the school play in the neighborhood life? About twice a year there are entertainments which 36 children stated their parents attend, and nine reported that their parents do not attend. Thirty children stated that their parents had not been to the school this year, and 14 reported visits to the school. The school has no piano but possesses a victrola with the records suggested by the State Music Director. Two or three singing schools have been held for training the people of the neighborhood in music. There is no Parent-Teacher Association in the neighborhood, nor are there other organizations for either the parents or the children, in which the school has any part. According to the school principal, the neighborhood church and its young people's organization are the strongest influences for building up social solidarity and cohesion in the neighborhood.

A study of the qualifications of the teachers showed that one of the teachers has a B.A. degree. She is teaching for her second year, also her second year in the Midway school. The principal is a man with 25 years of teaching experience, some of which has been in the capacity of high school principal. He has taught in his present capacity for the past four years. The other teacher has had two years of college instruction and eight years of teaching experience, five of which have been in her present position. Of the three teachers, two live in the town and drive back and forth. The third teacher lives in the neighborhood. All of the teachers are residents of the parish in which they are employed.

The Nixon Neighborhood: The Nixon neighborhood is a strictly rural settlement situated in Northeast Louisiana. It is about 12 miles from Baskin, the nearest hamlet, and about 14 miles from Delhi.

There is not a store in the neighborhood. Mail is delivered daily, except Sunday, from Baskin by rural free delivery. There is no school or church in the neighborhood. Cotton and corn are the main crops raised. These are grown by farmers of the white cropper or tenant class.

In 1925, Ward Six of Franklin Parish voted a bond issue of \$100,000 for the repair of schools in the ward. The following repairs and additions were made: a new high school building was constructed at Baskin, and the old building was completely remodeled for an elementary school; a one-room school was built at Harrell, north of Baskin; another one-room

school was constructed about five miles east of Baskin; and a two-room school building was erected at Nixon. A two-teacher school was operated at Nixon until 1930, when the school was closed and the children transported by bus the 12 miles to the Baskin school. At the same time the one-room schools were closed and the children transported to Baskin.

In studying the Nixon situation, the author interviewed⁴ the parish superintendent. He said that prior to the consolidation of the schools, programs were held in the school building where the patrons would gather to see their children perform. The school had a library with books circulating in the neighborhood, a Christmas tree each year, and box suppers held for the purpose of raising funds for the school or the library, which netted the school often \$60 or \$70. The superintendent felt that the school served as a definite bond to bind the people of the neighborhood together.

A personal investigation of the settlement showed the homes to be very poor and scattered, with only two or three near (within a quarter of a mile) the highway. At the present time the school building is used as a residence by a family that has three children in school. The father of this family was interviewed. When he was asked how he liked the idea of having his children transported to a school so far away, he said that he thought it was all right. This man had moved from Webster Parish and his children had always gone long

4. The present superintendent is the man who, serving in that capacity in 1925, suggested the new neighborhood schools, but he was not in office in 1930 when the schools were closed. He has not, however, reopened the abandoned schools since his return to the superintendency.

5
distances to school. When asked what there was in the neighborhood to bind the people together to give them a common interest, he said, "Nothing, not a thing. We don't even have a church." When asked if he and his wife attended the gatherings or entertainments given at Baskin he said, "No, but my children do."

y revealed that only one family, which was there at the time of the removal of the school five years ago, now lived in the neighborhood. Most of the residents move each year or two. The man of this family had his grandchildren attending the Baskin school. He felt that it was much better since the consolidation than before, because before when the children finished the work in the local school, they were put back from one to two grades on going to Baskin. This was due to the poor training they had received in the local school. When asked why the school had been closed, he said it was because the patrons would not support the school and the teacher; they were constantly quarreling among themselves and with the teacher. There was no place in the neighborhood where the teacher could stay during the school year. He felt that the patrons generally approved the consolidation.

In order to get to the school, the children from this neighborhood must catch the bus between 7:15 and 7:30 in the morning. Since most of the children live off the road, (some walk from a mile to a mile and a half to reach the bus line)

5. Webster Parish is one of the pioneer parishes in school consolidation. Every school in the parish is a consolidated high school.

in the winter they must leave home before daylight and do not get home until after dark.

Conclusion: A study of these rural grade schools of Louisiana makes one draw the conclusion that the educational disadvantages which have been pictured as characteristic of the one-room district school do not exist to any alarming degree in Louisiana. No marked difference in academic qualifications of the teachers in neighborhood schools and those in the elementary grades of consolidated schools has been noted. This is not surprising, since all teachers are required to attain certain standards of academic training in order to secure the state teachers' certificate which will permit them to teach in the state.

Nor are the rural grade teachers inexperienced. In fact, they appear to have served as long as the average of elementary school teachers in the state. This holds true for the two Neighborhood Schools studied as well as for the Consolidated Rural Grade School. This conclusion is supported by the evidence for 25 Neighborhood Schools in La Fourche Parish involving 52 teachers who have a median teaching experience of seven⁶ years prior to the current year.

It has also been contended that the teacher tenure is insecure in such schools, often changing several times during the same year. On this score the evidence is very meagre, but it has not been found that teacher tenure is especially secure in several of the schools studied. This was particularly

6. Data from the Louisiana Budget Committee Files.

the case in the rural high schools. In Neighborhood Schools the data show that teachers do not remain so long as those in larger schools, and those more removed from the direct contact with the parents, for in the two Consolidated Rural Grade Schools the median tenure of their position is five years,⁷ whereas in the two Neighborhood Schools it is three years. It would seem then, that the tenure of teachers in the rural grade schools is more insecure than the average for elementary school teachers of the state as a whole. Just how the Teachers' Tenure Law will affect this situation is difficult to forecast. It may be that, since teaching for three years means teaching in the same parish, and since the great majority of rural grade teachers are girls whose homes are in the parish, the same practice will be continued as has been apparently used in the past, i.e., that of shifting the teacher from school to school within the system. This provides employment, but does not provide security of tenure in the same position.

No more than a brief mention of the subject of school term in the three Louisiana schools is needed, for the term of the one-teacher school under the present parish-wide school support will be as long as the village consolidated school in that parish.

The claim has often been made that one teacher cannot satisfactorily do the work required to teach a group of children

7. Of course the sample is so small that it is inconclusive in that respect. However, in studying all of the rural grade schools of Franklin Parish, neighborhood schools as well as those of the consolidated type, the author finds that of 25 teachers, 19 have taught less than three years in their present position.

from the first grade through the seventh grade. This is undoubtedly true. But just how wide-spread is the practice, in Louisiana, of having one teacher teach under such conditions? Of 14 rural grade schools in Franklin Parish, seven are one-teacher schools; four, two-teacher schools; and three, three-teacher schools. Of the one-teacher schools, only one attempts to teach the seven grades to the children of the neighborhood; another teaches through the third grade; three teach through the fourth grade; and two teach through the fifth grade. None of the two-teacher schools attempt to carry the education of the pupils beyond the sixth grade, and two of the four schools take them only through the fifth grade. All of the three-teacher schools offer seven grades of elementary training. Since it is often customary for teachers in the lower grades to teach two grades together, there seems to be no reason why a good teacher cannot handle, with a degree of success, two, three, or even four grades where there are such small classes as are found in these rural schools. In them the average teaching load is not over 22 pupils.

From the evidence of Franklin Parish, which seems rather typical for the North Louisiana parishes, the conclusion may be made that the description of the one teacher struggling to teach seven or eight grades with a sprinkling of high school students is not typical of the Louisiana rural elementary schools. Of an average daily attendance of 534 children in the rural grade schools in Franklin Parish, only 31 (or 5.8) attend a school to any considerable degree under conditions like those described above.

In the study of Gaumnitz, it was found that many of the rural schools were too small to be able to do effective work. There is not a school in Franklin Parish with an average daily attendance of less than 19 pupils. In the entire state for the session 1934-35, the average daily attendance for the one-teacher schools was 20, with a range of attendance of 10 to 30 pupils. Only 53 out of 1,210 schools had fewer than 20 pupils enrolled.⁹ Where there are approximately 20 pupils with one teacher to supervise the work of three, four, or five grades, the argument of insufficient social contact for the small children does not seem to apply. If Pressley's conclusion is accepted that children of the "Middle childhood" ages (7-11) typically play in groups composed of six or eight or 10 children,¹⁰ it is evident that the average school will supply groups of that size.

An examination of the claims put forth in behalf of consolidated schools is now timely in order to estimate the benefits to the pupils accruing from consolidation. One of the claims is that the increased size of the school will allow enriched offerings in subject matter, encourage establishment of high schools, and provide for greater social participation on the part of the students. If the schools studied, Fondale, Samstown, Midway, and Belmont are

8. Gaumnitz, op. cit.

9. State Department of Education of Louisiana, "Eighty-Sixth Annual Report," Bulletin No. 309, 1935.

10. S. L. Pressley, Psychology and the New Education, New York, Harper and Brothers, 1935, p. 124.

typical, it seems certain that the claim does not apply in so far as that type of school is concerned. Belmont appears to have fully as much social life for the pupils as either Mundelein or Janesville. There is no disposition on the part of the authorities in these schools to establish high schools in the vicinities, and the size of the schools has no bearing on the subjects offered, since that is fixed by the State Board of Education for all grade schools.

A consideration of the relationship of the school to the community showed, as has been true of the consolidated high schools, that consolidation and removal of the children from home and neighborhood influence go hand and hand. It may be said with considerable confidence that the consolidated school of the type under discussion is definitely not a community center. That the type of school is no guarantee of its performance of the function of community or neighborhood center is evident from the Midway school, a Neighborhood School. Most of its teachers live in the urban center at a distance, and relatively few of the parents had visited the school. On the other hand, the Belmont school seems to be fulfilling this function quite satisfactorily. That the rural school has a definite function to serve as a community or neighborhood uniting or building agent, can be seen from the study by Kolb on the "Trends of Country Neighborhoods in Wisconsin." With reference to the "Educational Factor" he states, "Education and the local district school continue

to play a leading role in the life of rural neighborhood."¹¹

From the study it seems that the attention of the school authorities has been focused almost entirely on the academic development of the individual pupils. The emphasis has been on selecting teachers that are well trained in the art of transmitting knowledge in academic subjects to the pupils. On the whole, the teachers have had ample experience in teaching. At the present time the majority of the parishes have parish supervisors to see that approved methods of instruction are followed. An attempt to guarantee the teachers' position has been made by means of a Teacher's Tenure Law. Teacher Retirement has been provided for as a guarantee of the future security of the teachers. Free school books and school supplies are furnished the children who attend school. In the main, the buildings are attractive and sanitary. As has been previously shown, 44.6 per cent of the elementary children of the state (aside from those attending the city schools in New Orleans, Monroe, Lake Charles, and Bogalusa) are transported to school. Approximately 75 per cent of those are transported to the rural schools. However, a study of the schools and their operations makes one believe their aim is pedantic rather than practical. The emphasis seems to be more on the training of the individual child in subject matter which will qualify him to do the higher academic work

11. Agricultural Experiment Station of the University of Wisconsin, "Trends of Country Neighborhoods," Research Bulletin 120, 1933.

than to develop in him an appreciation and an understanding of the life around him. It does not seem reasonable to expect that a school with a faculty largely made up of commuting teachers can inspire the children in a desire to improve their rural neighborhood which cannot attract the hired employees of that neighborhood to live there. Peters, in defining the objectives of education, says, "The first is achievement of a high degree of solidarity within the group. The members must become like-minded, spiritually united, homogeneous in outlook."¹² Certainly the achievement of group solidarity cannot be attained under such conditions as have been found in the Rural Consolidated Elementary Schools.

12. Charles Clinton Peters, Foundations of Education. (Revised) New York, The Macmillan Company, 1935, p. 22.

CHAPTER VIII

GENERAL CONCLUSION

The data for this study lead to some very interesting conclusions with reference to rural schools in Louisiana. Each chapter has been summarized and conclusions drawn from the data. For that reason, in this the concluding chapter, the conclusions will be summarized under a few general topics.

1. The Qualification and Tenure of the Rural School Teachers:

The academic qualifications of the Louisiana teachers are high. The teachers in the small hamlet or open-country consolidated high schools uniformly are possessed of higher academic training than is required by the Southern Association of Colleges and Secondary Schools of its accredited high schools. The training of teachers in the small neighborhood schools is also high. In fact, there is no apparent difference in the degree of academic preparation among the small rural grade school teachers and the instructors of the large consolidated elementary schools of the open country, village, or town.

Likewise, the Louisiana teachers are not, as a class, inexperienced in teaching. The high school instructors do not have so much experience as is characteristic of the grade school teachers, but they do have a median of more than four years of teaching experience. Although there may be more inexperienced teachers in the neighborhood schools and in the

small rural consolidated elementary schools than in the larger consolidated schools, one is not warranted in characterizing the rural grade school teachers as "inexperienced."

The Louisiana teachers do not possess security of tenure in their positions. This is true in the rural neighborhood school and in the rural consolidated high school, where frequently more than 50 per cent of the teaching body have not served in the same position for more than three years, and it is also true in the urban schools in which rural children are trained, for more than 35 per cent of the teachers in these urban schools have not served the three year "probation" period.

2. The Character of the Rural School Plants and Their

Furnishings: On the whole, the buildings in which the rural schools are housed are attractive in appearance, sanitary, and well furnished. This has often been made possible through the consolidation of schools.

3. The Size of the Rural Schools: The small Louisiana schools do not appear too small to provide ample social activity for young children. The weakness in the size of the Louisiana schools seems to be in the crowding together of more children in one building than can be adequately provided for. This overcrowding is especially true in the large urban schools in which rural children are trained.

4. The Course of Study in Rural Schools: The rural schools fail to recognize themselves as rural in so far as their course of study is concerned. The same urban commercial, or cultural subject matter found in urban high schools is

characteristic of the small rural high school. The chief difference lies in the fact that the size of the institution prevents it from offering the wide selection of this type of material. The prevailing idea in so far as the course of study is concerned appears to be pedantic rather than utilitarian or practical.

5. The Adaptation of the Course of Study to the Needs of the Community or Neighborhood in Which the School is Located:

Since the course of study in these rural schools is that selected for urban rather than rural schools, there can be but little or incidental adaptation to the actual needs of the community or neighborhood.

6. The Rate of Pupil Progress in Rural Schools: The degree of retardation in the rural schools is not exceptionally high. The rate is considerably higher in the elementary grades than in high school. The strictly rural schools do not have a higher rate of retardation than the schools located in larger centers. In fact, the highest rate of retardation found in any school was in the urban Ouachita Parish High School.

7. The Extent of Consolidation of Schools as Indicated by the Transportation of Pupils to School: Consolidation of schools has reached the point in Louisiana where 42.5 per cent of the high school and 44.6 per cent of the elementary school pupils are transported to school. This indicates either a somewhat higher degree of consolidation among the elementary grades than among the high schools, or a rather large amount of

elimination from school in the upper levels. The elementary school children travel somewhat farther to reach their rural consolidated schools than do the children of secondary school level attending the same school. The fact that a higher percentage of elementary than of high school pupils is transported to school, and that the elementary children travel farther in reaching school leads one to conclude that a great deal of elimination of pupils from school takes place before the students reach high school and that this dropping out is related directly to the distance the pupils have to travel to reach school.

8. The Provisions Made in Rural Schools to Aid in the Social Development of the Children: There seems to be no uniform practice in extra-curricular activities for the social development of the children. The rural schools located in village centers appear to have a more balanced program of physical and academic activities than either the urban high schools or the small hamlet or the open-country high schools. In the open-country high schools, physical development in the form of interscholastic competition is stressed almost to the exclusion of academic activities or physical activities aside from the competitive sports. Also, the competitive activities are usually limited to basket-ball. In the urban high schools the physical development is almost completely neglected because of the lack of space and facilities for carrying on such a program.

9. The Recognition on the Part of the School of Its Obligation

to the Community: There is very little evidence to support the idea that the rural school, as an established institution, feels any responsibility to the community in which it is located. The course of study in the rural schools does not furnish evidence of any recognition of community responsibility. Not a high school reports any form of community activity functioning in the school except the Parent-Teachers' Association, which, in the main, is a school device for securing aid for the school from the patrons, not a scheme whereby the school can act to aid the community. That the school is not regarded as a community institution with any other function than that of training the youth in academic lines is evidenced by the fact that only a small proportion of the parents of school children had visited the school during the year.

10. Possible Inadequacies or Weaknesses in the System of Consolidated Rural Schools: It appears that a new form of "absenteeism" has developed with the growth of rural consolidated schools. It is "absentee" educational direction. The children of the neighborhoods are removed from their home environment. They are transported to another district, in some cases to an environment entirely unlike that of their home surroundings.¹ They are taught subjects unrelated to the life they live at home and unfamiliar to their parents. They

1. In the annual report of one Louisiana Rural Consolidated High School, the principal reported that some of the children who sat side by side in the classroom lived as far as 50 miles apart.

are taught in schools which are removed from the influence of their parents and which have no interest in their parents. They are taught by teachers who in many cases are not "birds of passage" but are commuters, traveling from some urban or village center to the rural school each day that school duties make such commuting necessary.

The extent to which consolidation has been carried in some cases is certainly a defect. Some children must spend from three to four hours each day on the bus traveling to and from school. This necessitates their leaving home before daylight in the morning and arriving home after dark at night. The buses in which these children are transported are frequently overcrowded.

The consolidated rural school provides a very strong² urbanizing influence in a rural community.

The psycho-social effects attending a continuation of the urbanizing influence of the schools on the rural youth, together with the development of an unfriendly attitude toward rural life in general and farming in particular among the rural school children, can not be favorable to the future well-being of either the communities or the rural school youths who shall remain, through force of circumstances, in the particular community and engage in agriculture as an occupation. If the psycho-social or socioeconomic situation in rural sections is unsatisfactory at the present time, will it be bettered by the type of educational institution now operating

2. For a discussion of urban characteristics see Cist and Halbert, op. cit., pp. 261-391.

therein? In short, will the rural youths who remain rural "do better the desirable things that they are likely to do anyway" because of having attended and completed the course in a rural consolidated high school?

Another serious weakness of rural consolidated schools is the practice of consolidating the rural grade schools to such an extent that children at a tender age (six to 10 years) are taken away from their home influence and transported, in some cases, many miles from home. This seems neither desirable nor necessary. There can be but slight question as to which is the better situation for young children, that of the Fondale school or that of the Belmont school.

In conclusion, it appears that: The consolidated school does not solve the educational problems in rural districts.

The rural school and the rural community need to be brought closer together in a common bond of understanding.

There appears to be a need for the small neighborhood school for the children of the lower grades in rural sections.

Appendix A

**ENROLLMENT AND TRANSPORTATION OF STUDENTS
IN THE PUBLIC SCHOOLS OF LOUISIANA**

Table I
School Enrollment and Transportation in the Public
Schools*

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Acadia Parish						
<u>High Schools:**</u>						
Church Point	674	168	559	82.9	117	69.6
Crowley	819	304	424	51.7	80	26.3
Egan	224	35	189	84.3	29	82.8
Esterwood	239	59	113	47.2	34	47.6
Iota	573	164	585	102.0	153	93.3
Morse	326	36	206	63.2	13	36.8
Rayne	602	132	387	64.2	65	49.2
<u>Elementary Schools:</u>						
Boxyone	41		---	---		
Branch	159		125	78.6		
Ebenezer	147		163	111.6		
Habety	39		---	---		
Higginbotham	76		63	82.2		
Hindley	12		---	---		
Link	100		103	103.0		
Mormontau	145		68	46.9		
Midland	18		---	---		
Mier	293		232	79.1		
Oil Field	306		169	55.2		
Pitreville	26		20	76.9		
Richard	362		333	91.9		
Sycous Point	167		140	83.8		
Allen Parish						
<u>High Schools:**</u>						
Elizabeth	252	88	78	31.0	11	12.5
Fairview	278	91	248	89.2	59	64.8
Kinder	461	111	242	52.5	44	39.6
Oakdale	811	280	244	30.1	68	24.3
Oberlin	416	89	303	72.8	44	49.4
Reeves	128	44	110	85.9	28	38.6
Assumption Parish						
<u>High Schools:**</u>						
Belle Rose	267	69	263	98.5	66	95.7
Labadieville	287	87	202	70.4	62	71.3
Napoleonville	280	126	38	13.6	42	33.3
<u>Elementary Schools:</u>						
Canal	115		---	---		
Cedar Grove	32		---	---		

Table I (continued)

Parish and School	School			
	Enrollment		Transported	
	Elementary	Secondary	Elementary Number Per Cent	Secondary Number Per Cent

Assumption Parish (continued)

Elementary Schools:

Belle River	50		---	---
Boeuf	65		---	---
Grand Bayou	20		---	---
Lower St Martin	29		---	---
Lower Texas	28		---	---
Maurin	19		---	---
Pierre Bay Part	121		---	---
Pierre Part	82		---	---
Plattenville	103		---	---
St. Thomas	50		---	---
St. Vincent	29		---	---
Upper St. Martin	46		---	---
Upper Texas	26		---	---

Ascension Parish

High Schools:**

Donaldsonville	717	191	200	27.8	81	42.0
Gonzales	587	167	514	87.0	145	86.0
Dutchtown	305	105	269	88.0	90	85.0
Oak Grove	132	69	106	80.0	50	72.0
St. Amant	498	118	310	62.0	100	84.8

Elementary Schools:

Burnside	50		---	---
Calvez	106		25	23.0
Lake	41		---	---

Avoyelles Parish

High Schools:**

Bordelonville	292	116	138	47.3	67	57.8
Bunkie	411	181	174	42.3	39	21.0
Cottonport	424	116	241	56.8	59	50.9
Evergreen	306	63	202	66.0	39	61.9
Fifth Ward	316	44	210	66.5	25	56.9
Lafargue	282	87	214	75.9	60	69.0
Mansura	298	95	168	56.4	52	54.8
Marksville	551	202	309	56.1	103	51.0
Moreauville	411	96	260	63.2	42	43.8
Hessmer	402	61	306	76.1	33	54.1
Plaucheville	267	120	197	73.8	57	47.5
Simmesport	300	75	169	56.3	24	32.0

Table I (continued)

Parish and School	School		Transported			
	Enrollment		Elementary		Secondary	
	Elementary	Secondary	Number	Per Cent	Number	Per Cent
Avoyelles Parish (continued)						
<u>Elementary Schools:</u>						
Bodoo	76		32	42.1		
Dora	52		---	---		
Dupont	122		79	64.8		
Godeau	42		---	---		
Guillory	16		---	---		
Hydropolis	23		---	---		
Kleinwood	89		---	---		
Monela	98		83	84.7		
Red River	149		108	72.9		
Riddle	20		---	---		
Vick	56		9	16.1		
Voorhies	58		---	---		
Woodside	27		---	---		
Yellow Bayou	40		---	---		
Beauregard Parish						
<u>High Schools:**</u>						
De Ridder	811	287	350	43.2	130	45.3
Dry Creek	143	39	133	91.7	34	87.2
Hyatt	156	40	153	98.1	37	92.5
Kerman	149	48	148	99.3	47	97.9
Longville	93	16	62	66.7	16	100.0
Merryville	508	131	279	54.9	58	44.3
Singer	250	77	189	75.6	64	83.1
Sugartown	134	40	112	83.6	31	77.5
Bienville Parish						
<u>High Schools:**</u>						
Aradia	365	160	247	67.6	73	45.6
Bienville	263	83	169	64.3	51	61.4
Bryceland	129	67	86	66.6	48	71.6
Castor	442	119	401	90.7	102	85.7
Friendship	147	37	136	93.9	28	75.7
Gibbsland	288	132	186	65.3	74	56.0
Hope	119	36	89	74.8	23	63.9
Jamestown	129	53	65	50.4	21	39.6
Ringgold	400	184	306	76.5	98	53.3
Saline	210	107	148	70.5	64	59.6

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Bossier Parish						
<u>High Schools:**</u>						
Benton	166	68	138	83.1	46	67.6
Bossier City	733	250	198	27.0	77	30.8
Elm Grove	130	53	102	78.5	43	81.1
Haughton	261	75	240	92.0	64	85.3
Plain Dealing	753	217	578	76.8	168	77.4
Rocky Mount	130	41	113	86.9	29	70.7
Caddo Parish						
<u>High Schools:**</u>						
Belcher	107	95	66	61.7	68	71.6
C.E.Byrd	---	2,128	---	---	123	5.8
Fair Park	---	1,240	---	---	78	6.3
Greenwood	193	135	141	73.1	85	63.0
Hosston	278	96	202	72.7	64	56.3
Ida	303	129	172	56.8	59	45.7
Mooringsport	221	154	95	43.0	86	55.8
Oil City	348	160	100	28.7	34	21.3
Vivian	641	395	327	51.0	245	62.0
<u>Elementary Schools:</u>						
Alexander	392		25	6.4		
Allendale	360		---	---		
Atkins	350		8	2.3		
Barret	528		12	2.3		
Bethany	20		---	---		
Blanchard	137		77	56.2		
Caspiana	30		25	83.3		
Claiborne	560		---	---		
Gresswell	727		11	1.5		
Fairfield	589		1	.2		
Forbing	51		38	75.0		
Gilliam	85		45	53.0		
Jewella	341		94	27.6		
Hope	80		---	---		
Line	410		---	---		
Louisiana	596		185	31.0		
Parkview	807		4	.5		
Queensboro	1,012		24	2.4		
Raines	38		---	---		
Rodessa	104		65	62.5		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Caddo Parish (continued)						
<u>Elementary Schools:</u>						
South Highlands	393		7	1.8		
A. G. Steere	312		45	14.6		
Summer Grove	72		47	65.2		
Shreveport						
Kindergarten	86		---	---		
Pines						
Preventorium	15		---	---		
Shrine Hospital	52		---	---		
Trees	119		---	---		
Werner Park	212		21	9.9		
Calcasieu Parish						
<u>High Schools:**</u>						
Bell City	158	60	115	72.8	51	85.0
De Quincey	787	192	108	24.4	22	11.5
Iowa	320	90	178	55.6	35	38.9
Lagrange	647	177	305	47.1	104	58.8
Starks	397	54	222	55.9	26	48.1
Sulphur	733	200	254	34.7	62	31.0
Vinton	546	203	300	54.9	96	47.3
Westlake	354	69	118	33.3	18	26.1
<u>Elementary Schools:</u>						
Eagerly	63		11	17.5		
English Bayou	122		---	---		
God	40		---	---		
Gillis	112	14	102	91.1	13	92.9
Hayes	125		68	54.4		
Rosteel	111		---	---		
Vincent	115		85	73.9		
Caldwell Parish						
<u>High Schools:**</u>						
Clarks	348	76	28	8.0	7	9.2
Columbia	430	167	261	60.7	106	63.5
Grayson	286	101	177	61.9	54	53.5
Kelly	189	88	132	69.8	52	59.1
Ward Five	220	51	168	76.4	40	78.4
<u>Elementary Schools:</u>						
Corey	46		13	28.3		
Gired	76		16	21.1		
Hebert	60		34	56.7		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Caldwell Parish						
<u>Elementary Schools:</u>						
Holm	33		20	60.6		
Riverton	91		38	41.6		
Union Grove	28		17	60.7		
Cameron Parish						
<u>High Schools:**</u>						
Greole	165	54	153	92.7	53	98.1
Grand Chenier	113	40	111	99.2	39	94.5
Hackberry	224	31	217	96.9	28	90.3
<u>Elementary Schools:</u>						
Boudreaux	24		19	79.2		
Cameron	63		43	68.3		
Grand Lake	182	19	181	99.5	20	100.0
Johnson Bayou	72	7	64	88.9	6	85.7
Klondike	35		29	82.9		
Lakeside	21		---	---		
Little Chenier	18		---	---		
Live Oak	33		---	---		
North Island	18		---	---		
Oak Grove	17		11	64.7		
Sweet Lake	102	12	89	87.2	8	86.7
Catahoula Parish						
<u>High Schools:**</u>						
Bloek	500	131	392	78.4	71	54.2
Harrisonburg	389	120	327	84.1	77	64.2
Manifest	199	50	154	77.4	35	70.0
Sleily Island	352	80	328	93.2	58	72.5
<u>Elementary Schools:</u>						
Boggy Bayou	71		61	85.9		
Brewer	15		9	60.0		
Cassels	10		---	---		
Enterprise	136	18	108	79.4	14	77.8
Island Bayou	51		16	31.4		
Mount Island	68		42	61.8		
Parhams	30		---	---		
Sarto	46		39	84.8		
Claiborne Parish						
<u>High Schools:**</u>						
Athens	214	133	189	88.3	93	69.9

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Clerborne Parish (continued)						
<u>High Schools:**</u>						
Harris	115	45	115	100.0	45	100.0
Haynesville	941	459	642	68.2	262	59.7
Homer	547	216	287	52.5	106	49.1
Lisbon	139	68	121	87.1	56	82.4
Summerfield	238	105	221	92.2	88	83.8
<u>Elementary Schools:</u>						
Gelquitt	21		11	52.4		
Gross Roads	90	13	52	57.8	6	46.2
Hurricane	83	24	58	69.9	14	58.3
Junction City	41	12	41	100.0	12	100.0
Oil Field	44		35	79.5		
Concordia Parish						
<u>High Schools:**</u>						
Ferriday	395	109	192	48.6	58	53.2
Monterey	148	67	148	100.0	55	82.1
Vidalia	112	28	59	52.7	9	32.1
<u>Elementary Schools:</u>						
Acme	28	7	3	10.7		
Clayton	89		43	48.3		
Fairview	24		22	91.7		
New Era	68	7	46	67.6	6	85.7
Shaw	16		16	100.0		
De Soto Parish						
<u>High Schools:**</u>						
Grand Cane	73	47	41	56.2	11	23.4
Legansport	318	149	137	43.1	55	36.9
Longstreet	85	71	50	58.8	24	33.8
Mansfield	618	301	158	25.6	92	30.6
Oak Grove	162	74	89	54.9	45	60.8
Pelican	186	167	126	67.7	111	66.5
Stonewall	73	89	35	47.9	71	79.7
<u>Elementary Schools:</u>						
Benson	89		48	53.9		
Bethel	89		47	52.8		
Carmel	11		3	27.3		
Frierson	60		17	28.3		
Gloster	28		10	35.7		
Goss	20		8	40.0		
Hunter	37		---	---		
Keatchie	32		16	50.0		
Rabin	47		---	---		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number Per Cent	Elementary Per Cent	Secondary Number Per Cent	Secondary Per Cent

De Soto Parish (continued)						
<u>Elementary Schools:</u>						
Lula	74		60	81.8		
Naberton	21		---	---		
Shiloh	52		29	55.8		
Wallace	69		41	59.4		
Wemple	19		---	---		

East Baton Rouge Parish						
<u>High Schools:**</u>						
Baker	237	131	227	95.8	111	84.7
Baton Rouge						
Junior High	369	315	---	---	---	---
Senior High	---	820	---	---	53	6.4
Bernard Terrace	303	34	125	41.3	11	32.4
Central	340	117	324	95.3	109	93.2
Istrouma	585	345	---	---	62	18.0
Pride	199	74	181	91.0	62	83.8
Seventh Ward	122	74	103	84.4	54	73.0
Zachary	177	55	124	70.1	37	67.3
<u>Elementary Schools:</u>						
Asia	229		---	---		
Beauregard	309		---	---		
Convention	287		---	---		
Dufroeq	573		---	---		
Fairfields	217		---	---		
Highlands	188		158	84.0		
Hollywood	287	62	32	11.1	18	29.0
Howell	45		---	---		
Magnolia	340		---	---		
Monte Sano	130		---	---		
Nicholson	483		---	---		
Ninth Ward	151		132	87.4		
North Highlands	345	64	48	13.9	22	34.4
Wyandotte	291		---	---		

East Carroll Parish						
<u>High Schools:**</u>						
Lake Providence	415	133	X	X	X	X
Monticello	197	51	X	X	X	X

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
East Carroll Parish (continued)						
<u>Elementary Schools:</u>						
Linwood	40		X	X		
Garden Home	44		X	X		
Lane's Ferry	63		X	X		
Londheimer	88		X	X		
Vining	63		X	X		
East Feliciana Parish						
<u>High Schools:**</u>						
Bluff Creek	73	29	72	98.6	25	86.2
Clinton	154	68	101	65.6	36	55.4
Ethel	42	23	32	76.2	14	60.9
McKown	184	86	35	19.0	11	12.8
Norwood	53	31	40	75.5	19	61.3
Slaughter	58	35	20	34.5	17	48.6
<u>Elementary Schools:</u>						
Wilson	28		---	---		
Evangeline Parish						
<u>High Schools:**</u>						
Basile	428	64	X	X	X	X
Chataignier	219	59	X	X	X	X
Manou	394	102	X	X	X	X
Pine Prairie	194	101	X	X	X	X
Vidrine	282	67	X	X	X	X
Ville Platte	520	182	X	X	X	X
<u>Elementary Schools:</u>						
Andrus	23		X	X		
Ardoin	26		X	X		
Bayou Chicot	76		X	X		
Beaver	63		X	X		
Belaire Cove	127		X	X		
Caney Creek	23		X	X		
Centerville	75		X	X		
Chapelle	22		X	X		
Clear Water	17		X	X		
Cypress Creek	16		X	X		
Dossman	19		X	X		
Durald	98		X	X		

Table (continued)

Parish and School	School			
	Enrollment		Transported	
	Elementary	Secondary	Elementary Number Per Cent	Secondary Number Per Cent
Evangeline Parish (continued)				
<u>Elementary Schools:</u>				
Easton	28		X	X
Frage	24		X	X
Guillory	20		X	X
Jean Reed	20		X	X
Johnson Cove	31		X	X
J. R. Fontenot	105		X	X
L'Anseaux Pailles	116		X	X
Lake Cove	28		X	X
Lafleur	82		X	X
Launsey	34		X	X
Lone Pine	71		X	X
Manuel	39		X	X
Pine Point	107		X	X
Point Blue	135		X	X
Reddell	76		X	X
Reedton	95		X	X
St. Landry	81		X	X
Tate Cove	111		X	X
Turkey Creek	125		X	X
Upper Pine Prairie	49		X	X
Valentine	111		X	X
Franklin Parish				
<u>High School:**</u>				
Haskin	546	131	474	70.0%
Central	248	50	273	91.6%
Crowville	452	136	477	81.1%
Ft. Necessity	407	59	397	85.2%
Gilbert	459	96	370	66.7%
Ogden	181	50	86	37.2%
Winnaboro	584	265	405	47.7%
Wisner	516	120	461	72.5%
<u>Elementary Schools:</u>				
Athens	56		---	---
Bates	20		---	---
Chase	120		---	---
Coax	37		---	---
Cardill	27		---	---
Egypt	64		---	---
Fish Bayou	35		---	---
Glendale	17		---	---
Kendricks	37		---	---
Lone Cedar	56		---	---
Lone Pine	93		---	---

Table I (continued)

Parish and School	School					
	Enrollment		Elementary		Secondary	
	Elementary	Secondary	Number	Per Cent	Number	Per Cent
Franklin Parish (continued)						
<u>Elementary Schools:</u>						
Midway	87		---	---		
Mound Bayou	29		---	---		
New Zion	41		---	---		
Oak Grove	68		---	---		
Waverly	64		---	---		
Stephens	45		---	---		
Grant Parish						
<u>High Schools:**</u>						
Colfax	341	132	235	68.9	79	59.8
Dry Prong	229	190	157	68.6	147	77.4
Georgetown	124	40	46	37.1	17	42.5
Montgomery	275	130	185	67.3	94	72.3
Pellico	414	167	348	84.1	116	69.5
Rochelle	143	22	16	11.2	1	4.5
Selma	234	121	93	39.7	63	68.6
Verda	139	46	89	65.9	24	52.2
<u>Elementary Schools:</u>						
Aloha	74		23	31.1		
Bentley	52		24	46.2		
Black Creek	52		21	40.4		
Crooks	39		8	20.5		
Fairfield	38		17	44.7		
Hargis	55		58	80.1		
Oak Grove	36		20	55.6		
O. K.	48		8	16.7		
Prospect	42		20	47.6		
Rockhill	72		58	80.1		
Shady Grove	34		---	---		
Iberia Parish						
<u>High Schools:**</u>						
Deleambre	219	67	76	34.7	15	22.4
Jeanerette	112	122	37	33.0	32	23.2
Loreauville	39	100	28	71.8	54	54.0
New Iberia	364	327	187	51.4	116	35.5
<u>Elementary Schools:</u>						
Avery Island	63		---	---		
Coteau	111		---	---		
Central	314		85	27.1		
Charlotte	61		48	78.6		
Dornew	71		45	63.4		
Jeanerette	276		123	44.6		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Iberia Parish (continued)						
<u>Elementary Schools:</u>						
Jefferson Island	84		12	14.2		
Live Oak	234		15	6.4		
Loreauville	373		260	69.5		
Madison	77		36	46.8		
Magnolia	223		110	49.3		
Marcel	42		21	50.0		
Pebbles	220		173	78.6		
Weeks	164	19	---	---		
Iberville Parish						
<u>High Schools:**</u>						
Plaquemine	691	334	210	30.4	113	33.8
St. Gabriel	201	56	165	82.1	37	66.1
Shady Grove	312	68	287	92.0	65	95.6
White Castle	260	160	158	60.8	78	48.8
<u>Elementary Schools:</u>						
Augusta	37		---	---		
Bayou Pigeon	60		---	---		
Crescent	183		143	78.1		
Grand River	78		64	82.1		
New Camp	22		7	31.8		
Sanstown	172		158	91.9		
St. Louis	11		---	---		
Jacksn Parish						
<u>High Schools:**</u>						
Ansley	137	40	61	37.2	18	45.0
Beech Springs	68	35	61	89.7	26	74.3
Chatham	262	119	206	78.6	88	73.9
Eros	192	88	126	65.6	43	48.9
Jonesboro	541	295	240	44.4	125	42.4
Quitman	171	55	122	71.3	24	43.6
Walker	70	22	54	77.1	22	100.0
Weston	221	83	214	96.8	69	83.1
<u>Elementary Schools:</u>						
Clay	13		---	---		
Head	21		19	90.5		
Hodge	239		97	33.1		
Salem	18		---	---		
Vernon	47		38	80.9		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number Per Cent	Secondary Number Per Cent		
Jefferson Parish						
<u>High Schools:**</u>						
Gretna	539	467	23	4.3	4	0.8
Jefferson	300	137	52	17.3	29	21.2
Kenner	189	137	16	8.5	40	29.0
Marrero	396	74	25	6.3	6	8.1
Metairie Ridge	418	192	37	8.9	53	27.6
Westwego	540	205	46	8.5	36	17.7
<u>Elementary Schools:</u>						
Ames	128		8	6.3		
Barataria	96		---	---		
Boulevard	56		---	---		
Bonnabel	75		---	---		
Deakbar	134		---	---		
Eighth Ward	230		40	17.4		
Fisher No. 1	88		---	---		
Fisher No. 2	33		18	54.5		
Grand Isle	95		---	---		
Karahan	202		22	10.9		
Harvey	98		15	15.3		
Homedale	190		14	7.4		
Jos. Fisher	34		25	73.5		
Lafitte	134		6	4.5		
McDonogh-Jefferson	24	17	---	---	---	---
McDonogh No. 26	394		23	5.8		
New Carrollton	26		1	3.8		
Wagman	82		55	64.7		
Rosethorne	51		---	---		
Jefferson Davis Parish						
<u>High Schools:**</u>						
Elton	361	85	224	62.0	47	56.0
Jennings	747	278	202	27.0	39	14.0
Lake Arthur	526	102	212	40.3	44	43.1
Roanoke	141	38	110	78.0	26	68.4
Welsh	664	172	469	70.6	90	52.3
<u>Elementary Schools:</u>						
Grechet	23		---	---		
Fenton	116		---	---		
Hathaway	199		---	---		
Lascassine	176		---	---		
Woodlawn	81		---	---		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Lafayette Parish						
<u>High Schools:**</u>						
Broussard	130	42	74	56.9	20	47.6
Carenere	471	136	366	77.8	89	65.4
Judice	464	69	435	93.8	60	87.0
Lafayette	---	627	---	---	58	9.3
Milton	285	56	190	66.7	29	52.0
Scott	487	120	376	77.2	84	70.0
Youngsville	346	71	270	78.0	40	56.3
<u>Elementary Schools:</u>						
Central	529		110	20.8		
Duson	221		136	61.5		
Northside	255		72	28.2		
N.P.Moss	427		61	14.3		
Ossun	50		15	26.0		
Verat	97		96	99.0		
Lafourche Parish						
<u>High Schools:**</u>						
Out Off	282	56	No Transportation.			
Golden Meadow	711	34				
LaRose	364	51				
Lockport	210	82				
L. T.	151	56				
Raceland	441	155				
St. Charles	206	41				
Thibodaux	631	159				
<u>Elementary Schools:</u>						
Blue Bayou	25					
Bayou Boeuf	63					
Boudoin-Forêt	131					
Breaux-Folse	92					
Brule-Huillot	64					
Chackboy	106					
Choctaw	65					
Glovelly	72					
Delta Farms	41					
District No. 7	195	18				
Gallians	127					
Greens	87					
Lepine	48					
Lower Choupique	41					
Lufin Bergeron	31					
Lafourche	148					

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Lafourche Parish (continued)						
<u>Elementary Schools:</u>						
Malogay	23					
Mars	29					
Mathews	111					
Peltier	25					
Perehe	38					
Raceland-Prairie	37					
Rodrique	36					
T. Bourgeois	67					
Vacharie	95					
Valere Guidry	124					
William Pitre	76					
Matherne	50					
La Salle Parish						
<u>High Schools:**</u>						
Jena	383	206	112	29.2	80	38.8
Olla-Standard	252	102	108	42.9	49	48.0
Trout-Goodpine	334	164	111	33.2	81	52.6
Urania	170	91	4	2.4	51	56.0
<u>Elementary Schools:</u>						
Almoeh	71		45	63.4		
Antioch	33		10	30.3		
Central	14		---	---		
Cross Roads	26		---	---		
Doyle's Branch	14		---	---		
Ebenezer	33		15	45.5		
Fellowship	138		62	44.9		
Hailey	19		---	---		
Magnolia	17		7	41.2		
Nebo	72	30	45	62.5		
Old River	18		---	---		
Pleasant Hill	12		---	---		
Prosperity	31		14	45.2		
Summerville	33		---	---		
Thayer	36		---	---		
Tullos	146		7	4.8		
Zenoria	111		---	---		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Lincoln Parish						
<u>High Schools:**</u>						
Choudrant	254	174	230	90.6	144	82.8
Dubach	272	124	163	59.5	102	82.3
Hico	160	65	155	96.9	62	95.4
Ruston	---	494	---	---	329	66.6
Simsboro	328	129	269	82.0	87	67.4
<u>Elementary Schools:</u>						
Antioch	40		15	37.5		
Barnett Springs	18		8	44.4		
Gross Roads	26		11	42.3		
Gulbertson	17		---	---		
Eastland	312		153	49.0		
Greenville	28		7	25.0		
Hillcrest	230		91	39.6		
Hilly	25		14	56.0		
Hopewell	31		10	32.2		
Liggin	53		35	66.0		
Mineral Springs	35		9	25.7		
New-Hope-Douglas	14		---	---		
Nobles	36		22	61.1		
Sibley	66		51	77.3		
Union Grove	53		35	66.0		
Vienna	67		54	80.6		
Livingston Parish						
<u>High Schools:**</u>						
Albany	309	115	292	71.8%		
Denham Springs	435	214	341	78.9%		
Doyle	253	58	231	74.5%		
French Settlement	193	55	158	63.7%		
Holden	167	64	88	40.2%		
Live Oak	241	69	214	71.8%		
Maurepas	294	45	278	79.9%		
Springfield	274	122	264	70.0%		
Walker	383	131	375	76.2%		
<u>Elementary Schools:</u>						
Fourth Ward	104		---	---		
Friendship	72		---	---		
Frost	122		80	63.0		
Hungarian	91		---	---		
Lanier	21		---	---		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Livingston Parish (continued)						
<u>Elementary Schools:</u>						
Magnolia	49		25	49.0%		
Port Vincent	14		---	---		
Seventh Ward	98		46	45.5%		
Tenth Ward	99		88	85.4%		
Madison Parish						
<u>High Schools:**</u>						
Tallulah	579	254	277	47.8	102	40.2
<u>Elementary Schools:</u>						
Afton	18		---	---		
Andrews	43	7	41	95.3	6	86.7
Boxman	51		---	---		
Delta	18		---	---		
Finn	20		---	---		
Hinds	10		---	---		
Little Fork	23		---	---		
Mound	183		107	58.5		
Quebec	35		---	---		
Sprague Tract	21		---	---		
Stockdale	20		---	---		
Thomastown	14		---	---		
Waverly	51		29	56.9		
Morehouse Parish						
Bastrop	1,281	351	608	47.5	144	41.0
Benita	214	116	223	91.4	90	77.6
Collingston	136	46	50	36.8	13	28.3
Mer Rouge	159	72	89	56.0	49	68.1
Oak Ridge	75	47	53	70.7	11	23.4
Beckman	157		137	87.3		
Johnson	88		75	85.2		
Jones	28		39	139.3		
McGinty	118		56	47.5		
Natchitoches Parish						
<u>High Schools:**</u>						
Ajax	104	42	86	82.7	34	81.0
Ashland	203	52	171	84.2	31	59.6
Bellwood	99	18	50	50.5	17	94.4
Campti	184	58	93	50.5	32	55.2
Glouterville	143	59	138	96.5	43	72.9

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Natchitoches Parish (continued)						
<u>High Schools:**</u>						
Cypress	217	74	199	91.7	57	77.0
Fairview-Alpha	104	35	90	86.5	32	81.4
Flora	159	55	123	77.4	45	81.3
Goldonna	188	53	125	65.5	32	60.4
Gerum	147	46	118	80.3	38	82.6
Kisatchie	112	40	95	84.8	33	82.8
Marthaville	274	105	253	92.3	69	65.7
Natchitoches	---	384	---	---	136	43.3
Provencal	150	116	59	39.3	81	69.8
Readhimer	154	60	95	61.7	28	46.7
Robeline	232	61	201	86.6	47	77.0
<u>Elementary Schools:</u>						
Bay Springs	17		---	---		
Bethany	88		28	31.8		
Durr	17		---	---		
Emanuel	32		---	---		
Galbraith	37		7	18.9		
Johnson	23		---	---		
Normal Training	686		369	53.8		
Marco	79		53	67.1		
Mora	48		48	100.0		
Moreau	27		---	---		
Pace	54		37	68.5		
Powhatan	136		92	67.6		
Self	24		---	---		
Spanish Lake	66		---	---		
Vowell's Mill	70		66	94.3		
Ouachita Parish						
<u>High Schools:**</u>						
Calhoun	239	192	198	82.8	72	70.6
Okaloosa	194	67	185	93.9	67	100.0
Ouachita Parish	605	1,420	155	25.6	729	51.3
<u>Elementary Schools:</u>						
Breard Springs	16		---	---		
Claiborne	101		34	33.7		
Cheniere	84		21	25.0		
Orosley	1,017		148	14.6		
Cypress	83		74	89.2		
Drew	111	23	53	47.7	17	73.9

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Ouachita Parish (continued)						
<u>Elementary Schools:</u>						
Kureka	91		56	61.5		
Reichman	94		44	46.8		
Fondale	142		99	69.7		
Guyton	20		---	---		
Lapine	85		51	60.0		
Lenwil	72		70	97.2		
Millsaps	152		85	55.9		
Mitchell	120		10	8.3		
Mt. Vernon	44		30	68.2		
Ransom	160		---	---		
A.L. Smith	218		99	45.4		
Swartz	282		63	22.3		
Watson	71		43	60.6		
Plaquemines Parish						
<u>High Schools:**</u>						
Belle Chasse	125	60	100	80.0	40	66.0
Braithwaite	75	50	30	40.0	35	70.0
Buras	210	79	104	49.5	72	91.0
<u>Elementary Schools:</u>						
Astrica	25		---	---		
Boothville	130		75	57.7		
Burrwood	80		---	---		
Pilot Town	31		---	---		
Port Eads	90		---	---		
Port Sulphur	186		65	35.0		
Woodlawn	97		54	55.6		
Pointe-al-Rache	89		56	62.9		
Pointe Coupee Parish						
<u>High School:**</u>						
Innis	110	54	105	95.5	48	88.9
Livonia	231	101	185	90.1	25	94.1
Morganza	256	59	119	46.5	45	76.3
Poydras	308	157	160	51.9	122	77.1
<u>Elementary Schools:</u>						
Anchor	149	22	146	98.0	20	90.0
Argyle	23		4	17.4		
Batchelor	18		9	50.0		
Bueche	47		---	---		
Perdoche	85		35	41.1		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Pointe Coupee Parish (continued)						
<u>Elementary Schools:</u>						
Jacoby	20		---	---		
Labarre	67		6	9.0		
Lakeland	72		---	---		
Legenier	28		15	57.7		
Loupe	25		21	84.0		
Malkey	29		5	17.2		
New California	13		5	38.5		
Oscar	96		---	---		
Racessurel	26		---	---		
Red Cross	33		18	54.5		
Reagan	73		55	75.3		
Savoire	15		---	---		
Sherburne	84		---	---		
Simon Gumbel	114		74	64.9		
Tooras	45		---	---		
Rapides Parish						
<u>High Schools:**</u>						
Bolton	---	1,204	---	---	431	35.8
Boyer	280	184	179	63.9	141	76.6
Cheneyville	142	73	53	37.3	29	39.7
Forest	240	143	167	69.6	116	81.1
Glenmora	589	184	319	54.2	106	57.6
Leecompte	350	146	199	56.9	122	83.6
Poland	119	92	57	47.9	61	66.3
Tioga	490	166	299	61.0	189	83.7
<u>Elementary Schools:</u>						
Ball	60		24	40.0		
Barron	69		51	73.9		
Bethel	83		57	68.7		
Beauboeuf	19		---	---		
Big Island	68		---	---		
Central	723		322	44.6		
Center Hazmak	23		---	---		
Clifton	34		---	---		
Collins	75		42	56.0		
Campbell Creek	53		---	---		
Dixie	51		20	39.2		
Eghe	111		---	---		
Elmer	38		18	47.4		
Hampton	49		15	30.6		
Holloway	137		112	81.8		

TableI (continued)

Parish and School	School			
	Enrollment		Transported	
	Elementary	Secondary	Elementary Number Per Cent	Secondary Number Per Cent
Rapides Parish (continued)				
<u>Elementary Schools:</u>				
Kellin	20		---	---
Latanier	23		---	---
Lena	36		---	---
Long Leaf	47		---	---
Melder	26		---	---
New Hope	83		33	39.6
Occupy	84		48	57.1
Pineville	781		163	22.6
Rapides	70		52	74.3
Refuge	11		2	18.2
Rosenthal	748		59	7.9
Ruby	86		69	80.2
Seiper	47		---	---
Slash Bayou	86		---	---
St. Clair	117		105	89.7
Union Hill	56		11	19.6
Welchton	85		31	36.5
West End	759		---	---
Wiley Point	71		---	---
Wise	25		---	---
Woodworth	113		27	23.9
Zimmerman	24		8	33.3
Zimmerman Front	80		45	56.3
Red River Parish				
<u>High Schools:**</u>				
Coushatta	500	200	495	70.7z
East Point	154	53	173	83.6z
Fairview-Alpha	115	18	117	88.0z
Grand Bayou	172	88	251	96.5z
Hall Summit	264	105	314	85.1z
Martin	208	67	266	96.7z
Methvin	111	46	139	88.5z
<u>Elementary Schools:</u>				
Hanna	43		42	66.7
Harvey	45		---	---
Wilkinson	17		---	---

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Richland Parish						
<u>High Schools:**</u>						
Beahm	510	122	321	62.9	59	48.3
Manham	518	222	428	82.6	160	72.1
Rayville	839	366	643	75.6	226	61.7
Start	159	44	150	94.3	29	65.9
<u>Elementary Schools:</u>						
Alto	93		66	70.1		
Archibald	182		106	58.2		
Bush	96		25	26.0		
Gheat	37		---	---		
Cypress Bayou	117		104	88.9		
Greer	29		---	---		
Holly Ridge	333		274	82.3		
Lone Cherry	20		---	---		
Mann	102		58	56.9		
Nelson Bend	18		7	38.9		
Rhymes	152		144	94.7		
Robinson	33		---	---		
Shanks	22		5	22.7		
Smith	15		---	---		
Texas	27		---	---		
Trensvant	17		---	---		
Union	14		---	---		
Woolen Lake	29		---	---		
Sabine Parish						
<u>High Schools:**</u>						
Alliance	201	51	145	72.1	51	100.0
Belmont	176	73	132	75.0	71	97.3
Converse	190	73	96	50.5	56	76.7
Eberb	255	29	176	69.0	29	100.0
Fisher	163	46	82	50.3	41	89.1
Florien	208	85	131	63.0	67	78.8
Mary	753	216	641	85.1	116	53.7
Mt. Carmel	260	102	183	70.4	99	97.1
Negreet	242	95	228	94.3	95	100.0
Noble	150	36	80	53.3	36	100.0
Oak Grove	196	108	179	91.3	76	70.4
Pisgah	186	40	163	87.6	40	100.0
Pleasant Hill	372	144	276	74.2	104	72.2
Plainview	140	54	94	67.1	47	87.0
Swelle	542	90	263	48.5	60	66.7

Table I (continued)

Parish and School	School					
	Enrollment		Transported		Number	Per Cent
	Elementary	Secondary	Elementary	Secondary		
			Number	Per Cent		
Sabine Parish (continued)						
<u>Elementary Schools:</u>						
Bay Springs	17		---	---		
Gandy	56		---	---		
Hatcher	31		---	---		
Mitchell	40		---	---		
Round Lake	32		---	---		
Spring Ridge	97		---	---		
Sulphur Springs	38		---	---		
St. Bernard Parish						
<u>High Schools:**</u>						
Joseph Maunus	184	87	---	---	47	54.0
<u>Elementary Schools:</u>						
Berguemount	128		10	7.8		
Delacroix Island	170		---	---		
Meraux	172		96	55.8		
Sebastian Roy	153		92	60.1		
St. Bernard	142		110	77.5		
St. Charles Parish						
<u>High Schools:**</u>						
Destrehan	311	160	258	83.0	139	86.9
Mahnville	396	200	335	84.6	196	98.0
<u>Elementary Schools:</u>						
Allemands	144		27	18.8		
Ans	36		22	61.1		
Cemardille	72		54	75.0		
Goodhope	41		117	41.8		
Killona	32		28	87.5		
Luling	139		5	3.6		
Montz	40		36	90.0		
Noreo	142		---	---		
Paradis	145		92	63.4		
St. Rose	84		63	75.0		
St. Helena Parish						
<u>High Schools:**</u>						
Greenburg	171	48	8	4.7	3	6.3
Montpelier	116	35	---	---	---	---
Oakland	139	69	11	7.9	24	34.8
Pine Grove	102	47	---	---	---	---
Woodland	142	44	---	---	---	---
<u>Elementary Schools:</u>						
Orangeville	41		---	---		
New Zion	127		---	---		
Pine Ridge	32		---	---		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
St. James Parish						
<u>High Schools:**</u>						
Litcher	306	297	70	22.9	118	39.7
Romeville	122	88	113	92.6	85	96.6
St. James	161	152	157	97.5	151	99.3
<u>Elementary Schools:</u>						
Belmont	16		5	31.3		
Gramercy	218		---	---		
Grand Point	49		---	---		
Paulina	214		122	57.0		
Seventh Ward	129		111	86.0		
White Hall	85		51	60.0		
Vacherie	222		180	81.1		
St. John Parish						
<u>High Schools:**</u>						
Eggar	176	88	134	76.1	72	81.8
Leon Godechaux	201	380	161	80.1	286	75.3
<u>Elementary Schools:</u>						
Angelina	14		---	---		
Berthelot	25		---	---		
Evergreen	32		---	---		
Garyville	219		37	16.9		
John L. Dry	225		155	68.9		
Vacherie	11		---	---		
Wallace	39		---	---		
St. Landry Parish						
<u>High Schools:**</u>						
Arnaudville	284	53	175	61.6	11	33.3
Cankton	294	25	260	88.4	18	72.0
Eunice	854	171	411	48.1	46	26.9
Grand Prairie	332	46	261	78.6	35	76.1
Leonville	271	26	207	76.4	10	38.5
Melville	303	66	93	30.7	17	25.8
Morrow	149	48	121	81.2	24	50.0
Opelousas	786	266	326	41.5	92	34.6
Port Barre	500	75	266	53.2	48	64.0
Sunset	407	118	359	88.2	90	76.3
Washington	332	71	236	71.1	35	49.3

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
St. Landry Parish (continued)						
<u>Elementary Schools:</u>						
Bayou Current	77		42	54.5		
Bayou Jack	37		---	---		
Bristol	274		233	85.0		
Gold Dust	51		40	78.4		
Krots Springs	148		---	---		
Lawtell	481		396	87.8		
Lewisburg	21		---	---		
Palmetto	234	33	147	62.8	10	30.3
Pecanaire	100		---	---		
Prairie Rouge	124		---	---		
Whiteville	48		21	43.8		
St. Martin Parish						
<u>High Schools:**</u>						
Breaux Bridge	439	94	262	59.7	37	39.4
Cecilia	491	99	432	88.0	77	77.8
St. Martinville	457	154	264	57.8	63	40.9
<u>Elementary Schools:</u>						
Arnaudville	96		35	36.5		
Achafalaya	30		14	46.7		
Bayou Chene	103		66	64.1		
Beauregard	78		---	---		
Butte LaRose	82		56	68.3		
Cade	28		17	60.7		
Catahoula Cove	52		---	---		
Catahoula Lake	69		---	---		
Coteau Holmes	33		---	---		
Coteau Rodaire	40		---	---		
Cypress Island	21		---	---		
Grand Anse	35		---	---		
Isle Labbe	40		20	50.0		
Marks	22		14	63.6		
Parks	108		68	63.0		
Patin	35		---	---		
Portage	39		---	---		
Thebodeaux- Le Blanc	33		---	---		
St Mary Parish						
<u>High Schools:**</u>						
Berwick	357	39	53	14.8	7	17.9
Centreville	193	58	31	42.0	8	13.8
Franklin	375	200	96	25.6	90	45.0
Morgan City	669	282	86	12.9	23	8.2
Patterson	262	67	40	15.3	8	11.9

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
St. Mary Parish (continued)						
<u>Elementary Schools:</u>						
Adeline	28		---	---		
Baldwin	87		18	18.4		
Charenton	154		49	31.8		
Glencoe	138		108	78.3		
St. Tammany Parish						
<u>High Schools:**</u>						
Lyon	---	420	---	---	256	61.0
Madisonville	147	37	53	36.1	14	37.8
Mandeville	116	61	13	11.2	8	13.1
Slidell	513	232	140	27.3	92	39.7
<u>Elementary Schools:</u>						
Abita Springs	91		18	17.6		
Audobon	44		---	---		
Covington	406		103	25.4		
Folsom	68		26	38.2		
Lacombe	54		22	40.7		
Middle Roads	72		43	59.7		
Oak Grove	114		63	55.3		
Onward	62		---	---		
Peace Grove	16		---	---		
Pearl River	151		60	39.7		
Pilgrim Rest	142		67	47.2		
Progress	50		50	100.0		
Savannah Branch	40		---	---		
Sixth Ward	112		99	88.4		
Sun	92		50	54.3		
Talisheek	76		---	---		
Union Grove	89		34	38.2		
Waldheim	62		52	83.9		
Tangipahoa Parish						
<u>High Schools:**</u>						
Anite	601	288	320	53.2	103	35.8
Chestbrough	136	53	130	95.6	48	90.6
Hammond	905	405	533	58.9	139	34.3
Independence	516	233	418	81.0	190	81.5
Kentwood	378	186	142	37.5	65	34.9
Laranger	165	79	134	81.2	73	92.4
Penehatoula	736	300	413	56.1	202	67.3
Roseland	225	52	71	31.6	46	88.5
Spring Creek	210	83	170	80.9	76	91.6

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Tangipahoa Parish (continued)						
<u>Elementary Schools:</u>						
Antiochh	50		---	---		
Cooper	12		---	0--		
Camp Cooper	187	20	159	85.0	18	90.0
Dyson	18		---	---		
Epnay	24		---	---		
Gatlin	65		---	---		
Hillcrest	69		68	98.6		
Hollywood	58		---	---		
Howes	104		---	---		
Kasser	49		34	69.4		
Line	113		---	---		
Natalbany	342		160	46.7		
Natalbany Church	17		---	---		
New Beulah	90		---	---		
Preston	72		58	80.5		
Shiloh	21		---	---		
Sweetwater	89		---	---		
Tangipahoa	98		53	54.0		
Tickfaw	227		112	49.3		
Unedus	12		---	---		
Tensas Parish						
<u>High Schools:**</u>						
Joseph Davidson	263	42	194	73.8	16	38.1
Newellton	452	78	354	78.3	43	55.1
Waterproof	237	59	153	64.6	33	55.9
Terrebonne Parish						
<u>High Schools:**</u>						
Terrebonne	1,446	630	396	27.5	324	54.7
<u>Elementary Schools:</u>						
Ashland	65		3	4.6		
Bayou Black	140	10	100	71.4	8	80.0
Bayou Cane	74		---	---		
Bayou Chene	49		---	---		
Bondreaux Canal	98		40	40.8		
Bourg	259	17	202	78.0	4	23.5
Chacahoula	63		32	49.2		
Chauvin	94		73	77.7		
Cocodrie	23		---	---		
Donner	194	25	92	47.4		

Table I (continued)

Parish and School	School			
	Enrollment		Transported	
	Elementary	Secondary	Elementary Number Per Cent	Secondary Number Per Cent
Terrebonne Parish (continued)				
<u>Elementary Schools:</u>				
Du Large	218		218	97.2
Ellendale	43		21	48.8
Grand Caillew	242	5	165	68.1
Gibson	106	15	58	54.7
Laccho	269		188	69.9
Little Caillew	102		48	47.1
Montegut	185	19	84	45.4
Pt.-Au-Chein	118		40	40.8
Schriever	337		287	85.2
Willowood	28		25	89.3
Union Parish				
<u>High Schools:**</u>				
Bornice	293	195	387	79.3z
Downsville	157	125	185	65.6z
Farmerville	325	348	439	65.2z
Livville	93	101	117	60.3z
Marion	238	136	195	52.1z
Spearville	114	145	150	57.9z
<u>Elementary Schools:</u>				
Antioch	25		---	---
Beech Grove	56		---	---
Camp Creek	50		---	---
Canaan	63		---	---
Central	33		---	---
Cross Roads	45		28	62.2
D'Arbonne	16		---	---
Dean	72		---	---
Enterprise	20		---	---
Hails	38		---	---
Holmesville	82		51	62.2
Hopewell	47		---	---
Junction City	90	23	63	55.8z
Lillie	50		---	---
Mt. Olive	85		---	---
Mt. Union	112		---	---
Point	76		---	---
Rocky Branch	106	9	91	79.1z
Sadie	55		---	---
Salem	37		---	---

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Union Parish (continued)						
<u>Elementary Schools:</u>						
Sardis	81		---	---		
Spencer	99		66	66.7		
Truxno	46		---	---		
Tugwell	56		---	---		
Union	52		---	---		
Union Gin	80		---	---		
Willhite	70		---	---		
Vermilion Parish						
<u>High Schools:**</u>						
Abbeville	996	292	441	44.3	157	53.8
Erath	472	105	296	62.7	56	53.3
Queydan	793	144	439	55.4	76	52.8
Henry	182	47	168	92.3	38	80.9
Indian Bayou	429	109	428	99.8	106	97.2
Maplan	824	168	514	62.4	76	45.2
Maurice	307	49	275	89.6	56	73.5
Mosur	181	34	168	92.8	32	94.1
Pecan Island	83	32	69	83.1	18	56.3
Rumex	119		75	63.0		
Perry	135	29	101	74.8	26	89.7
Wright	134		125	93.3		
Blanchet	22		---	---		
Cheniere au Tigre	23	4	---	---		
Cossinade	56		36	64.0		
Forked Island	121		76	62.8		
Le Blanc	52		---	---		
Le Loux	126		101	80.2		
Le Roy	127		89	70.1		
Longlinois	16		---	---		
Marceaux	15		---	---		
Mouton	156		114	72.2		
Vernon Parish						
<u>High Schools:**</u>						
Evans	291	58	249	71.32		
Hornbeck	277	98	210	56.02		
Leesville	684	316	402	40.22		
Orange	317	71	315	81.22		
Pickering	244	63	275	89.62		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Vernon Parish (continued)						
<u>High Schools:**</u>						
Pitkin	449	138	482	82.1z		
Rosepine	191	52	162	85.7z		
Simpson	297	185	347	72.0z		
<u>Elementary Schools:</u>						
Alca	104		---	---		
Big Creek	90		73	81.1		
Cole-Central	48		34	70.8		
Cora	14		---	---		
Cypress	41		---	---		
Davis Mill	37		---	---		
Flactor	60		52	86.7		
Gravel Hill	149		92	61.7		
Graves	21		---	---		
Harris	27		---	---		
Hutton	17		---	---		
Kurthwood	59		---	---		
La Camp	35		---	---		
Leander	86		62	72.1		
Malberry	32		---	---		
New Llano	50	31	---	---		
Slagle	84		37	44.0		
Whiskachitta	65		36	55.4		
Washington Parish						
<u>High Schools:**</u>						
Angie	140	51	100	71.4	27	52.9
Bogalusa	---	914	---	---	148	16.2
Enon	205	105	165	80.5	78	74.3
Franklinton	533	305	424	79.5	255	83.6
Mt. Hermon	391	119	330	84.4	113	95.0
Pine	248	151	165	66.5	150	99.3
Varnado	84	54	28	33.3	32	59.3
<u>Elementary Schools:</u>						
Adam's Creek	50		---	---		
Ada's Creek	94		41	43.6		
Ben's Ford	35		---	---		
Bickham	20		---	---		
Bogalusa						
Central	619		100	16.2		
Columbia Street	303		30	9.9		
Long Avenue	322		---	---		
Pleasant Hill	262		30	11.5		
Superior Avenue	215		65	14.3		

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Washington Parish (continued)						
<u>Elementary Schools:</u>						
Bogalusa						
North Side	456		65	14.3		
Terrace	60		---	---		
Central	76		42	55.3		
Cram's Creek	40		19	38.0		
Falish	51		---	---		
Hackley	53		---	---		
Isabel	89		65	73.0		
John Smith	20		---	---		
Military Road	38		14	36.8		
Pine Ridge	71		---	---		
Ravinia	52		---	---		
Rio	56		30	53.6		
Sheridan	35		10	28.6		
South West	40		---	---		
Spring Hill	29		---	---		
Spring Valley	38		---	---		
State Line	62		---	---		
Thomas	134		103	76.9		
Warnerton	21		---	---		
Webster Parish						
<u>High Schools:**</u>						
Cotton Valley	341	105	X	X	X	X
Deyline	211	57	X	X	X	X
Dubberly	110	55	X	X	X	X
Evergreen	134	49	X	X	X	X
Heflin	150	44	X	X	X	X
Minden	878	339	X	X	X	X
Sarepta	192	70	X	X	X	X
Shongaloo	213	70	X	X	X	X
Sibley	107	63	X	X	X	X
Spring Hill	471	190	X	X	X	X
West Baton Rouge Parish						
<u>High Schools:**</u>						
Brusly	132	114	86	56.6	80	70.2
Port Allen	302	116	106	35.1	54	46.6
<u>Elementary Schools:</u>						
Devall	79	13	52	65.8	11	84.6

Table I (continued)

Parish and School	School					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number Per Cent	Elementary Per Cent	Secondary Number Per Cent	Secondary Per Cent
West Baton Rouge Parish (continued)						
<u>Elementary Schools:</u>						
Kriwinville	31		---	---		
Kreolsier	13		---	---		
Levert-Addis	113		28	24.3		
Sunrise	26		7	26.9		
West Carroll Parish						
<u>High Schools:**</u>						
Byps	350	68	224	64.0	33	48.5
Forest	551	179	387	70.2	130	72.6
Kilbourne	297	89	216	72.7	60	67.4
Oak Grove	555	185	304	54.8	95	51.4
Pioneer	338	88	279	82.5	86	97.7
<u>Elementary Schools:</u>						
Bear Skin	20		---	---		
Briggs	34		---	---		
Concord	69		---	---		
Danell	58		---	---		
Fiske	86		---	---		
Floyd	41		---	---		
Green School	87		---	---		
Hill	51		---	---		
Janesville	22		---	---		
Locust Grove	63		---	---		
Nicholson	82		---	---		
Pine Grove	42		---	---		
Red Wing	72		---	---		
Round Hill	40		---	---		
Union School	105		---	---		
West Feliciana Parish						
<u>High Schools:**</u>						
Julius Freyhan	235	103	171	72.8	61	59.2
<u>Elementary Schools:</u>						
Tunica	49	11	31	63.3	11	100.0

Table 1 (continued)

Parish and School	Schools					
	Enrollment		Transported			
	Elementary	Secondary	Elementary Number	Per Cent	Secondary Number	Per Cent
Winn Parish						
High Schools:**						
Atlanta	167	72	149	89.2	65	90.3
Calvin	198	62	139	71.3	50	80.6
Podson	137	114	102	74.5	45	39.5
Gears Mill	114	50	84	73.7	30	60.0
Sikes	321	106	271	84.4	70	66.0
Winnfield	764	367	368	48.2	105	28.6
Elementary Schools:						
Bales	15		----	----		
Beech Creek	20		10	50.0		
Boulah	14		----	----		
Brister	15		----	----		
Couley	24		----	----		
Curry	96		52	54.2		
Cypress Creek	47		----	----		
Ebenezer	42		35	83.3		
Gansville	38		----	----		
Hickory Ridge	29		----	----		
Hodge	11		----	----		
Hudson	10		----	----		
Jordan Hill	21		----	----		
Mineral Springs	20		----	----		
St. Maurice	23		19	82.6		
Urania Camp	25		----	----		
Wheeling	79		43	54.4		
Hurricane Grove	19		----	----		

* Data from the Files of the High School and College Commission of the Louisiana State Department of Education, for the Session 1934-1935.

** Only those schools which are listed as State Approved Junior or Senior High Schools are included.

X Data was not available.

Z Data on transportation was not divided so as to indicate which was elementary and which was high school.

Table II

Subjects Studied by High School Pupils Listed by Parish
and School

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Acadia Parish					
Church Point	70	42	--	--	21
Crowley	72	--	75	--	53
Estherwood	24	--	--	22	22
Iota	75	57	--	--	18
Horso	19	10	--	--	14
Rayne	52	24	--	--	23
Allen Parish					
Elizabeth	36	--	--	--	--
Fairview	60	--	--	--	--
Klader	44	9	44	--	--
Oakdale	87	--	122	--	--
Oberlin	46	35	--	--	--
Reeves	22	--	--	--	--
Ascension Parish					
Donaldsonville	75	--	--	--	124
Dubachtown	49	39	--	--	45
Gonzales	73	79	--	--	58
Oak Grove	27	42	--	--	--
St. Amant	49	--	--	--	45
Assumption Parish					
Belle Rose	--	--	--	--	29
Labadieville	--	--	--	--	30
Napoleonville	--	--	--	--	108
Aveyelles Parish					
Bordelonville	--	35	--	--	33
Bunkie	48	14	--	--	57
Cottonport	--	32	--	--	48
Evergreen	--	23	--	--	20
Fifth Ward	--	10	--	--	18
Hessmer	--	23	--	--	24
Lafargue	--	43	--	--	55
Mansura	--	33	--	--	18
Marksville	30	38	103	--	29
Moreauville	--	33	--	--	22
Plauscheville	--	44	--	--	10
Simmesport	-----	--	--	--	28

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Beauregard Parish					
DeRidder	80	---	68	---	---
Dry Creek	---	---	---	---	---
Kyatt	9	---	---	---	---
Merryville	21	25	14	---	---
Singer	22	---	---	---	---
Sugartown	---	---	---	---	---
Bienville Parish					
Arcadia	63	---	73	---	24
Bienville	26	---	---	---	57
Bryceland	63	---	26	---	7
Castor	56	---	---	---	63
Friendship	---	---	---	---	37
Gibland	56	---	31	---	45
Hope	---	---	---	---	36
Jamestown	---	---	---	---	53
Ringgold	61	---	63	---	60
Saline	35	---	---	---	72
Bossier Parish					
Benton	38	25	---	---	5
Bossier City	69	---	62	---	119
Elm Grove	22	---	8	---	23
Haughton	36	33	---	---	6
Plain Dealing	67	48	54	---	48
Rocky Mount	18	---	---	---	23
Caddo Parish					
Belcher	39	---	---	---	56
C. E. Byrd	510	---	446	212	996
Fair Park	417	---	119	169	212
Greenwood	64	---	---	---	71
Hosston	51	---	---	---	45
Ida	54	33	---	---	40
Mooringsport	73	---	---	---	81
Oil City	48	---	67	---	45
Vivian	159	---	103	---	135

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Calcasieu Parish					
Bell City	24	---	---	---	11
De Quincey	67	---	98	---	15
Iowa	48	---	---	---	19
Lagrange	70	---	65	---	42
Starks	27	---	---	---	8
Sulphur	73	---	86	---	12
Vinton	49	---	79	---	75
Westlake	31	---	---	---	30
Caldwell Parish					
Clarks	---	---	---	56	20
Columbia	63	---	41	35	28
Grayson	46	53	---	---	---
Kelly	50	---	---	38	---
Ward Five	30	21	---	---	---
Cameron Parish					
Greole	Data not available				
Grane Chenier					
Hackberry					
Catahoula Parish					
Block	58	---	---	---	73
Harrisonburg	50	26	---	---	32
Manifest	22	---	---	---	11
Stelly Island	35	---	---	---	13
Glaiberne Parish					
Athens	53	---	22	---	30
Harris	20	---	16	---	6
Haynesville	180	---	116	---	53
Homer	43	---	44	---	44
Lisbon	37	---	---	---	16
Summerfield	39	---	---	---	24
Concordia Parish					
Ferriday	26	---	37	---	18
Monterey	36	31	---	---	---
Vidalia	---	---	---	---	28

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
DeBoto Parish					
Grand Cane	14	--	10	--	5
Legansport	55	30	31	--	11
Manfield	79	--	53	30	85
Oak Grove	44	18	--	--	1
Pelican	67	--	47	--	18
Stonewall	28	--	49	--	13
Langstreet	27	--	--	--	36
East Baton Rouge Parish					
Baton Rouge					
Senior High	157	--	--	81	575
Junior High	351	--	--	333	--
Baker	35	--	--	--	63
Bernard Terrace	--	--	--	--	--
Central	52	--	--	--	51
Istouma	193	--	--	--	176
Pride	36	--	--	--	46
Seventh Ward	28	--	--	--	37
Zachary	26	--	--	--	23
East Carroll Parish					
Lake Providence	30	--	13	11	--
Monticello	--	--	--	--	--
East Feliciana Parish					
Bluff Creek	--	--	--	--	12
Clinton	--	--	--	--	22
Ethel	--	--	--	--	9
McKowen	--	--	--	--	36
Horwood	--	--	--	--	14
Slaughter	--	--	--	--	17
Evangeline Parish					
Basile	27	--	--	--	37
Chataignier	20	--	--	--	39
Mamou	33	32	--	--	32
Pine Prairie	57	20	--	--	44
Vidrine	32	35	--	--	--
Ville Platte	41	21	34	--	86
Franklin Parish					
Baskin	65	--	--	--	66
Central	26	--	--	--	24
Growville	75	--	--	--	61
Ft. Necessity	--	--	--	--	59
Gilbert	50	21	--	--	25

Table II (continued)

Parish and School	Home Economics	Agriculture	Commerce	Industrial Arts	Foreign Language
Franklin Parish (continued)					
Ogden	27	--	--	--	23
Winnaboro	125	--	--	--	140
Winnar	45	--	50	--	25
Grant Parish					
Gulfax	47	14	52	--	4
Dry Prong	59	48	49	--	--
Georgetown	25	--	--	--	--
Montgomery	60	25	--	--	18
Pellock	73	34	25	--	--
Rochelle	11	--	--	--	--
Selma	63	--	29	--	--
Veria	24	--	--	--	22
Iberia Parish					
Delcambre	--	23	--	--	44
Jeanerette	--	--	66	--	56
Loreauville	43	--	--	--	57
New Iberia	77	--	23	--	227
Iberville Parish					
Plaquemine	105	--	75	--	63
St. Gabriel	--	--	23	--	18
Shady Grove	19	--	34	--	15
White Castle	66	--	47	--	39
Jackson Parish					
Ansley	--	--	--	--	--
Beech Springs	--	--	--	--	18
Chatham	66	35	--	--	--
Eros	44	28	--	--	--
Jonesboro	68	--	109	--	41
Quitman	22	21	--	--	6
Walker	--	--	--	--	8
Weston	--	--	--	--	--
Jefferson Parish					
Gretna	60	--	123	--	156
Jefferson	--	--	--	--	71
Kenner	25	--	51	--	53
Metairie Ridge	--	--	53	--	139
Westwego	62	--	--	--	45
Marrero	--	--	--	--	--

Table II (continued)

Parish and School	Home Economics	Agri-culture	Com-merce	Industrial Arts	Foreign Language
Jefferson Davis Parish					
Elton	--	--	--	--	35
Jennings	66	--	85	--	67
Lake Arthur	--	--	--	--	70
Neenoke	15	21	--	--	--
Welsh	--	27	19	--	75
Lafayette Parish					
Broussard	--	--	--	--	19
Caranero	55	57	--	--	21
Judice	33	36	--	--	--
Lafayette	175	23	122	--	116
Milton	--	--	--	--	18
Scott	51	44	--	--	24
Youngsville	42	29	--	--	--
Lafourche Parish					
Cut Off	--	--	--	--	19
Golden Meadow	--	--	--	--	13
Larose	--	--	--	--	27
Lockport	--	--	24	--	31
L.T.	--	--	--	--	27
Raceland	--	--	46	--	39
St. Charles	--	--	--	--	21
Thibodaux	--	--	54	--	33
La Salle Parish					
Jena	99	35	--	--	29
Olla-Standard	40	28	--	--	20
Treut-Goodpine	71	--	--	--	24
Urania	46	--	--	--	13
Lincoln Parish					
Choudrant	86	88	--	--	--
Dubach	55	--	--	--	--
Hico	37	--	10	--	--
Ruston	170	--	--	--	--
Sinsboro	62	--	--	--	--
Livingston Parish					
Albany	--	--	--	--	51
Denham Springs	71	--	--	--	56
Boyle	--	--	--	--	19
French Settlement	22	--	--	--	25
Holden	--	--	--	--	14

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Livingston Parish (continued)					
Live Oak	33	---	---	---	25
Maurepas	23	---	---	---	24
Springfield	29	---	---	---	11
Walker	56	---	---	---	15
Madison Parish					
Tallulah	67	---	37	---	47
Morehouse Parish					
Bastrop	91	---	119	---	58
Benita	---	---	---	---	35
Collinston	---	---	---	---	6
Mar Rouge	---	---	---	---	18
Oak Ridge	---	---	---	---	---
Natchitoches Parish					
Ajax	19	---	---	---	---
Ashland	27	---	---	---	---
Bellwood	---	---	---	---	---
Campiti	24	---	19	---	---
Cloutierville	36	23	---	---	---
Cypress	24	---	42	---	---
Flora	32	---	---	---	---
Goldonna	32	---	21	---	---
Gerum	25	---	---	---	---
Kisatchie	23	---	---	---	---
Marthaville	51	---	---	---	---
Natchitoches	51	---	27	---	---
Provençal	62	54	---	---	---
Reedhimer	41	19	---	---	---
Rebelino	36	24	---	---	---
Ouachita Parish					
Calhoun	47	---	---	---	14
Okaloosa	---	---	---	---	8
Ouachita Parish	329	---	286	96	303
Plaquemines Parish					
Belle Chasse	---	---	---	---	---
Brithumite	---	---	---	---	---
Buras	---	---	---	---	---
Pointe Coupee Parish					
Innis	16	---	---	---	17
Livonia	---	---	---	---	43
Morganza	---	---	---	---	22
Poydras	65	---	64	---	42

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Rapides Parish					
Bolton	254	--	434	61	382
Boyce	83	--	87	--	14
Chaneyville	41	--	--	--	36
Forest Hill	83	--	--	--	8
Glennora	71	--	29	--	24
Leecompte	40	--	55	--	59
Poland	42	36	--	--	--
Tioga	60	--	39	--	--
Red River Parish					
Coushatta	--	--	--	--	*
East Point					*
Fairview-Alpha					
Grand Bayou					
Hall Summit					
Martin					
Methvin					
Richland Parish					
Delhi	46	--	32	--	14
Rayville	145	--	66	--	39
Mangham	82	36	23	--	80
Start	19	--	--	--	12
Sabine Parish					
Parish Totals	337	131	145	--	585
St Bernard Parish					
Joseph Maunus					*
St Charles Parish					
Destrehan	47	--	--	--	43
Bahnville	77	--	--	--	66
St Helena Parish					
Greensburg	--	--	--	--	--
Montpelier	--	--	--	--	--
Oakland	41	28	--	--	--
Pine Grove	--	--	--	--	--
Woodland	--	--	--	--	--
St James Parish					
Litcher	59	21	49	--	122
Removille	20	21	3	--	31
St. James	27	32	33	--	55
St John Parish					

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
St John Parish					
Edgard	--	12	47	--	26
Leon Godechaux	--	32	78	--	85
St Landry Parish					
Arnaudville	--	--	--	--	33
Cankton	--	--	--	--	25
Eunice	61	51	20	--	39
Grand Prairie	25	21	--	--	--
Leonville	--	--	--	--	25
Melville					
Morrow	--	--	--	--	48
Opelousas	105	--	55	--	106
Port Barre	30	--	--	--	45
Sunset	31	46	--	--	41
Washington	--	--	29	--	42
St Martin Parish					
Breaux Bridge	48	--	--	--	11
Cecilia	37	--	--	--	32
St. Martinville	48	--	--	--	55
St Mary Parish					
Berwick	24	--	--	--	--
Centreville	29	29	--	--	--
Franklin	46	--	61	--	64
Morgan City	55	--	152	--	35
Patterson	21	--	--	--	27
St Tammany Parish					
Elmer E. Lyon	137	--	88	--	141
Madisonville	--	--	31	--	11
Mandeville	--	--	--	--	--
Slidell	81	--	105	--	58
Tangipahoa Parish					
Amite	47	--	110	--	60
Cheebrough	27	--	--	--	16
Hammond	34	--	154	--	92
Independence	47	--	86	--	52
Kentwood	62	--	45	--	42
Loranger					
Loranger	48	31	--	--	--
Ponchatoula	46	--	53	--	68
Roseland	12	--	--	--	15
Spring Creek	48	--	--	--	22

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Tensas Parish					
Joseph Davidson	12	--	--	--	30
Newellton	34	--	34	--	10
Waterproof	22	--	--	--	37
Terrebonne Parish					
Terrebonne	--	42	93	--	--
Union Parish					
Bernice	60	--	--	--	135
Downsville	62	--	--	--	53
Farmerville	106	--	--	--	162
Linville	--	--	--	--	--
Marion	52	30	--	--	26
Spearsville	81	64	--	--	--
Vermilion Parish					
Abbeville	45	--	73	--	66
Erath	57	33	--	--	10
Gueydan	64	64	--	--	11
Henry	--	--	--	--	21
Indian Bayou	43	--	--	--	18
Raylen	65	--	51	--	58
Maurice	--	--	--	--	16
Meaux	--	--	--	--	4
Pecan Island	--	--	--	--	13
Vernon Parish					
Evans	22	--	--	--	--
Hornbeck	33	--	--	--	--
Leesville	133	--	47	--	--
Orange	35	--	--	--	--
Pickering	26	--	--	--	--
Pitkin	46	--	--	--	--
Rosepine	19	--	--	--	--
Simpson	99	--	--	--	--
Washington Parish					
Angie	29	--	--	--	22
Bogalusa	140	--	114	56	303
Knob	45	--	--	--	60
Franklinton	125	--	41	--	115
Mt. Hermon	46	45	--	--	23
Pine	52	56	--	--	43
Varnado	20	--	--	--	23

Table II (continued)

Parish and School	Home Economics	Agri- culture	Com- merce	Industrial Arts	Foreign Language
Webster Parish					
Cotton Valley	47	--	22	--	--
Doyline	34	--	--	--	--
Dubberly	--	--	--	--	--
Evergreen	30	28	--	--	--
Heflin	19	--	6	--	--
Minden	90	--	61	--	--
Sarepta	35	--	12	--	--
Shongaloo	35	--	11	--	--
Sibley	31	--	5	--	--
Spring Hill	99	--	40	--	--
West Baton Rouge Parish					
Brusly	36	--	--	--	79
Port Allen	--	--	--	--	78
West Carroll Parish					
Epps	30	--	20	--	--
Forest	72	--	--	--	24
Kilbourne	--	--	--	--	20
Oak Grove	65	--	--	--	--
Pioneer	18	--	--	--	8
West Feliciana Parish					
Julius Freyhan	32	--	--	--	38
Winn Parish					
Atlanta	41	42	--	--	--
Calvin	22	40	--	--	--
Dodson	63	51	--	--	--
Gears Mill	24	26	--	--	--
Sikes	44	58	--	--	6
Winnfield	66	--	25	--	60

Data from the Files of the High School and College Committee of the State Department of Education. For the session 1934-1935.

* Data not given.

Appendix B
Schedules Used in Studying the
Louisiana Rural Schools

Table I
Schedules Used in Examining the Rural Grade School
Children

Your Name _____ **Age** _____ **Grade** _____

Father's Name _____ **His Occupation** _____

Have you gone to any other school beside this one _____ **How Many** _____

Write yes on the line in front of the things listed below which you have, No if you do not have them:

_____ Telephone	_____ Electric lights
_____ Running water	_____ Bath room
_____ Indoor toilet	_____ Outdoor toilet
_____ Screen porch	_____ Screened windows
_____ Glass windows	_____ Radio
_____ Daily paper	_____ Weekly paper
_____ Sewing machine	_____ Elec. refrigerator
_____ Ice box or refrigerator	_____ Automobile
_____ Magazines	

Do you want to be a farmer when you are grown? _____. **What do you want to be if you do not want to be a farmer?** _____

How far do you live from school? _____ **How do you get to school?** _____

Do your parents attend P.T.A. meetings at the school? _____

How many times have your parents visited the school this year? _____

Do your parents attend entertainments in the school? _____

Table II

Schedules Used in Examining the Rural High School
Students

Your Name _____ Age _____ Grade _____

Father's Name _____ His Occupation _____

Rent or own land worked _____ How many acres _____

Crops raised _____

Acres in cotton _____ sugar cane _____ rice _____

Do you expect to become a farmer? _____ If not, what would you like to become? _____

Write yes before any organization which you belong to, No if you do not belong:

_____ 4-H Club	_____ School Glee Club or Quartet
_____ Future Farmers of America	_____ School Honor Society
_____ Boy Scouts	_____ School clubs. Which ones? _____
_____ Hi-Y	_____
_____ Girl Scouts	_____
_____ Girl Reserves	_____ School athletic teams. Which ones? _____
_____ Church	_____
_____ Sunday School	_____

Have you held and school offices? _____ What _____

Have you represented your school in State or District Rallies? _____

_____ What _____

Do your parents attend P.T.A. meetings at the school? _____

How many times have your parents visited the school this year _____

Do your parents attend entertainments given in the school _____

If so, do they attend regularly or once in a while _____

Table II (continued)

How many brothers and sisters have you in school? _____

What grades? _____

Brothers and sisters away from home or through school:

Brother or sister,	age,	Education, grade reached,	Where do they live,	Occupation
--------------------	------	------------------------------	------------------------	------------

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Number of brothers and sisters of school age but not in school _____

Number too young to go to school _____ ages _____

Have you gone to any other school beside this one _____ How many _____

How far did your father go in school _____ your mother _____

If you have the following in your home or if you own the following write yes, if not, write no:

_____ Telephone	_____ Electric lights
_____ Running water	_____ Bathroom
_____ Indoor toilet	_____ Outdoor toilet
_____ Screened porch	_____ Screened windows
_____ Glass windows	_____ Radio
_____ Daily paper	_____ Weekly paper
_____ Sewing machine	_____ Elec. Refrigerator
_____ Ice box or refrigerator	_____ Automobile
_____ Magazines, Which ones _____	

Do you attend motion picture show? _____ About how often _____

List the subjects you are now taking _____

How far do you live from the school? _____

How do you get to school? _____

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BIOGRAPHY

Marion Bush Smith was born in Anthony, Harper County, Kansas, February 7, 1894. He received his early training in the public schools of Anthony, Kansas and Santa Ana, California. His secondary school training was received in the Northside High School of Denver, Colorado. In 1917 he received an A.B. degree from the University of Denver, and in 1928 he was granted an M.A. degree by the University of Colorado.

He entered the teaching profession in 1921 as athletic director in the Olla-Standard High School of La Salle Parish, Louisiana. For the next twelve years he served as teacher in the public schools of Louisiana.

In 1932 he came to the Louisiana State University as a visiting instructor in education, and in 1933 he accepted a graduate assistantship in Teachers College. For two years he served as a supervisor of practice teachers in the University High School. During the session of 1935-1936 he was assistant dean and registrar at the Northeast Center of Louisiana State University. In the fall of 1936 he returned to the campus of the Louisiana State University as instructor of sociology in order to complete the work on a Doctor of Philosophy degree in education and sociology.

EXAMINATION AND THESIS REPORT

Candidate: Marion Bush Smith

Major Field: Education-Sociology

Title of Thesis: A Sociological Analysis of Rural Schools in Louisiana

Approved:

Date: May 1, 1917

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