I.

GENERAL SCHOOL ATTENDANCE IN 1920 (PART 1).

The importance of formal education to the country as a whole is self-evident. While many individuals receive a major part of their training outside of school walls, institutional instruction in fundamentals must be provided for the great bulk of the population. During the following discussion it should be borne in mind that school attendance is the principal means by which illiteracy must be combated and social usefulness developed to a maximum. Individual instruction in the home and self-education may each play a part in increasing the literacy of our population and in preparing for better citizenship. Many great names in the history of this and other countries are associated with an old textbook by the fireside and the plodding, unaided search for enlightenment. But for the vast mass of our population, school attendance, voluntary or enforced, constitutes the chief means of mental development.

Though general rates (those for large geographic areas or for mixed population elements) in many cases are misleading and often obscure significant local variations, it is important that they be studied; first, as preliminary to more detailed analysis; second, as giving a comprehensive picture of the general state of affairs.

This chapter will analyze the general school-attendance data for the United States as a whole. The facts will first be classified by color, nativity, and parentage. School attendance for all ages collectively and for specific age groups will then be shown. Detailed discussion by single States under these heads is reserved for later chapters, but for convenience in presentation an analysis of the general data for separate States will be made in this chapter. States having, in the main, similar percentages of attendance at the several single years of age, from 5 to 20, inclusive, are grouped together into "types," four in number. These are arbitrary, empirical classes based upon the general contours of the curves plotted from the single year data. This classification is verified by relating it to the general economic, legal, and cultural conditions in the States of each type.

The particular questions under which census enumerators gathered this information have been dealt with fully elsewhere, and the reliability of the data discussed. (See pp. XIV and XV.) The data describe those individuals who, at some time during the period defined, attended some educational institution. As a measure of instruction received they are inadequate in the extreme. Attendance in a small log cabin school for negroes in the rural regions of the Black Belt counts as heavily as does enrollment in one of the large privately endowed or State institutions of the North or West. The data do not include students in summer schools or pupils in regular sessions who for any of several reasons may have been compelled to postpone enrollment until late in the academic year. On the other hand, they do include many who attended but a brief period and who, through choice or circumstance, were compelled to stop their school work.

It is, however, the most reliable mass of data that is available as an index of instruction rendered by the educational institutions of the country as a whole, and portrays in broad lines, with as great accuracy as is necessary, the school attendance in various sections.

Further, it constantly must be remembered that the data which follow do not, except where specifically stated, include those above or below "school age" (5 to 20 years) such as students in advanced courses in universities, foreign-born residents of the United States who are being instructed in Americanization classes—either the public classes or those connected with the more progressive industrial concerns—or adults in night schools. All these groups are increasing very rapidly and data concerning them would throw much light on the Americanization problem.

In the text, absolute numbers of school attendants will be quoted but seldom. Should the reader desire these they are to be found in the various tables of Appendix B and in the population reports of the United States census.

THE UNITED STATES AS A WHOLE.

In 1920 there were in the United States as a whole, 33,250,870 individuals 5 to 20 years of age. Of these, 21,373,976, or 64.3 per cent, had attended school, college, or some kind of educational institution at some time between September 1, 1919, and January 1, 1920. Less than two-thirds of this group, those who are not yet of voting age but who are no longer dependent upon the constant attention of parents, are receiving formal instruction.

A glance at the following table will show the situation by nativity, parentage, sex, and race:

TABLE 1.—PER CENT OF PERSONS 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SEX, FOR COLOR, NATIVITY, AND PARENTAGE CLASSES IN THE POPULATION, FOR THE UNITED STATES: 1920.

[Source: Fourteenth Census, Vol. III, United States, Table 2.]

POPULATION CLASS.	PER CENT ATTENDING SCHOOL.		
	Both sexes.	Male.	Female.
All classes	64.3	64.1	64.5
Native white of native parentage	66.9	66.6	67.3
Native white of foreign or mixed parentage	65.8	66.0	65.7
Negro	53.5	52.4	54.5
Foreign-born white	44.2	45.8	42.7

As one would expect, attendance is highest among the native whites, with those of native parentage leading. A priori, it might be expected that negro school attendance would be the lowest of these groups. But far below the negroes are the foreign born.

As regards the sexes, attendance is about the same for males as for females if all classes be taken collectively. Among the native whites of native parentage and the negroes, proportionately more females attend school than males, while among the native whites of foreign or mixed parentage and the foreign born the reverse is true.

Analysis of these groups by age presents some interesting facts which can perhaps best be seen if set forth graphically. (Charts 1–5.) Taking all classes together, it appears that there is an excess in the proportion of females 5 years and 6 years of age reported as attending school compared with males. The reason for this apparent precocity on the part of girls must be left to others for interpretation. For the ages 7 to 14 years, the proportions for the two sexes are approximately the same, though the rates for females are slightly higher. From 15 to 18 years, inclusive, the proportions for females are considerably in excess of those for males. Without further analysis a guess might be hazarded that this is due to the greater economic opportunity in most sections for boys of these age periods than for girls. Boys of 19 and 20 years attend school in larger proportion than do girls of the same ages, probably due, in the main, to the slow development of the idea of higher education for women and the fewer opportunities afforded.

Since the native whites constitute over three-quarters of the population, it is but natural that there should be great similarity between the distribution for this group and that for the total population. Reference to the charts discloses that this is true. Indeed, if the base lines be disregarded and the "All classes" curves be superimposed upon those for the native whites they appear practically to duplicate one another. The deductions of the last paragraph, then, apply to both the entire population and to the whites born within the United States.[1]

Among the foreign-born whites there are practically the same proportions of the two sexes attending school up to and including the age of 12. After that a definitely higher proportion of males than females is reported. The factors influencing this inequality will be dealt with in Chapter IV.

A very different situation exists among the negroes, the per cent of females attending school being invariably much higher than that for males. The higher rates for females are probably due, in the older groups, to the limited opportunity for negro women in industrial pursuits, the increasing distaste for domestic service, and the constantly increasing demand for negro women teachers in the negro schools. These factors may to some degree affect the younger classes as well.

A fourth group, "Other," presents itself for exposition. It is constituted of Indians, Japanese, Chinese, Filipinos, Hindus, Koreans, and other orientals. Since it is a small and mixed group, the curves portraying the school attendance are very irregular. The curve on Chart 5 for females agrees with that for males up to and including 12 years of age. From 13 to 17 years, inclusive, the proportion for females is ordinarily greater than for males. From 18 years on the rates for males are much higher. The large rates for males in the last three years is undoubtedly due to the large numbers of male students who have flocked to our colleges and universities from all parts of the Orient and from the islands of the Pacific. The greater economic opportunities open to boys would again seem to explain the differences between boys and girls in the years from 13 to 17. National subsidy of Indian education further affects the data. Since this group is so complex and subject to so many diverse factors, further detailed treatment is omitted.

[1] The parentage classes within the native whites—the native, the foreign, and the mixed parentage groups—manifest the same tendencies as regards the percentages for the two sexes. For clarity and economy they have been omitted.

CHART 1.—PER CENT OF ALL CLASSES OF POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SEX AND SPECIFIED AGE: 1920.

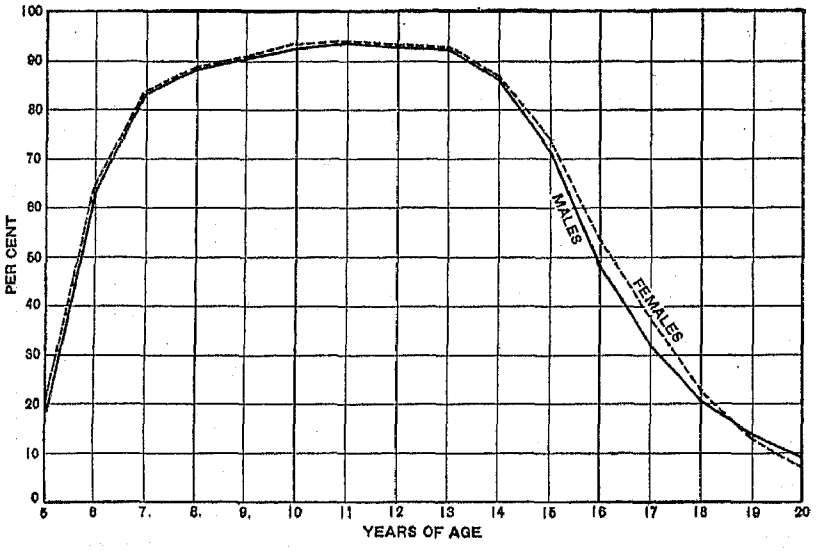


CHART 2.—PER CENT OF NATIVE WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SEX AND SPECIFIED AGE: 1920.

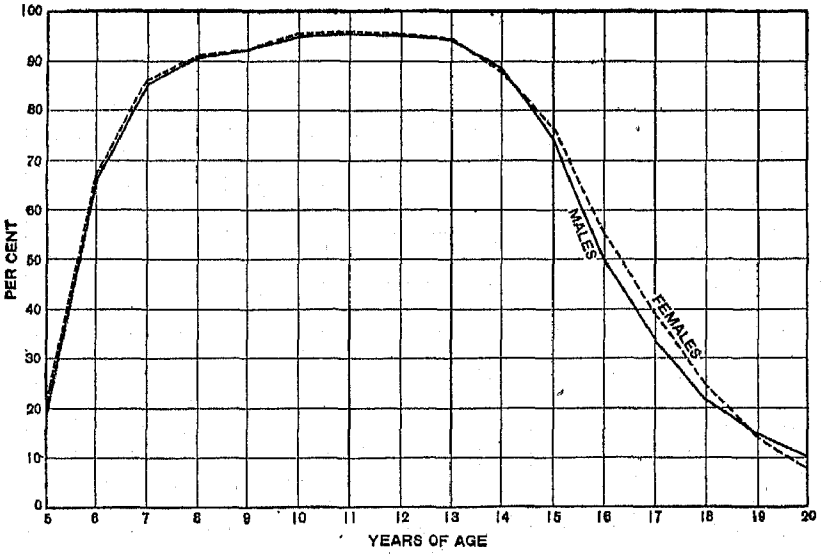


CHART 3.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SEX AND SPECIFIED AGE: 1920.

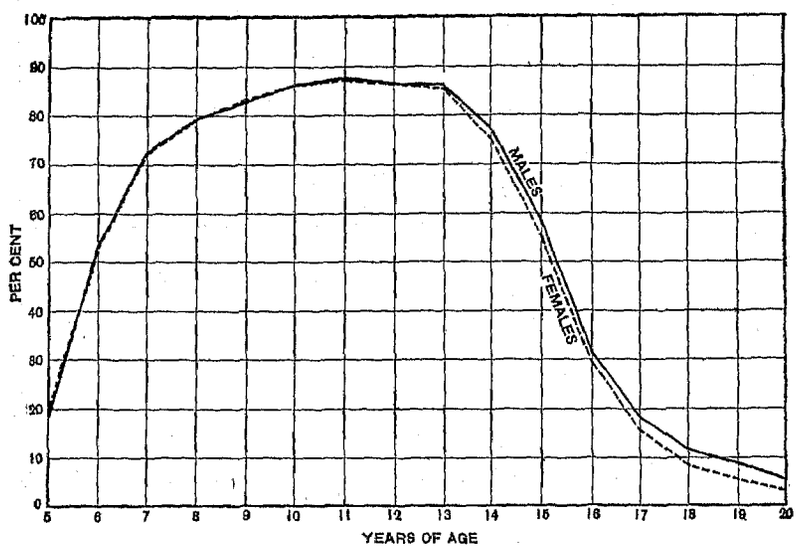


CHART 4.—PER CENT OF NEGRO POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SEX AND SPECIFIED AGE: 1920.

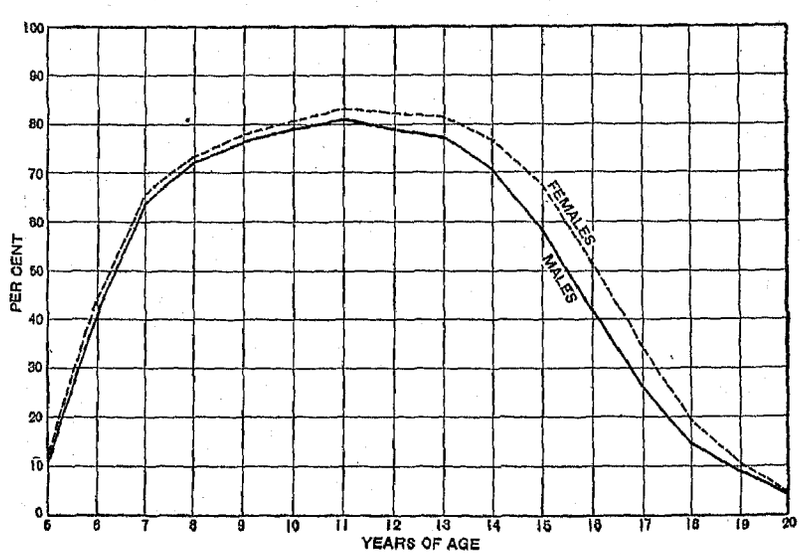
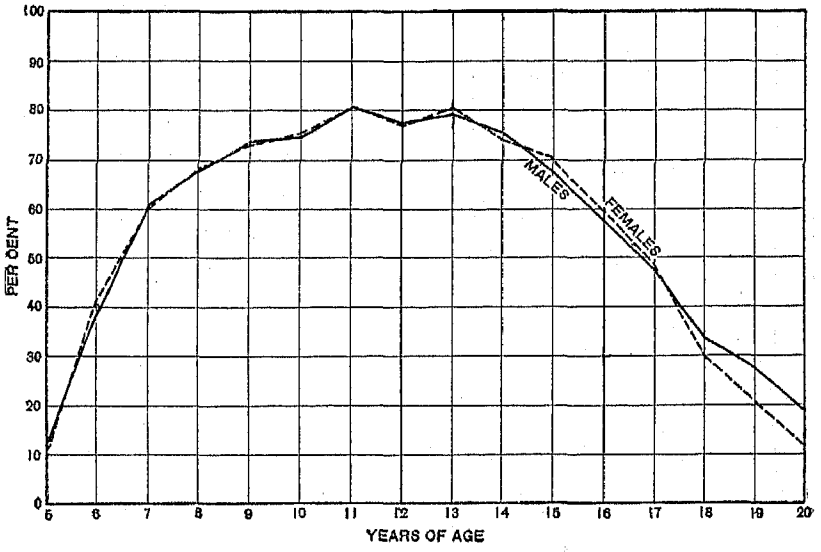


CHART 5.—PER CENT OF INDIAN, CHINESE, JAPANESE, AND "ALL OTHER" CLASSES OF POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SEX AND SPECIFIED AGE: 1920.



Again, recurring to Chart 1, there appears in both "male" and "female" curves an orderly and rapid increase up to and including 8 years. At 9 years the rate is not as high as we would expect it to be if the rates at 8 years and 10 years be considered. The trend appears to falter. The point on the curve representing 13 years seems somewhat higher than would be expected from the points at 12 years and 14 years. At the age of 14 and continuously thereafter the curves fall off sharply. Inspection of the lines arranged to compare the nativity, parentage, and racial elements (Charts 6 and 7) shows similar peculiarities for the several groups, with the exception of "Other," which is too irregular to warrant comparison. In each of the native white curves and in the foreign-born white curve the depression at 9 years is distinct, though it is lacking in the negro group. All three show an accentuation at 13 years.

The depression at the age of 9 years pertains in particular to data for the native white. The tendency to express age in round numbers may be a contributing factor.

CHART 6.—PER CENT OF MALES ATTENDING SCHOOL AMONG THE NATIVE WHITE, FOREIGN-BORN WHITE, NEGRO, AND "ALL OTHER" POPULATION 5 TO 20 YEARS OF AGE, BY SPECIFIED AGE: 1920.

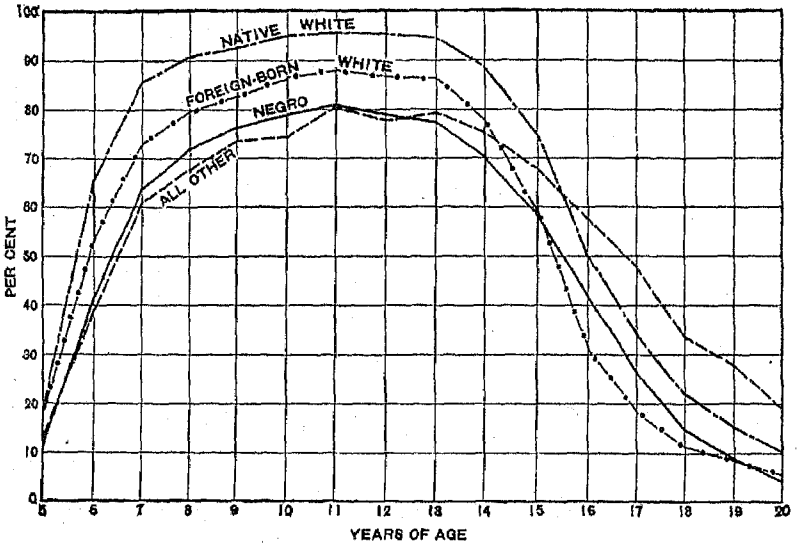
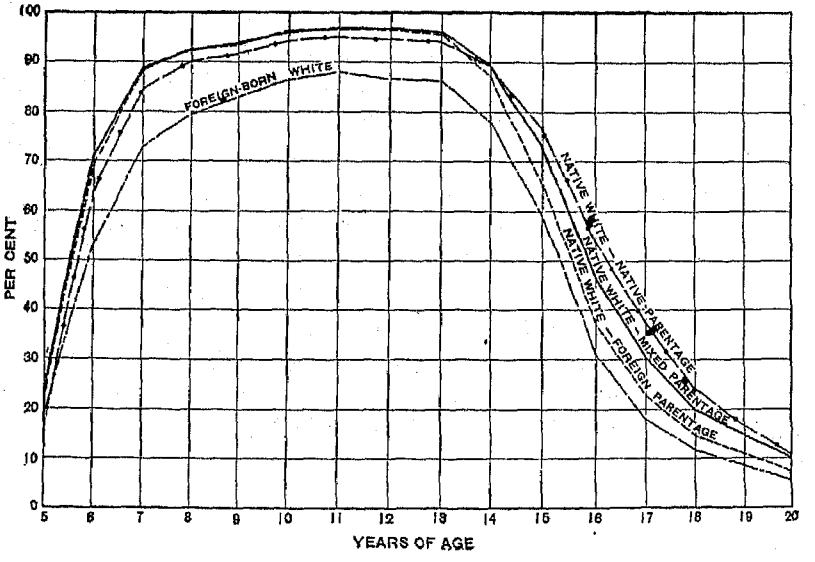


CHART 7.—PER CENT OF MALES ATTENDING SCHOOL AMONG THE NATIVE WHITE OF NATIVE PARENTAGE, FOREIGN PARENTAGE, AND MIXED PARENTAGE, AND FOREIGN-BORN WHITE POPULATION, 5 TO 20 YEARS OF AGE, BY SPECIFIED AGE: 1920.



The accentuation at 13 years is undoubtedly due to the fact that many children 13 years of age, who have lost interest in school or who are being pushed into gainful occupations by their parents, are reported as 14 years of age when applying for employment papers and also, in self-defense, at the census enumeration. This results in an exaggerated proportion of those who are reported as 13 years of age actually in attendance at school. Curves for single States show similar distortions.

Comparison of the various ethnic elements in the population yields some interesting distinctions. (Chart 6.) At 5 and 6 years males of the white elements in the population have about the same proportion in school, while the negro group and the other colored races have approximately similar percentages attending, but not more than two-thirds the proportions for the whites. From 7 to 12 years, the distinctions are marked. The native whites lead by a large margin, followed by the foreign-born whites, with negroes in third place, and the other colored falling below all. At 13 and 14 years the other colored proportion is higher than that for negroes. At 14 years all rates have begun to decrease very rapidly, the sharpest decline being that for the foreign born. At 15 years the other colored have a higher rate than either the negroes or the foreign-born whites. These last two show about equal per cent attendance. From 16 to 20 years the other colored races show very much higher proportions than even the native whites. Between these years the order is "Other colored," "Native white," "Negro," "Foreign-born white," except for males at 20 years, when the proportion for the foreign-born white is slightly higher than for the negroes.

For all ages, except the years 16 to 20, when the rates for the group including the Indians, Chinese, and Japanese are in excess, the native white population has, compared with the other groups, by far the largest proportion of school attendants among its children (see p. 11). Both facilities and tradition work toward this end. It is probable that the parity between foreign-born whites and native whites at the earliest ages is due to the desire of foreign-born mothers to put on others the burden of caring for the children. The difference between the foreign-born rates and native-white rates from 7 to 14 is a fairly good measure of the influences working toward voluntary attendance among the native born. Both being subject to the same compulsory attendance

laws with presumably equal enforcement, the excess in native-born over foreign-born rates might be a measure of this voluntary attendance. Further substantiation is the very rapid fall in the foreign-born curve as compared either with its previous even level or with the other curves. The irregular termination of the foreign-born white curve is probably due to the numbers of young alien whites who come to this country primarily to study, and to widespread Americanization efforts. The low negro attendance rate is largely due to the very inadequate facilities afforded the blacks in the South, particularly in the area designated the "Black Belt," as described in Chapter III.[2] That negroes are really desirous of receiving at least the fundamentals of education is certain when it is realized that even though the compulsory attendance laws of the South are not stringently enforced against them considerable proportions do attend school. Further evidence of this is the fact that from 16 to 19 the attendance rates for negroes are higher than those for the foreign-born whites. It may well be stated at this point that there are many indications pointing to an understatement for the negro group, due largely to the seasonal labor demands of cotton growing and similar economic factors.

Analysis of the rates for whites also shows interesting features (Chart 7). From 5 to 13 years, the native whites of foreign parentage and the native whites of mixed parentage show attendance rates materially higher than for the native whites of native parentage. However, the differences between the first two are slight. This is due to the concentration of those of foreign and mixed parentage in the States where educational facilities and tradition are highest and to the large proportion of the native parentage group in those sections where educational opportunities are comparatively poor. From 15 to 20 years, inclusive, a very different situation is to be seen. The native parentage group has the highest rates, the mixed parentage group stands second, with the foreign parentage and foreign born third and lowest, respectively. Thus, the larger the proportion of foreign blood the less the tendency to continue schooling. Since these are the ages when attendance is voluntary, the fact is very striking.

[2] See "Negro education," Bulletin, 1916, No. 39, Bureau of Education, Vol. II, Ch. II, pp. 14 and 15.

TABLE 2.—SCHOOL ATTENDANCE OF POPULATION 5 TO 20 YEARS OF AGE, BY SINGLE YEARS, BY SEX, FOR COLOR, NATIVITY, AND PARENTAGE CLASSES, FOR THE UNITED STATES: 1920.

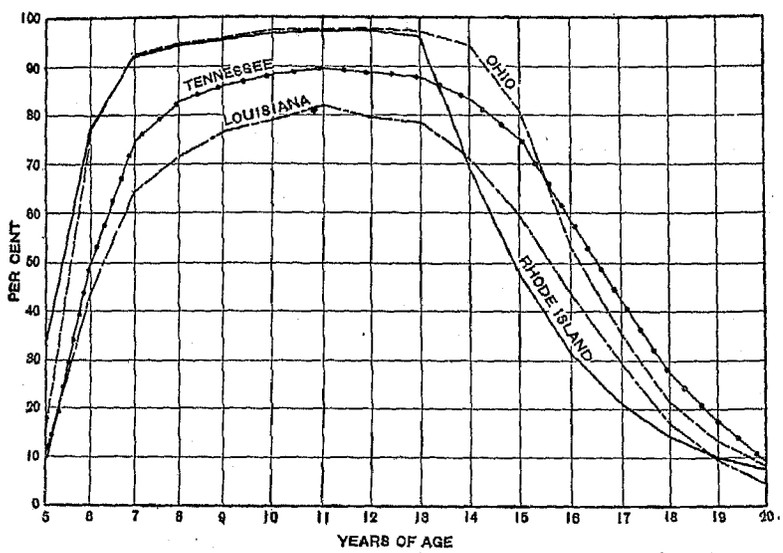
[Source: Fourteenth Census, Vol. II, Ch. XI, Table 3.]

AGE.	ALL CLASSES.			WHITE.												NEGRO.		OTHER.	
				Total.		Native.								Foreign born.					
						Total.		Native parentage.		Foreign parentage.		Mixed parentage.							
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
5 years	18.8	18.3	19.3	19.2	20.2	19.2	20.2	17.1	18.2	23.9	24.5	24.5	26.0	18.6	18.9	11.2	12.3	12.7	11.9
6 years	63.3	62.8	63.9	65.5	66.5	65.7	66.7	63.9	65.3	69.4	69.3	71.7	72.4	53.3	52.8	41.7	44.1	38.9	41.4
7 years	83.3	83.1	83.5	85.6	85.9	85.8	86.1	84.7	85.2	88.4	88.2	88.8	88.8	73.0	72.8	64.0	65.9	61.0	60.1
8 years	88.5	88.3	88.6	90.5	90.7	90.7	90.9	90.0	90.3	92.5	92.4	92.5	92.4	79.8	79.8	72.1	73.3	67.9	68.3
9 years	90.4	90.3	90.5	92.1	92.1	92.3	92.3	91.7	91.8	93.6	93.6	93.7	93.7	82.9	83.3	76.4	77.7	73.8	73.4
10 years	93.0	92.9	93.2	94.8	94.9	95.0	95.2	94.5	94.8	96.3	96.2	96.2	96.2	86.3	86.3	79.1	80.9	74.8	75.4
11 years	93.9	93.8	94.1	95.3	95.4	95.5	95.7	95.1	95.3	96.6	96.6	96.7	96.6	88.0	87.5	81.0	83.2	80.7	80.7
12 years	93.2	93.0	93.4	95.0	95.1	95.3	95.4	94.7	95.0	96.5	96.5	96.6	96.5	86.6	86.6	79.0	82.1	77.5	77.2
13 years	92.5	92.4	92.7	94.3	94.3	94.7	94.7	94.1	94.3	95.8	95.3	96.1	95.8	86.3	85.4	77.3	81.3	79.2	80.5
14 years	86.3	86.2	86.5	88.4	88.0	88.9	88.6	89.2	89.5	87.0	84.5	89.8	89.3	77.9	75.1	70.2	76.5	75.1	74.0
15 years	72.9	71.9	73.9	73.6	74.7	74.4	75.8	76.8	78.8	65.5	64.3	73.1	74.9	59.0	55.7	58.7	67.6	67.6	70.1
16 years	50.8	48.2	53.3	48.9	53.5	50.0	55.0	53.9	59.6	36.6	38.5	46.4	52.6	51.0	29.5	41.7	51.9	57.3	59.9
17 years	34.6	32.1	37.2	32.7	37.4	33.7	38.9	37.1	43.1	22.5	24.1	30.1	36.5	18.2	15.9	26.1	34.6	47.6	48.6
18 years	21.7	20.5	22.8	21.2	23.2	21.9	24.3	24.0	27.1	14.6	14.3	20.0	22.8	11.6	8.7	14.8	19.6	33.4	30.0
19 years	13.8	14.0	13.6	14.6	14.0	15.0	14.7	16.2	16.3	10.7	8.8	14.4	14.0	8.6	5.4	8.9	10.7	27.7	20.7
20 years	8.3	9.3	7.5	9.8	7.9	10.2	8.3	10.9	9.2	7.5	5.1	10.2	8.4	5.8	3.2	4.4	4.8	19.2	11.9

GENERAL SCHOOL ATTENDANCE IN THE SEVERAL STATES.

In masses of statistical information facts are often obscured by the mingling of heterogeneous data. The curves presented in Charts 1 to 5 for the whole population and for the nativity and racial subdivisions are cases in point. Great variation exists in the laws governing school attendance.[3] Each State faces many problems peculiar to its own situation and these show in the variety of legislation. In this treatise it is impossible to deal with

CHART 8.—PER CENT OF ALL CLASSES OF POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE FOR TYPICAL STATES: 1920.



each State individually. Yet each differs materially from every other State in proportions of school attendance at the various ages. A few contrasting States have been charted as illustrative of this variation.[4] No attempt will be made to deal with the various geographic divisions or the general regions, as they are in no sense legal entities and have within them the varied situations of the States of which they are constituted.

[3] All the States now have compulsory attendance laws. Data describing separate States must be interpreted in the light of this fact. The reader should bear this in mind continually in reading the following discussion of school attendance in the various States.

[4] Should the reader be sufficiently interested in some particular locality or in a specific population element not presented graphically in this volume, the data for a similar chart will be found in Tables 13 and 18, Ch. XI, Vol. II, of the Fourteenth Census Reports and in Appendix B. The preparation of these charts is simple and requires little time.

Roughly speaking, there are among the States four distinct situations in respect to general school attendance. These are set forth in Chart 8. In speaking of them as "types" it should be stated that the curves represent individual States and not averages. They are very different from each other in at least some part of the period called "school age," and represent, in general, other States more or less like themselves. Indeed, in some phases they are extremes selected for contrast rather than approximations to the mean. This grouping into types has no abstract theoretical basis. The curves of school attendance for single years of age from 5 to 20 years were plotted and those which by inspection showed the highest resemblance were superimposed upon one another. The peculiarities of the contours of each group of curves were noted. In order to simplify and clarify the presentation of these peculiarities, single curves definitely showing these eccentricities were selected to exemplify each of these four types.[5]

As a result, certain apparently anomalous variations from customary classification of the States exist in the list. Thus it would be expected from industrial and geographic considerations that New York would be a companion to such States as Massachusetts and Rhode Island, rather than in the group with the Dakotas, Maine, and New Hampshire. But in this instance these factors are overbalanced by the legal factor. An attempt is made, in the pages which follow, to justify the classification and to explain it in the light of economic, legal, and social factors.

Type I.

In the early years, 5 and 6, large proportions of the children are in school voluntarily in most States of this type. At 7 years of age the compulsory school-attendance laws[6] have begun to apply and, generally, 90 per cent of the children are in school. From 8 to 13 years, inclusive, about 95 per cent are enrolled and attending. (The curve for this portion of its length is approximately horizontal.) In a majority of these States legal compulsion is either entirely eliminated or is greatly modified for children 14

[5] In the several lists of States conforming to the various types, the name of the State chosen to typify the group is preceded by an asterisk (*).

[6] More will be said later regarding the legislation of the several States, in terms of variation, cause, and enforcement. See Ch. II, pp. 21 ff.

years of age and over. At this age child labor laws supplant educational restrictions, and these permit many children to enter gainful occupations instead of continuing educational training. Certain restrictions are in effect in most of these States even to the age of 16 years which prevent many children, who otherwise would do so, from leaving school until 16 or 17 years of age. From 17 years nonattendance is, in the main, free from any legal restriction. Attendance seldom exceeds 30 per cent for 17 years, 20 per cent for 18, 15 per cent for 19, and 10 per cent for 20 years. For the ages at which they apply, in States of this type, the enactments have been rigidly enforced.

Many variations, particularly in the ages 5 and 6 years and from 14 to 20 years, occur in the States of this type. Differing proportions of the various population elements, varying economic opportunity, and peculiarities of the legislation affecting education are among the many causes. A list of the States which conform more particularly to this type follows:

Massachusetts.	Pennsylvania.	Delaware.
*Rhode Island.	Indiana.	Maryland.
Connecticut.	Illinois.	
New Jersey.	Wisconsin.	

Type II.

Great variation exists in all the States of this type for the ages 5 and 6 years, with a tendency to high rates. Attendance is legally stimulated at 7 years and enforced at 8 and thereafter. In most of these States the attendance at 7 is between 85 per cent and 92 per cent. From 8 to 14 years (the law in these States extends the age of required attendance to 14 years) about 95 per cent are in schools. This corresponds to the period 7 to 13 in Type I. A large drop occurs with the decreasing stringency of the legislation, though the tendency is for the rates to continue higher for 15 and for 16 years than the rates for 14 and for 15 years in the States of Type I. The relaxation of the laws or the public response is less rapid. From 17 to 20 years, the rates drop very rapidly from year to year, but are above those of Type I in most instances.

Less opportunity in industrial pursuits, the States for the most part being largely agricultural, and the seasonal nature of

*See footnote 5, p. 13.

farm labor tend to keep more of the children in school. Reference to Table 3 will show the differences. The States of this type are:

Maine.	Missouri.	Wyoming.
New Hampshire.	North Dakota.	Colorado.
Vermont.	South Dakota.	Utah.
New York.	Nebraska.	Nevada.
*Ohio.	Kansas.	Washington.
Michigan.	District of Columbia.	Oregon.
Minnesota.	Montana.	California.
Iowa.	Idaho.	

Type III.

All of the Southern States with the exception of Delaware, Maryland, and the District of Columbia are of this type or of Type IV. Almost universally the States of this group have very low rates at 5 and 6 years. Higher rates begin at 7 years (about 75 per cent) running regularly up to a maximum at, generally, 11 years (90 per cent approximately). From and including 12 years the rates decrease regularly and relatively slowly, with usually the highest proportions for any type, except II, at the years 16 to 20. No sharp changes occur from year to year. The statistician comparing these curves with those of Types I and II would say that they were more "natural," i. e., that those of Type III show the greater influence of the many small factors that cause variation and less interference by dominant factors and artificial influences. The States are:

Virginia.	Kentucky.	Oklahoma.
West Virginia.	*Tennessee.	Texas.
North Carolina.	Alabama.	New Mexico.
South Carolina.	Mississippi.	
Florida.	Arkansas.	

They are in fact more "natural." Growing in the main by increase of births over deaths, they are, with the exception of Texas, little subject to the social distortions due to migration. The social points of view, as reflected in legislation, are less affected by the interpolation of alien ideas. Greater economic equality is to be found here than in the North, and, since the density of population is comparatively low, other forms of social pressure are substituted for the legal. While all these States have compulsory attendance legislation, desire for enforcement is small and the mechanism poor as compared with the rest of

*See footnote 5, p. 13.

the United States. Furthermore, economic pressure in various forms makes for poor and inadequate school facilities. These, together with other major factors, will be discussed more fully in later pages.

Type IV.

Fortunately for this country there are but three States which approximate this type. They are:

Georgia. *Louisiana. Arizona.

Beginning in the 5 and 6 year groups with fairly high proportions they ascend gradually to a maximum of about 80 per cent at 11 years. From 7 to 15 years, the rates range from 60 per cent to 86 per cent. From 16 to 20 years, inclusive, the drop is rapid to about 5 per cent at 20 years. What has been said of the situation in the States of Type III holds true in those of Type IV. But the situation is generally far worse and shows practically none of the favorable circumstances that are present in the older years in Type III.

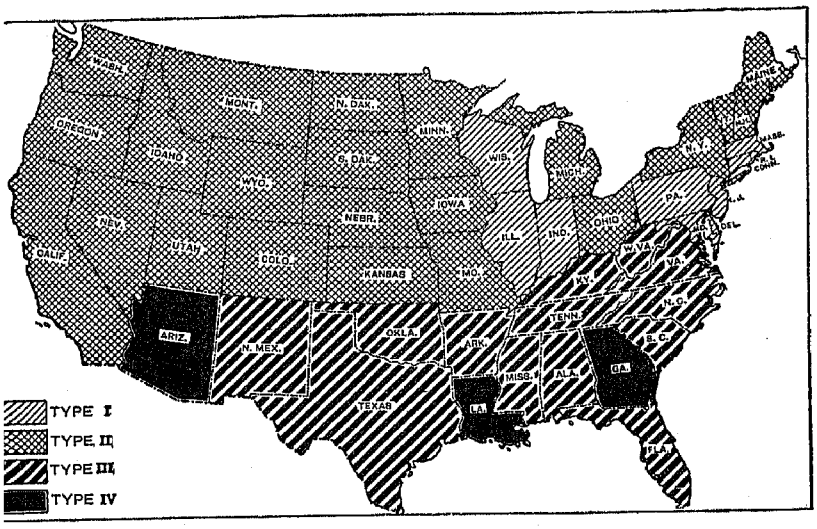
It must be repeated that the curves shown in Chart 8 represent single States, each selected to exemplify a general situation. No other State in its class would have a curve exactly like that for Rhode Island. The same is true for the lines describing Ohio and the rest. Indeed, the critical analyst might disagree materially with the whole classification itself evolved after painstaking and often doubting effort. Many States lie on the border line between two or even three types, pertaining in certain respects to each of them. It would be easy to segregate still other types.

The total school attendance, 7 to 20 years, for each of the States, arranged by type, is shown in the following table. In the main these generalized percentages indicate a grouping quite compatible with the one selected. In considering them from this standpoint, however, it must be borne in mind that the relation of the percentages for each of the several years to those for the years immediately preceding and following is the criterion for the grouping rather than their general level. It is general conformation and change of direction in the curves rather than the actual percentages, year by year, that is the basis of the several types.

* See footnote 5, p. 13.

STATES SHADED ACCORDING TO TYPE.

[The District of Columbia, Type II, not shown on map.]



BLE 3.—SCHOOL ATTENDANCE OF POPULATION 7 TO 20 YEARS OF AGE, FOR STATES ARRANGED ACCORDING TO TYPE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 4.]

STATE AND TYPE.	Per cent attending school, 7 to 20 years of age.	STATE AND TYPE.	Per cent attending school, 7 to 20 years of age.	STATE AND TYPE.	Per cent attending school, 7 to 20 years of age.
TYPE I.		TYPE II—Con.		TYPE III.	
sachusetts	69.8	Minnesota	70.1	Virginia	64.8
de Island	63.8	Iowa	72.4	West Virginia	67.9
necticut	68.1	Missouri	69.2	North Carolina	68.6
v Jersey	66.9	North Dakota	73.9	South Carolina	68.2
nsylvania	68.6	South Dakota	72.8	Florida	64.1
iana	69.1	Nebraska	71.7	Kentucky	67.0
nois	68.4	Kansas	73.7	Tennessee	67.4
sconsin	69.5	District of Columbia	64.5	Alabama	64.6
aware	69.0	Montana	75.5	Mississippi	64.7
yland	64.6	Idaho	77.7	Arkansas	65.8
TYPE II.		Wyoming	72.4	Oklahoma	68.6
ine	71.1	Colorado	73.2	Texas	64.8
v Hampshire	69.9	Utah	79.3	New Mexico	68.5
mont	71.6	Nevada	73.4	TYPE IV.	
v York	67.3	Washington	74.1	Georgia	59.8
io	71.3	Oregon	75.4	Louisiana	57.0
chigan	70.1	California	72.6	Arizona	60.8

TABLE 4.—SCHOOL ATTENDANCE OF PERSONS 5 TO 20 YEARS OF AGE, BY SPECIFIC AGE GROUPS, FOR STATES ARRANGED ACCORDING TO TYPE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 6; Vol. III, Table 2 for the several States.]

STATE AND TYPE.	Total, 5 to 20 years.	AGE GROUPS.				
		5 and 6 years.	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
TYPE I.						
Massachusetts	68.4	59.6	96.1	73.9	40.6	16.0
Rhode Island	62.8	56.4	95.6	59.0	26.3	10.8
Connecticut	67.3	62.7	94.7	74.9	33.0	11.6
New Jersey	65.6	57.9	94.9	71.8	29.9	10.0
Pennsylvania	64.4	40.0	94.5	79.6	32.8	10.8
Indiana	65.4	41.6	94.9	80.2	39.9	14.2
Illinois	65.0	44.5	94.7	79.0	37.1	12.3
Wisconsin	67.3	53.8	94.5	77.8	42.2	14.6
Delaware	64.6	37.7	95.2	80.7	39.1	13.2
Maryland	60.5	34.6	92.6	73.6	31.7	10.9
TYPE II.						
Maine	69.5	59.2	94.2	83.7	46.5	17.8
New Hampshire	66.4	43.9	93.4	86.6	41.7	15.5
Vermont	67.2	38.4	93.9	86.2	46.0	18.1
New York	64.9	50.0	93.9	81.5	32.6	11.4
Ohio	67.8	46.6	96.0	87.8	44.4	14.4
Michigan	67.8	54.4	94.9	86.6	39.4	12.3
Minnesota	66.9	46.3	93.9	86.2	42.5	16.6
Iowa	71.2	63.3	95.0	85.8	51.4	19.4
Missouri	66.4	47.3	93.4	82.1	43.9	14.1
North Dakota	67.9	34.2	92.1	87.3	53.4	19.0
South Dakota	68.2	40.8	93.5	86.7	52.6	18.6
Nebraska	70.6	63.1	93.9	86.0	49.7	16.9
Kansas	69.8	44.8	94.5	87.9	54.4	20.8
District of Columbia	63.3	54.1	93.5	83.2	44.8	16.2
Montana	70.5	43.1	92.8	89.1	58.3	21.2
Idaho	71.8	37.7	95.5	91.6	62.3	22.3
Wyoming	67.9	42.9	92.8	86.2	52.6	16.4
Colorado	69.6	46.5	93.9	86.2	53.2	20.2
Utah	73.0	36.4	95.5	93.7	71.4	24.7
Nevada	68.4	41.0	90.5	88.8	61.4	22.0
Washington	69.0	37.4	94.7	88.6	54.5	21.5
Oregon	70.1	36.3	94.7	90.6	59.7	24.4
California	69.5	50.5	93.7	89.1	54.7	21.9
TYPE III.						
Virginia	59.3	25.5	84.8	75.5	44.3	15.0
West Virginia	62.3	31.1	89.1	82.3	42.3	13.6
North Carolina	62.7	29.5	87.0	77.4	50.1	19.1
South Carolina	62.8	31.1	87.1	78.0	49.2	17.2
Florida	59.7	32.8	83.2	78.6	45.5	12.8

ABLE 4.—SCHOOL ATTENDANCE OF PERSONS 5 TO 20 YEARS OF AGE, BY SPECIFIC AGE GROUPS, FOR STATES ARRANGED ACCORDING TO TYPE: 1920—Continued.

STATE AND TYPE.	Total, 5 to 20 years.	AGE GROUPS.				
		5 and 6 years.	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
TYPE III—Con.						
entucky	62.1	32.7	88.5	77.6	42.5	13.8
ennessee	62.2	29.9	85.3	79.4	50.7	18.6
labama	57.7	17.4	80.4	77.5	48.8	16.3
ississippi	62.0	44.7	80.1	75.2	51.7	18.6
rkansas	61.2	33.5	82.0	77.0	50.8	17.7
klahoma	63.8	34.9	85.8	82.0	54.2	16.8
exas	57.7	12.9	83.7	79.1	48.8	14.2
ew Mexico	63.8	37.0	87.4	80.4	50.6	16.4
TYPE IV.						
eorgia	55.7	30.8	79.1	67.7	39.7	11.7
ouisiana	53.0	27.7	75.9	65.6	36.8	10.7
rizona	56.4	32.0	78.8	73.8	45.3	14.4

From this it appears that, in general, the Western States are far ı the lead as regards proportions of children of school age actually ttending school. The industrial Northern States are relatively igh though they are in some instances but little better than the outhern. Certain Southern and Western States—Georgia, Louisına, and Arizona—are definitely worse than their geographic eighbors.[7]

The reader who desires to make particular analysis of specific ituations will find adequate tables in Volume II of the Fourteenth Census Reports, or in the pamphlet printed separately ut including all the data on school attendance contained in that olume. Space and dimensions as well as the dictates of efficiency reclude the repetition of all those tables in this work. In place f these, Table 4 has been prepared to show the situation by age roups less finely divided than by single years, yet for many urposes as useful.

[7] It must be remembered that this in no way measures the general quality of instruction given.

SUMMARY.

In the preceding pages an attempt has been made to analyze the school-attendance situation in the United States as a whole. It appears that the general demographic structure of the population plays a considerable part. School attendance varies with the age, sex, and ethnic constituents in the group.

The economic, legal, and traditional factors play an important part in the specific attendance rates in any locality, and the rates vary with variations in these factors.

These social factors, acting with the demographic factors, give rise to different situations in the 48 States and the District of Columbia. These local units, as already explained, have been grouped for convenience into several arbitrary types. The States constituting each type show greater similarity one to another than they do to States of other types. In general, there is agreement in the social and demographic situation in the States included in each group.

In the chapters which follow certain of the factors are discussed in detail.

II.

GENERAL SCHOOL ATTENDANCE IN 1920 (PART 2).

LEGAL FACTORS.

The primary factor in the school attendance of any locality is the school legislation in force in that locality. This legislation is of three kinds: (1) That which establishes and modifies school systems, (2) that which compels attendance, (3) that which limits response to the economic pull of industry.

It is impossible in a treatise dealing primarily with statistical data to discuss in detail the laws of the various States regulating school attendance. The following tables [1] indicate the significant facts in the laws of the several States and of the District of Columbia, listing them in form convenient for comparison. It will be noted that the statement is revised to June 30, 1918. It is doubtful if legislation passed subsequent to that date materially affected the school-attendance figures of the Fourteenth Census.

Age limitations, as expressed in Table 5, follow the phrasing of the laws, and in general should be interpreted as referring to the period *between the ages* specified; that is, as including the first year stated but not the last. This is in contrast to the method of stating age limits as *both inclusive*, in connection with census statistics of school attendance.[2]

While the data of Tables 5 and 6 do not in all cases substantiate the classification into the types set forth (Ch. I), in the main the legal provisions are quite uniform for the States within a given type, if it be further considered that enforcement is largely a question of local attitudes. In general, in States where legislation requiring attendance has long been in force, attendance under the law is more complete than in States which have recently initiated such legislation. The task of enforcing the laws is a difficult one, particularly where economic necessity and economic advantage combine against attendance. Only after many years, in some cases more than a century,[3] have the mechanisms for enforcement been made even moderately efficient in those States where a high degree of compliance now exists.

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[1] See headnotes to Tables 5 and 6.

[2] Thus, for example, in the census reports the expression "8 to 14 years of age" covers the period from the 8th birthday to the 15th, but in Table 5 as based on the statutes regulating school attendance it regularly means from the 8th birthday to the 14th. There are, however, some States in which the language of the statute defining age limits is rather ambiguous.

[3] Connecticut and Massachusetts, early in their existence as colonies, instituted penalties for noneducation of children, in the first instance as early as 1650. Other States had similar early requirements.

TABLE 5.—SALIENT FEATURES OF STATE LAWS RELATING TO SCHOOL FOR FREE

[Source: Bulletin, 1919, No. 90, Bureau of Education, Department of the Interior, Biennial Survey of Education," in force Jan. 1, 1915. For more recent enactments see Report of the Commissioner of and recent bulletins of that Bureau.]

	STATE.	Date of enactment of first compulsory attendance law.	Date of enactment of present or amended law.	Legal school census age.	Free attendance age.	Compulsory attendance age.	Age when labor permits may be secured.	Minimum attendance required.
1	Alabama	1915	1915	7–21	7–21	8–16	12–16	60 days [1]
2	Arizona	[2] 1899	1912	6–21	6–21	[3] 8–16	14–16	Full term
3	Arkansas	1909	1917	6–21	6–21	[4] 7–15	14–15	¾ of term
4	California	1874	1911	None.	4—	8–15	14–15	Full term.
5	Colorado	[2] 1889	1911	6–21	3–21	[5] 8–16	14–16	Full term.
6	Connecticut	1650	1911	4–16	4—	7–16	14–16	Full term
7	Delaware	1907	1909	None.	4—	7–14	None.	60 days [6]
8	District of Columbia	1864	1906	5–17	5–21	8–14	12–14	Full term
9	Florida*	1915	1915	6–21	6–21	8–14	8–14	80 days
10	Georgia	1916	1916	6–19	6–18	8–14	12–14	80 days
11	Idaho	[2] 1887	1917	6–21	3—	8–16	15–16	Full term
12	Illinois	1883	1909	6–21	4–21	7–16	14–16	Full term
13	Indiana	[2] 1897	1915	6–21	6–21	7–16	14–16	Full term
14	Iowa	1902	1913	5–21	5–21	7–16	14–16	120 days [9]
15	Kansas	1874	1907	5–21	5–21	8–15	14–15	Full term
16	Kentucky	1893	1918	6–18	4—	7–16	14–16	Full term
17	Louisiana	1916	1916	6–18	4–18	7–14	7–14	140 days [11]
18	Maine	[2] 1875	1913	5–21	4–21	[13] 7–15	14–15	Full term
19	Maryland	1902	1916	6–15	6–21	[14] 7–15	13–15	Full term
20	Massachusetts	[2] 1852	1913	[15] 5–16	.....	[16] 7–16	14–16	Full term
21	Michigan	1871	1917	5–20	4–20	7–16	[18] 14–16	Full term
22	Minnesota	1885	1911	6–16	5–21	8–16	14–16	Full term
23	Mississippi*	1918	1918	5–21	5–20	7–14	12–14	40 days [19]
24	Missouri	1905	1905	6–20	5–20	8–16	14–16	¾ of term
25	Montana	1883	1913	6–21	3–21	8–16	14–16	Full term
26	Nebraska	1887	1913	5–21	5–21	7–16	14–16	⅔ of term [19]
27	Nevada	[2] 1873	1913	6–18	6—	8–16	14–16	Full term
28	New Hampshire	[2] 1871	1917	5–16	6—	8–16	14–16	Full term
29	New Jersey	1875	1914	5–18	5–20	7–16	14–16	Full term
30	New Mexico	[2] 1872	1915	5–21	6–21	7–14	None.	Full term
31	New York	1853	1917	5–18	4–21	[21] 8–16	14–16	Full term
32	North Carolina	1907	1913	6–21	6–21	[22] 8–14	12–14	80 days
33	North Dakota	1883	1917	6–21	4–21	[23] 7–15	14–15	Full term
34	Ohio	[2] 1877	1913	6–21	6–21	8–16	[24] 15–16	140 days
35	Oklahoma	1907	1913	6–21	4–21	8–16	14–16	⅔ of term

(See footnotes at end of table.)

ATTENDANCE, OPERATIVE IN 1917–18, SCHOOL CENSUS AGE, AND AGE ATTENDANCE.

Education, 1916–1918, Vol. III. See also Bulletin, 1915, No. 47, "Digest of State Laws Relating to Public Education, for the years ending June 30, 1915, Vol. I, pp. 11–14; June 30, 1916, Vol. I, pp. 24 and 25.

Regularity of attendance required.	Attendance not required at any time after completing—	Absence necessary to constitute an offense; "1 day" may denote "any absence."	Minimum term legally provided (mos.).	Districts having less than the minimum term.	States having truancy officers in all districts, "x."	States having county truant officers, "x."	
Board decides....	Elementary grades...	5 days.....	None.	.....	x	x	1
Consecutive.....	Elementary grades....	1 day.....	8	None.	x	.....	2
Not required.....	Elementary grades....	1 day.....	None.	.....	x	.....	3
Consecutive.....	Elementary grades....	Not stated.....	6	None.	.....	x	4
Consecutive.....	Elementary and 14 years.	1 day.....	4	None.	x	.....	5
Consecutive.....	No provision.....	1 day.....	9	Several.	x	.....	6
Consecutive.....	No provision.....	3 days.....	7	Several.	x	.....	7
Consecutive.....	Elementary grades....	3 days in ½ year..	9	None.	x	.....	8
Consecutive.....	No provision.....	2 days [7].....	4	None.	.....	x (few).	9
Consecutive.....	Fourth grade.....	Not stated.....	None.	.....	x	.....	10
Consecutive.....	No provision.....	1 day [8].....	7	None.	x	.....	11
Consecutive.....	No provision.....	1 day.....	7	Several.	x	.....	12
Consecutive.....	No provision.....	Habitual.....	6	None.	x	x	13
Consecutive.....	Elementary grades....	1 day.....	6	None.	x	.....	14
Consecutive.....	Elementary grades....	3 days.....	7	None.	x	([10])	15
Consecutive.....	No provision.....	3 days.....	6	None.	x	.....	16
Not required [12]...	Elementary grades....	5 days.....	None.	.....	x	x (few).	17
Consecutive.....	No provision.....	½ day.....	7½	10	x	.....	18
Consecutive.....	No provision.....	1 day.....	9	None.	.....	x	19
Consecutive.....	No provision.....	5 days in 6 mos....	8	None.	x	.....	20
Consecutive.....	Elementary grades [17].	1 day.....	5	None.	x	x	21
Consecutive.....	Elementary grades....	1 day.....	5	None.	x	.....	22
Not required.....	Elementary grades....	Not stated.....	4	None.	.....	.....	23
Consecutive.....	No provision.....	1 day.....	8	2,430	x	.....	24
Consecutive.....	No provision.....	1 day.....	4	335	x	.....	25
Consecutive.....	No provision.....	Not stated.....	7	None.	x	.....	26
Consecutive.....	Elementary grades....	3 days.....	6	None.	.....	.....	27
Consecutive.....	No provision.....	1 day.....	None.	.....	[20] x	.....	28
Consecutive.....	No provision.....	1 day.....	9	None.	x	x (few).	29
Consecutive.....	No provision.....	3 days.....	7	None.	x	x (few).	30
Consecutive.....	No provision.....	1 day.....	9	None.	x	.....	31
Consecutive.....	No provision.....	2 days [7].....	4	None.	x	.....	32
Consecutive.....	Elementary grades....	1 day.....	7	.....	x	.....	33
Consecutive.....	No provision.....	1 day.....	7	None.	x	.....	34
Consecutive.....	No provision.....	1 day.....	3	None.	x	.....	35

(See footnotes at end of table.)

TABLE 5.—SALIENT FEATURES OF STATE LAWS RELATING TO SCHOOL FOR FREE

	STATE.	Date of enactment of first compulsory attendance law.	Date of enactment of present or amended law.	Legal school census age.	Free attendance age.	Compulsory attendance age.	Age when labor permits may be secured.	Minimum attendance required.
36	Oregon	1889	1911	4–20	6–21	9–15	14–15	Full term
37	Pennsylvania	1895	1911	6–16	6–21	[25] 8–16	14–16	7/10 of term [26]
38	Rhode Island	1883	1917	5–18	5—	7–16	14–16	Full term
39	South Carolina*	1915	1915	[28] None.	4–21	[29] 8–16	14–16	80 days [11]
40	South Dakota	[2] 1883	1915	6–21	6–21	8–16	15–16	Full term [30]
41	Tennessee	1905	1913	6–21	6–21	8–16	[31] 14–16	80 days [11]
42	Texas	1915	1915	7–18	7–21	8–14	12–14	80 days
43	Utah	1890	1905	6–18	6–18	8–16	12–16	100 days
44	Vermont	1867	1915	[33] 6–18	6—	[34] 8–16	15–16	Full term [35]
45	Virginia	1908	1918	7–20	6–20	8–12	14–16	80 days
46	Washington	1871	1909	4–21	4–21	8–16	[37] 12–16	Full term
47	West Virginia	1897	1915	6–21	6–21	8–15	[38] 14–15	120 days
48	Wisconsin	1879	1907	4–20	4–20	7–16	14–16	120 days [39]
49	Wyoming	1876	1909	6–21	6–21	7–14	7–14	Full term

* Local option; law not state-wide.

[1] Eighty days, if not reduced by school board.

[2] True date may be earlier.

[3] A special board may excuse a child from school attendance at any age.

[4] County superintendent may excuse a child from school attendance at any age to support a widowed mother.

[5] County or city superintendent may excuse a child from school attendance at any age.

[6] One hundred days, if not reduced by the school board.

[7] In four consecutive weeks.

[8] Absence reported monthly.

[9] Full term in cities.

[10] County superintendent appoints truant officers for the districts.

[11] Full term if minimum term is less.

[12] Consecutive attendance required if term is less than 140 days.

[13] Children 15 to 17 unable to read and write must attend school.

[14] Children 15 to 17 who have not completed the elementary grades must attend 100 days each year.

[15] Illiterates 16 to 21 are included in the school census and must attend school.

[16] Lawful labor permits are not issued to children under 15.

[17] If exempt from attendance a child must work until 16.

[18] Sixty days if not reduced by the school board.

[19] In no case less than 60 days. In cities, full term.

[20] Three State inspectors have general supervision.

[21] Children 16 to 21 who have not completed the fifth grade must attend school for the full term.

ITENDANCE, OPERATIVE IN 1917–18, SCHOOL CENSUS AGE, AND AGE ITENDANCE—Continued.

Regularity of attendance required.	Attendance not required at any time after completing—	Absence necessary to constitute an offense; "1 day" may denote "any absence."	Minimum term legally provided (mos.).	Districts having less than the minimum term.	States having truancy officers in all districts, "x."	States having county truant officers, "x."	
onsecutive.....	Elementary grades....	1 day.....	8	None.	x	x	36
onsecutive.....	No provision.....	3 days.....	7	None.	x	.....	37
onsecutive.....	Elementary grades [27]..	1 day.....	9	None.	x	.....	38
onsecutive.....	No provision.....	4 days [7].....	3	None.	.....	.....	39
onsecutive.....	Elementary grades....	Not stated.....	6	Several.	x	x	40
onsecutive.....	Elementary grades....	Not stated.....	None.	.....	.....	x (few).	41
onsecutive.....	No provision.....	1 day.....	6	Half.	x	x (few).	42
ot required [32]...	Elementary grades....	Not stated.....	5	None.	x	.....	43
onsecutive.....	Elementary grades [36]..	1 day.....	8½	Several.	x	.....	44
ot required.....	Fourth grade.....	Not stated.....	5	None.	x	.....	45
onsecutive.....	Elementary grades....	1 day.....	6	8	x	.....	46
ot required.....	No provision.....	2 days in 1 week ..	6	335	x	.....	47
onsecutive.....	Elementary grades....	1 day.....	8	None.	x	.....	48
onsecutive.....	No provision.....	3 days.....	[40] 3	.....	x	.....	49

Extreme poverty or lack of books and clothing exempts children from school attendance at any age.
If elementary grades have not been completed, children must attend school until 17 years of age.
If unemployed, school attendance for the full term is required.
"Urgent reasons, strictly construed," will exempt a child from attendance at any age. It is illegal to ploy children 8 to 14.
Full term, if not reduced by the school board.
Children must attend after completing the elementary grades if parents send them.
Counties adopting the compulsory attendance law must take a census of children between 6 and 21.
Extreme poverty excuses a child from school attendance at any age.
School board may require only 80 days consecutive attendance of children who have completed the :h grade.
Children under 14 may be employed in agricultural and domestic pursuits. Labor permits are not issued hildren under 14.
Consecutive attendance required for 50 days only.
Kindergartens legalized but minimum age not specified.
Children over 16 who enroll must attend regularly.
Superintendent of schools may exempt from further attendance any child who has attended 170 days.
If child must support dependents.
Children between 15 and 16, if unemployed, must attend school.
State commissioner of labor or the county superintendent may issue labor permits to children under 14.
In cities required attendance varies from 160 days to the full term provided.
Minimum term required to receive county aid is 6 months, State aid, 3 months.

TABLE 6.—TRUANT OFFICERS—CONDITIONS OF EXEMPTION FROM ATTENDANCE.

[Source: Bulletin, 1919, No. 90, Bureau of Education, Department of the Interior, Biennial Survey of Education, 1916–1918.]

STATE.	Officer directly charged with enforcing the compulsory attendance laws.	Officer approving or deciding on the issue of the labor permit.	Conditions under which labor permits are issued or under which attendance is not required.
Alabama	Truant officer	County or city school superintendent or principal.	Must support self or parents and have attended 40 days during term.
Arizona	Truant officer (peace officer if no truant officer).	County or city school superintendent	Able to read and write and have attended 160 days in 13th year.
Arkansas	Truant officer (peace officer if no truant officer).	School superintendent or principal [1]	Have completed fourth grade or must support widowed mother.
California	Truant officer	School superintendent	Have completed elementary grades or be in extreme poverty.
Colorado	Truant officer	County or city school superintendent	Able to read and write and must support self or parents.
Connecticut	State school board (truant officer in few towns).	Agents of State school board	Have completed fifth grade.
Delaware	Truant officer (clerk of school board if no truant officer).	No permits issued	Excused for "urgent reasons."
Dist. of Columbia	Truant officer	Judge juvenile court	Must be in extreme poverty.
Florida	Truant officer	County school superintendent	Must support self or parents or needed in agriculture.
Georgia	School board	County or city school superintendent	Must support family or needed in agriculture.
Idaho	County probation officer [2]	County or city school superintendent	Have completed elementary grades or must support self or family.
Illinois	Truant officer	School superintendent	Have completed the fifth grade.
Indiana	Truant officer	School superintendent	Have completed fifth grade and on request of parents.
Iowa	School board (rural); truant officer (cities).	Truant officer or judge	Able to read and write.
Kansas	Truant officer	School superintendent or judge juvenile court.	Have completed elementary grades.
Kentucky	School board (rural); truant officer (cities).	County or city school superintendent	Have completed fifth grade and have attended 100 days preceding year.
Louisiana	County school board and district attorney.	County school board	Must support widowed mother or be employed in certain occupations.

Maine	Truant officer	School superintendent	Have completed fifth grade.
Maryland	Truant officer	County school superintendent	Must attend 100 days during school term.
Massachusetts	Truant officer	School superintendent	Have completed fourth grade.
Michigan	Truant officer	County or city school superintendent	Have completed sixth grade, must support self or parents, and be 15 years old.
Minnesota	Truant officer (county school superintendent if no truant officer).	School superintendent (chairman school board, if no school superintendent).	Able to read and write or be employed at home Apr. 1 to Nov. 1.
Mississippi	County school superintendent	Board of trustees	Must support self or parents.
Missouri	Truant officer (county school superintendent if no truant officer).	School superintendent or school board.	Able to read and write or be in extreme poverty.
Montana	Truant officer (county school superintendent if no truant officer).	School superintendent	Able to read and write.
Nebraska	Truant officer (cities)	County or city school superintendent	Must support self or dependents.
Nevada	Truant officer (school board, if no truant officer).	School board	Must support self or parents.
New Hampshire	Truant officer	School superintendent (local)	Able to read and write and have attended 150 days preceding year.
New Jersey	Truant officer	School superintendent, principal, or teacher.[3]	Have completed fifth grade and have attended 130 days preceding year.
New Mexico	County school superintendent and boards.	No permits issued	Permits not issued.
New York	Truant officer	School superintendent	Have completed elementary grades [4] and attended 130 days preceding year
North Carolina	Truant officer	Permits not necessary	Permits not necessary but must have attended 80 days in 11th year.[5]
North Dakota	Truant officer[6]	School superintendent (clerk school board, if no school superintendent).	Able to read and write.
Ohio	Truant officer (often the constable)	School superintendent	Have completed sixth grade.
Oklahoma	School board, county school superintendent, or citizen.	County school superintendent	Able to read and write and have attended two-thirds of term preceding year.
Oregon	Truant officer	County school superintendent	Able to read and write.
Pennsylvania	Truant officer (school board, if no truant officer).	School superintendent, principal, or secretary of school board.	Able to read and write.

(See footnotes at end of table.)

TABLE 6.—TRUANT OFFICERS—CONDITIONS OF EXEMPTION FROM ATTENDANCE—Continued.

STATE.	Officer directly charged with enforcing the compulsory attendance laws.	Officer approving or deciding on the issue of the labor permit.	Conditions under which labor permits are issued or under which attendance is not required.
Rhode Island	Truant officer	School board	Able to read and write.
South Carolina	Board of trustees	Permits not necessary	Able to read and write.
South Dakota	County school superintendent (rural); truant officer (cities).	County school superintendent	Must support self or parents.
Tennessee	Truant officer (if appointed)	County school superintendent	Able to read and write.
Texas	Truant officer (school superintendent or peace officer, if no truant officer).	County school superintendent	Have completed fourth grade and must support parents.
Utah	President school board or trustee chairman.[7]	School superintendent	Must support parents.
Vermont	Truant officer (peace officer, if no truant officer).	Commissioner of industries (approval school superintendent).	Have completed sixth grade and support dependents.
Virginia	Division school superintendent and school board (rural)[8].	Notary public	Proof of age.
Washington	County school superintendent (rural); truant officer (cities).	School superintendent	Have completed elementary grades, or have "other good reasons."
West Virginia	Truant officer	School superintendent [9]	Have completed fourth grade.
Wisconsin	Peace officer (rural); truant officer (cities).	Judges of courts	Have completed fifth grade,[10] and have attended preceding year.
Wyoming	Truant officer (peace officer, if no truant officer).	School board	Permits granted if attendance would "work a hardship." [11]

[1] Or commissioner of labor statistics.
[2] County superintendent reports truancy cases to the probate judge, under whom probation officers act.
[3] As the school board designates.
[4] Sixth grade if child is over 15.
[5] Applies only to children between 12 and 13.
[6] Superintendent, peace officer, or clerk of board may ascertain violations.
[7] City boards may appoint truant officers.
[8] Truant officers in cities.
[9] See footnote 38, Table 5.
[10] Or has attended school at least 7 years.
[11] Children may be employed at certain kinds of labor at any age.

In such States as Mississippi (1918), South Carolina (1915), and Florida (1915), where local option is permitted, but poor results can be expected. In Georgia (1916), Alabama (1915), and Texas (1915) it is to be expected that for several years to come there will be a very low degree of compliance.[4]

Certain of the States show rather great deviations from others of their type in percentages of persons 7 to 20 years of age attending school. (See p. 17.) In Type I, Rhode Island and Maryland are considerably below the rest. Pennsylvania is the only one of the States in this group that begins the required period as late as 8 years of age, thus cutting down somewhat the attendance 7 to 13 years. In Rhode Island attendance is not required after the completion of the elementary grades, and labor permits are granted if the individual is able to read and write and is 14 years of age or over. Maryland ends the requirement at 15 years, with labor permits granted from 13 to 15 years but with compulsory attendance for 100 days during the school term. Each of these States has liberal requirements as compared with the other States of Type I.

In Type II, New Hampshire, New York, Missouri, and the District of Columbia are well below the others in percentage attending, 7 to 20 years. New Hampshire begins the compulsory period at 8 years, with labor permits 14 to 16 years requiring ability to read and write and attendance for 150 days during the preceding year. New York has almost identical requirements, except that completion of elementary grades (or, if the child is over 15 years, the sixth grade) and attendance 130 days the previous year are added requirements for labor permits. Missouri has stipulations similar to those in New Hampshire, but, in granting working papers provides a further loophole for avoidance by the phrase "or is in extreme poverty." In the District of Columbia the restricted ages are 8 to 14 years, with labor permits granted from 12 to 14 years if the family is in extreme poverty. Added to this, attendance is not required after the elementary grades have been completed. This degree of laxity would hardly be expected in the seat of our Federal Government.

Type III is made up in the main of States new to enforced attendance. With the exception of West Virginia (1897), Kentucky (1893), and New Mexico (1872), none had enacted this

[4] Numbers in parentheses indicate dates of original compulsory attendance legislation.

type of legislation prior to 1905. The first two of these have liberal clauses providing for labor permits requiring, respectively, completion of fourth and fifth grades and attainment of 14 years. In West Virginia permits may, under certain conditions, be issued for children under 14 years. The case of New Mexico is difficult to interpret under a discussion of legislation. The requirements there apply from 7 to 14, and above 14 years no labor permits are required. But the attendance is low even during the years of compulsory attendance. The presence of large proportions of Spanish-speaking native whites of native parentage who resist assimilation is a most important factor.

In Type IV, in Georgia the legislation is very lax. The laws apply from 8 to 14 years with labor permits given if the child is 12 to 14 years; and if he must support the family or *is needed in agriculture*, further attendance is not required *after completing the fourth grade*. Little can be hoped for education under legislation such as this. It is small wonder that attendance is at low ebb. Further, free attendance is not offered after 18 years.

In Louisiana the required period is 7 to 14, but labor permits may be secured at these ages if the child must support a widowed mother or *be employed in "certain occupations."*

In Arizona, as in New Mexico, the school legislation compares favorably with that of neighboring States. The racial make-up of the population offers the only explanation for the low attendance rates.

URBAN AND RURAL SCHOOL ATTENDANCE.

Elaborate discussion of the school-attendance data for urban and rural classes is not warranted by the type of information available. It must be borne in mind that pupils and students away from home but attending school are generally enumerated as of their actual place of permanent residence, rather than as of their place of temporary school domicile.[5] Most of the scholars who pursue secondary or higher education receive their training in urban centers though they may go daily from a rural home to the urban school. This materially affects any interpretation of the school-attendance figures for age groups over 13 years by urban and rural divisions. It means that the statistics cease

[5] "Students at school or college.—If there is a school, college, or other educational institution in your district which has students from outside of your district, you should enumerate only those students who have their regular places of abode in your district."—*Instructions to enumerators.*

almost entirely to measure the service of the rural school and instead tend to indicate only the contrasting desires and opportunities of the urban and rural groups.[6]

From the following table of school attendance for the United States as a whole there appears to be a tendency at the ages 7 to 13 years, for the urban rates (94.4 per cent) to exceed greatly the rural rates (87.6 per cent) for both males and females, with the two sexes about equal in proportionate attendance. At 14 and 15 years the urban and rural rates are quite similar (about 80 per cent), though the rural males show a relatively low proportion (78.6 per cent). At 16 and 17 years the rural rates materially exceed the urban, with rural females the highest (49.8 per cent), far above the lowest, urban males (37.4 per cent). From 18 to 20 years the rural females lead (16.5 per cent), followed by the urban males (15.0 per cent), with rural males third (14.6 per cent), and urban females lowest (13.1 per cent).

TABLE 7.—PER CENT OF PERSONS 7 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY AGE CLASSES AND SEX, IN URBAN AND RURAL COMMUNITIES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 20.]

AGE GROUP.	Class of community.	PER CENT ATTENDING SCHOOL.		
		Both sexes.	Male.	Female.
7 to 13	Urban	94.4	94.4	94.4
	Rural	87.6	87.4	87.9
14 and 15	Urban	80.7	80.6	80.8
	Rural	79.4	78.6	80.2
16 and 17	Urban	39.2	37.4	40.9
	Rural	46.1	42.7	49.8
18 to 20	Urban	14.0	15.0	13.1
	Rural	15.6	14.6	16.5

Stringent enforcement of compulsory attendance laws and good school equipment in cities as against poor facilities and half-hearted enforcement in rural districts,[7] account for the material differences between urban and rural rates, 7 to 13 years. The very rapid decline in urban rates and the slow falling off in rural rates, 14 and 15 years, is due to the different economic opportunities of

[6] In drawing the distinction between urban and rural population, all incorporated places (and in Massachusetts, Rhode Island, and New Hampshire, all towns) having 2,500 inhabitants or more are treated as urban and the remainder of the country as rural.

[7] It should be noted that a large part of the rural population is centered in the South, where all school-attendance rates are low.

cities as compared with open country and the different conditions of employment in the two localities. The town and city boys enter store, office, or factory where they are engaged daily during full business hours. The country boy "does the chores" before and after school, with full-time labor only during the summer, late spring, and early fall. In the group 16 and 17 years the effects of this are seen to operate even more strongly. Here the predominance of the rural female rates becomes most marked. The city girl, having reached a more mature age, enters the department store, office, or factory. Her country sister finds no occupation awaiting her except that of housewife or teacher, unless she leaves her rural home for the near-by town. Continuation in school for this group, naturally, is high. By the age of 18, a large portion of the city girls have completed "business courses" and are ready for a business career. The country boys are ready for the physical labors of the farm. For both little is to be gained through further attendance at school. City boys, on the contrary, are frequently entering night school, either voluntarily or because of the operation of continuation school laws. Many of the young men attending colleges and universities, practically all of which are located in places with 2,500 or more inhabitants, either have actually severed their connections with home and are bona fide residents of the college town, or, through the arbitrary decision of the enumerator, are recorded as such.

No data are available for urban and rural, by single years of age. Therefore curves for single States have been prepared. The States chosen to illustrate the urban situation are Massachusetts, which is 94.8 per cent urban, and District of Columbia, which is 100 per cent urban. It will be recalled that Massachusetts is of Type I and District of Columbia of Type II, as previously described. The rural States are Mississippi, only 13.4 per cent urban, and North Dakota, 13.6 per cent urban. The former is of Type III; the latter of Type II. It will be noticed that both Massachusetts and District of Columbia are above the others from the earliest years to and including the age of 13. While for the District of Columbia the curve is sustained at 14 years, it soon falls, and from 16 to 19 years both urban curves are below the two rural curves. Local situations affect the specific curves at 20 years.

CHART 9.—PER CENT OF MALES AND FEMALES ATTENDING SCHOOL IN URBAN AND RURAL COMMUNITIES, BY AGE PERIODS: 1920.

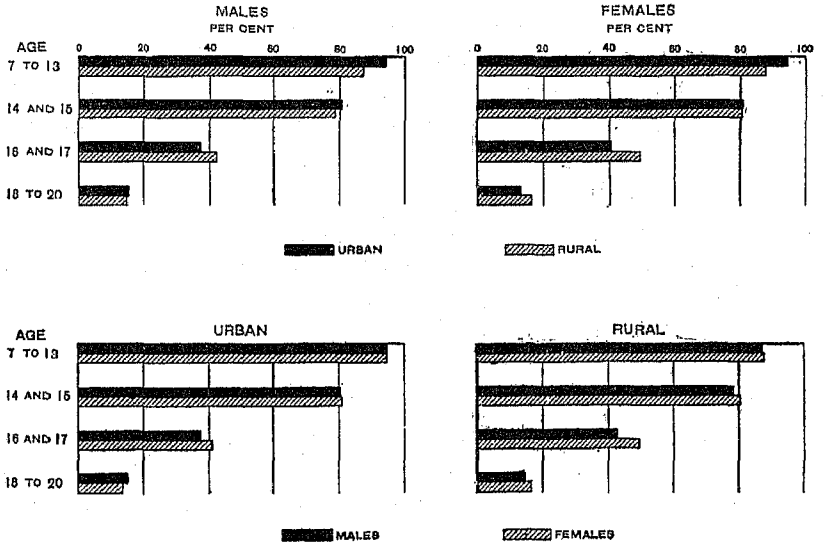
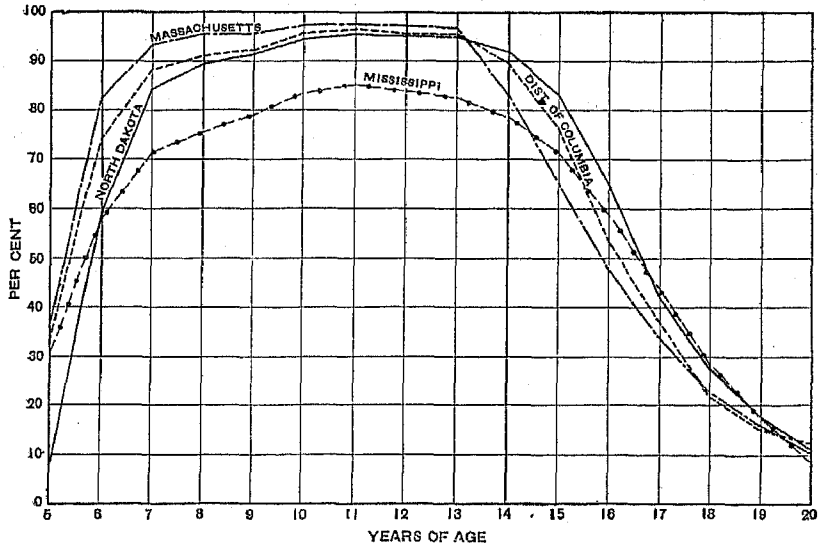


CHART 10.—PER CENT OF TOTAL POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR MASSACHUSETTS, DISTRICT OF COLUMBIA, MISSISSIPPI, AND NORTH DAKOTA, AS TYPICAL URBAN AND RURAL STATES: 1920.



SCHOOL ATTENDANCE IN CITIES.

To throw further light upon the various States, the following table is submitted. Because of the large number of communities of smaller size, only cities of 100,000 population and over are included. In the large centers the school legislation of the State is in full force, and the difficulties which in rural communities limit enforcement are largely absent. True, in many cities where the growth has been rapid, population of school age has fast outstripped school facilities. It will be seen that during the period 7 to 13 years, the percentages attending vary within a small range in the cities of the Northern and Western States in spite of differing legal provisions. Omitting cities of Texas, no city of 100,000 population and over has less than 90 per cent, and none more than 98 per cent, attending at these ages. Texas has an extreme situation in San Antonio, 83.7 per cent, and Fort Worth, 88.6 per cent. Comparison of the cities in a single State, however, shows in many instances, the efficacy of the enforcement agencies. Where the general legal requirements and the size of the communities are the same, approximately equal percentage attendance would be expected. But the facts appear quite otherwise in States where there is a sufficient number of large communities to make comparison significant. In Massachusetts, Boston has 94.7 per cent and Fall River 97.8 per cent of the children 7 to 13 years, in attendance. In Connecticut, Bridgeport is lowest, with 90.6 per cent, and Hartford highest, with 96.9 per cent. In New Jersey, the rates show material variation; and in Pennsylvania, Scranton has 93.1 per cent and Reading 95.5 per cent. In New York the range is from 92.3 per cent for Buffalo to 97.1 per cent for Yonkers; in Ohio there is little variation; in Washington the range is from 93.9 per cent for Seattle to 98.0 per cent for Spokane. San Francisco, Calif., has 92.2 per cent and Oakland 96.0 per cent. Few cities of 100,000 population and over are to be found in the South. Texas offers the only fair comparison. There, San Antonio has 83.7 per cent and Dallas 93.3 per cent.

TABLE 8.—SCHOOL ATTENDANCE OF TOTAL POPULATION BY AGE GROUPS FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	PER CENT ATTENDING SCHOOL BY AGE GROUPS.			
	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
Spokane, Wash	98.0	92.3	61.3	27.5
Fall River, Mass	97.8	45.4	21.6	11.3
Trenton, N. J	97.6	66.0	31.0	10.3
Portland, Oreg	97.5	91.1	56.1	22.9
Cincinnati, Ohio	97.2	90.2	39.3	13.8
Cambridge, Mass	97.2	80.3	42.1	18.5
Yonkers, N. Y	97.1	86.7	39.4	15.8
Lowell, Mass	97.0	73.0	36.2	14.3
Milwaukee, Wis	96.9	87.7	50.8	14.4
Hartford, Conn	96.9	80.9	40.3	13.9
Youngstown, Ohio	96.8	89.4	42.6	12.3
Dayton, Ohio	96.8	89.3	43.1	13.8
Kansas City, Kans	96.8	79.7	32.8	10.6
Des Moines, Iowa	96.7	91.8	54.0	23.4
Denver, Colo	96.5	83.7	51.1	21.2
Syracuse, N. Y	96.4	83.9	41.7	19.4
Akron, Ohio	96.3	90.3	35.2	7.5
Toledo, Ohio	96.3	83.9	36.0	11.6
Cleveland, Ohio	96.2	88.8	37.3	11.6
Baltimore, Md	96.1	68.8	25.8	9.1
Oakland, Calif	96.0	91.6	55.0	22.3
Wilmington, Del	96.0	72.2	29.6	12.5
Columbus, Ohio	95.9	88.9	51.0	19.0
Springfield, Mass	95.9	77.8	44.9	16.7
New Bedford, Mass	95.9	48.4	19.6	9.4
Salt Lake City, Utah	95.7	92.6	63.9	23.6
Grand Rapids, Mich	95.7	89.7	41.3	13.8
Providence, R. I	95.7	65.0	31.8	13.2
Louisville, Ky	95.6	78.4	30.5	9.6
Reading, Pa	95.5	85.7	29.5	9.1
Omaha, Nebr	95.3	86.5	44.1	14.2
Worcester, Mass	95.1	74.3	41.7	15.3
Los Angeles, Calif	95.0	90.4	54.0	20.9
St. Paul, Minn	95.0	87.8	40.1	15.7
St. Louis, Mo	94.8	71.9	28.3	10.0
Jersey City, N. J	94.8	69.9	22.7	7.3
Paterson, N. J	94.8	63.0	20.7	7.1
Detroit, Mich	94.7	88.2	31.9	8.1
Boston, Mass	94.7	83.4	43.2	15.2
Rochester, N. Y	94.6	79.7	31.8	12.5
New Haven, Conn	94.6	70.8	33.7	13.0
Pittsburgh, Pa	94.5	85.5	36.8	12.7
Nashville, Tenn	94.5	80.8	40.1	14.6
Kansas City, Mo	94.4	83.3	44.9	14.3
Indianapolis, Ind	94.4	75.0	32.9	10.8
Camden, N. J	94.4	70.2	20.2	5.9
Newark, N. J	94.2	70.1	25.1	8.3
Minneapolis, Minn	94.0	90.6	50.9	20.6
Philadelphia, Pa	94.0	84.6	30.1	8.7
Seattle, Wash	93.9	87.7	55.2	22.9
Chicago, Ill	93.9	72.6	29.1	9.8

TABLE 8.—SCHOOL ATTENDANCE OF TOTAL POPULATION BY AGE GROUPS FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920—Continued.

CITY.	PER CENT ATTENDING SCHOOL BY AGE GROUPS.			
	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
New York, N. Y.	93.7	78.1	27.0	8.8
Washington, D. C.	93.5	83.2	44.8	16.2
Dallas, Tex.	93.3	83.0	46.2	14.2
Norfolk, Va.	93.2	77.7	38.4	10.3
Richmond, Va.	93.2	74.8	35.4	12.2
Scranton, Pa.	93.1	80.0	29.9	9.9
Albany, N. Y.	92.6	82.9	39.1	15.9
Atlanta, Ga.	92.5	73.6	37.4	12.1
Buffalo, N. Y.	92.3	78.6	30.9	11.4
San Francisco, Calif.	92.2	88.2	50.7	21.8
Memphis, Tenn.	92.2	78.0	39.4	11.2
New Orleans, La.	91.6	70.3	30.3	8.7
Bridgeport, Conn.	90.6	74.7	27.5	8.4
Birmingham, Ala.	90.5	81.5	43.1	12.0
Houston, Tex.	90.2	79.3	40.4	10.9
Fort Worth, Tex.	88.6	79.6	41.6	12.0
San Antonio, Tex.	83.7	73.4	36.1	10.7

To some extent these figures measure the elasticity of enforcement when this is left to local authorities. In certain States the legislatures have created a State office which has as part of its function the task of prosecuting violators of the compulsory attendance and child labor laws. This will undoubtedly raise materially the general proportionate attendance, especially where adequate survey and reporting facilities are provided. In States where locally appointed truant officers have charge and where school surveys are omitted or, when taken, incomplete, only spasmodic enforcement can be expected. In many sections where ex-officio officers act in this capacity little can be expected. The issuance of labor permits likewise affects materially the general attendance; and where loose provision is made for their issuance and supervision, attendance is low.

In the age groups from 14 to 20 marked variations are seen. Further analyses of these municipalities will show the causes of these variations. They are largely due to the ethnic mixtures in the various centers, depending not only on the *numbers*, both absolute and relative, in the nativity and race groups, but on the *kinds* of people of which they are constituted. A more elaborate and detailed discussion is to be found in Chapters III to VII, where the various population classes are treated separately. In general, however, it may be said that the higher the proportions

of negroes and of foreign-born white in the school population, the lower will be the general attendance rate and the smaller the percentages throughout the several age groups, especially in the classes 14 and 15 years and 16 and 17 years. Where a large negro element is present, the rates will be found to be particularly low in the group 7 to 13 years, with relatively high proportions at all ages from 14 to 20 years. Where the foreign-born whites constitute a large part of the population, the rates start high but drop rapidly in the upper age groups, that is, from 14 to 20 years. The cities where native whites are found in the largest proportions have rates relatively very high for all ages.

Nothing can be said here regarding length of term and other measures of the value of education rendered. It is true that the data herein presented do depend, in large measure, on the period during which schools are open. In many localities the school term does not begin until very late and in consequence lack of opportunity to attend may have materially reduced the numbers and proportions reported as attending. If space and time warranted, it would be of real interest to analyze the physical facilities available to children in the various States. These must be left for another and more strictly educational investigation.

III.

NEGRO SCHOOL ATTENDANCE.

As was pointed out in another part of this work the ethnic make-up of the population plays almost as important a part as does the legislation which has been enacted. Indeed, the racial composition of a State in large measure determines the type of all social legislation and the degree and kind of enforcement to be found there. There is no doubt that in the Southern States the presence of negroes in large numbers was a strong deterrent to the enactment of compulsory education laws in those States. It is not due purely to chance that of the 16 States (excluding the District of Columbia) popularly considered Southern, none had enacted such legislation prior to 1893 and only 3 prior to 1905. In the North, where the foreign born constitute a very large proportion of the population, the problem of assimilation has necessitated very rigid requirements, with strict enforcement. Interesting and valuable work could be done in detailed study of the effect of racial elements on school and other legislation. The purposes of the present volume, however, prevent more than brief comment. The immediate task is that of showing what, under existing laws, is the differential reaction of different ethnic groups.

NEGRO SCHOOL ATTENDANCE IN THE SOUTH.

The States of Types III and IV (except Arizona), supplemented by Maryland and Delaware of Type I and District of Columbia of Type II, constitute "the South." In these States the large negro populations make necessary separate analysis of negro school attendance.

As has been shown in the general curve of negro school attendance, relatively low rates prevail in the early ages and unexpectedly high rates in the later years. (See pp. 6 and 8.) The low rates may be accounted for by the fact that in the States where the negroes are concentrated the laws, in most instances, do not begin the compulsory period until the age of 8 years.[1] Further, in many of these States free instruction is not provided under the law before the age of 6 or 7 years.[2]

[1] Exceptions to this are Delaware, Maryland, Kentucky, Mississippi, Arkansas, and Louisiana.

[2] States setting minimum age for free tuition at 7 years, Alabama and Texas; 6 years, West Virginia, Virginia, Maryland, North Carolina, Tennessee, Florida, Arkansas, Georgia; 5 years, District of Columbia, Mississippi; 4 years, Delaware, South Carolina, Kentucky, Oklahoma, Louisiana.

In the States where the minimum free instruction age is 7 years, very few negro children below that age are reported as attending school; such as do attend are probably enrolled in schools supported by private funds. It would seem that even these facilities are not open to many children under 7 years, for attendance at 5 and 6 years is very low, particularly when compared with States having earlier minima. In Georgia and Louisiana the maximum limit for free instruction is 18 years. These States, for the ages 18, 19, and 20 years, rank far below the others of the South [8] in percentage attendance. These are the ages when the compulsory features of legislation have not yet begun to act or have for some time ceased to act. If it can be assumed that the free tuition elements of the laws in fact apply to negroes, there is found a striking response to better opportunity.

As has been remarked previously, in a locality where the compulsory feature of the law is rigid and enforcement strict, the general curve of attendance for all races combined shows a steep upward trend to the first compulsory year—that is, relatively low attendance rising to almost full attendance at the first required year of age. A level plateau appears in these curves during the period of enforced attendance—the rates are about equal for each of several years of that period. With the first year when labor permits are granted a sharp drop appears in the trend—relatively small proportions of children of that age attend. These features are direct consequences of enforcement of the compulsory clauses.

In the curves of negro attendance in the South the abrupt rises, levels, and sharp drops seldom appear. In Delaware, over the period 7 to 13 years, the rates are about equal, but no abrupt falling off is noticeable at 14 years. A somewhat similar situation is found in West Virginia. In the District of Columbia both a sharp early rise and an abrupt decline at 14 years are noticeable.

In Delaware and the District of Columbia the negro population is largely urban. Moreover, these communities, with West Virginia, are decidedly more "Northern" in economic status and point of view than the rest of the South. The negro attendance situation in these southern border States is very similar to that in such northern border States as Pennsylvania, Ohio, Missouri, and Kansas. The legal provisions themselves are very similar and are drastic as compared with those found elsewhere in the South.

[8] Exceptions are Florida at 19 and 20 years, and Maryland at 18 and 19 years.

In the territory lying below this group of northern and southern border States a very different situation exists. Here, over the period of compulsory attendance provided by law, the rates increase regularly from the earliest ages to a maximum at 11 years and steadily decline from then to the end of the period. No abrupt changes appear at the ages when labor permits are granted or the restrictions cease entirely. If the curve were plotted for any one of these States, it would show conclusively that, although the laws are existent, enforcement against negroes is very imperfect at best and, in some cases, negligible.

Attendance at 11 years of age may be taken as a measure of degree of enforcement, since in all the Southern States[4] this is the age of maximum attendance for negroes and since it is an age at which all the States require that all children go to school.[5] The negro attendance rates at that year of age arranged in descending order [6] for the States of the South are as follows:

	Per cent.		Per cent.
District of Columbia	95.8	Oklahoma	82.3
Delaware	95.5	Florida	78.4
West Virginia	92.8	Mississippi	77.2
Kentucky	91.0	Alabama	76.8
Texas	90.6	Tennessee	76.1
Maryland	89.0	Georgia	74.6
North Carolina	87.3	Arkansas	74.4
South Carolina	87.2	Louisiana	68.3
Virginia	84.7		

The District of Columbia and Delaware stand very high in the scale of attendance at this age. West Virginia, Kentucky, Texas, and Maryland have much higher rates than do the remaining States. In North Carolina, South Carolina, Virginia, and Oklahoma from an eighth to a fifth of the children were not in at-

[4] In Oklahoma the rates are at 10 years 82.4 per cent, at 11 years 82.3 per cent, at 12 years 82.5 per cent. Since these differ by only a small amount—probably fortuitously, as there are only 3,000, approximately, attending school at any of these ages—the rate for 11 years has been used as more truly comparable.

[5] Under the laws of Florida and Louisiana working permits may be granted at any age under rather broad provisions. South Carolina excuses children at any age on the grounds of extreme poverty. North Carolina excuses children at any age on the grounds of extreme poverty or lack of books and clothing. In Arkansas the county superintendent may excuse at any age if the child must support a widowed mother. In Georgia and Virginia attendance is not required after completing the fourth grade.

[6] Attention should also be called to the fact that in many of these States labor permits are granted at 12 years of age. This is true in Texas, North Carolina, Mississippi, Alabama, the District of Columbia, and Georgia. In all of these there seems to be a slight accentuation at 11 years and a drop at 12 years that appears exaggerated, due in all probability to misstatement of age among those of 11 years who should be in school but whose parents demand their economic aid. Correction for this would not exceed 1 per cent in any case and could not materially affect the order. If the age 10 years is used the order remains unchanged. Since it is exaggeration the data should be considered as maxima.

tendance; while in Florida, Mississippi, Alabama, Tennessee, Georgia, and Arkansas from one-fifth to one-quarter were out of school. Louisiana had the well-nigh hopeless proportion of almost one-third nonattendant. It must be borne in mind that this is not only the age of maximum attendance but that, with proper facilities, it is one of the years of maximum benefit.

URBAN AND RURAL SCHOOL ATTENDANCE IN THE SOUTH.

It would be unsafe to consider the figures as a measure of differential interest in elementary education on the part of the children or their parents. Numerous other factors enter to depress or raise the proportions throughout all the school-attendance years.

TABLE 9.—SCHOOL ATTENDANCE OF NEGROES 7 TO 13 YEARS OF AGE, IN URBAN AND RURAL COMMUNITIES, FOR SOUTHERN STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

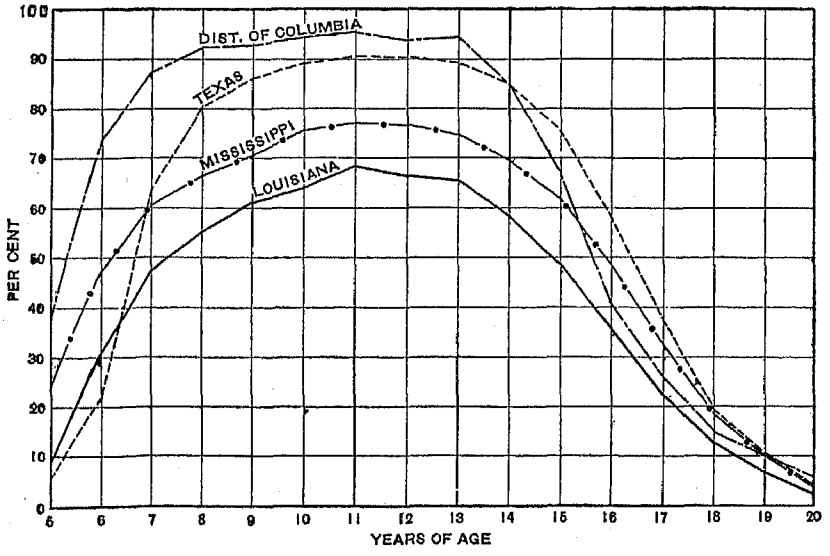
STATE.	PER CENT ATTENDING SCHOOL.			Per cent urban in negro population 7 to 13 years of age.
	Total negroes 7 to 13 years of age.	Urban communities.	Rural communities.	
Delaware	94.2	95.2	93.7	31.1
District of Columbia	93.0	93.0	.....	100.0
West Virginia	88.6	93.4	87.3	21.3
Kentucky	85.9	92.5	82.5	34.6
Texas	84.0	90.2	82.3	21.5
Maryland	84.0	93.0	78.8	36.8
South Carolina	82.3	90.3	81.4	9.8
North Carolina	81.8	90.1	80.4	15.0
Virginia	78.1	89.9	75.0	21.0
Oklahoma	77.8	92.2	73.3	24.0
Florida	73.1	91.3	65.6	29.3
Mississippi	71.5	83.9	70.5	7.8
Tennessee	71.1	90.6	63.6	27.8
Georgia	70.2	87.5	66.9	15.8
Arkansas	69.9	91.7	67.1	11.6
Alabama	69.2	87.3	65.7	16.2
Louisiana	61.0	82.9	55.1	21.3

An analysis of urban attendance and rural attendance discloses differences, due to the distinct disadvantages of the rural regions as compared with the urban centers. Rural counties have, in the main, less per capita wealth than do urban districts and can less afford to support the two sets of schools necessitated by social conditions in the South. Where conditions are such that a rural

school, though needed, can not be opened or continued, transportation difficulties arise which practically prevent enrollment in schools of neighboring centers. Through all of these the negro child suffers from lack of educational opportunity.

In Table 9 the attendance rates for negro children 7 to 13 years in the several Southern States are set forth. The order is very similar to that of the preceding table for attendance at 11 years and is based upon the total attendance, rural and urban combined.[7] Inspection of columns "urban" and "rural" of the table and of the typical urban and rural States selected for Chart 11, shows very clearly the invariably adverse condition of education in the open country. In Delaware the difference between the two rates is relatively very small (1.5 per cent), while the maximum variation is found in Louisiana (27.8 per cent).

CHART 11.—PER CENT OF NEGRO POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR THE DISTRICT OF COLUMBIA, TEXAS, MISSISSIPPI, AND LOUISIANA: 1920.



[7] When the longer age period is considered, South Carolina appears slightly better than North Carolina, the differences between the rates for the two States being very slight in either case. Alabama, however, drops to next to last place when the wider age grouping is considered, due largely to the peculiarities of its legislation. In Alabama the minimum age for granting working permits is 12 years, causing, in all probability, an exaggeration at 11 years and consequent slight disturbance of order in the former table. In the wider grouping, Delaware, where no working permits are granted, takes precedence over the District of Columbia, where working permits are granted at 12 years.

The States have urban rates ranging approximately from 90 per cent to 95 per cent attendance,[8] with the exception of Louisiana, where the whole educational situation is bad; Mississippi, where there are no cities over 25,000 population and where the laws have but recently required attendance; and Georgia and Alabama, where there are few large centers and where the legislation is comparatively very lax. This is in striking contrast to the wide range in rural rates, from 55.1 per cent in Louisiana to 93.7 per cent in Delaware.

SCHOOL ATTENDANCE IN LOCALITIES OF 2,500 INHABITANTS OR MORE.

This narrow range in urban rates, 7 to 13 years, for States is further substantiated by the data for specific cities and towns of 25,000 population and over. Among southern cities of 100,000 population and over, the range is from 88.3 per cent (Fort Worth, Tex.) to 94.6 per cent (Wilmington, Del.). Cities of 25,000 to 100,000 population vary from 73.2 per cent (Fort Smith, Ark.) to 96.1 per cent (Covington, Ky.), and of the 44 localities of this class only 3 have rates less than 82.5 per cent. These are Fort Smith, Ark. (73.2 per cent), Miami, Fla. (76.1 per cent), and Clarksburg, W. Va. (79.9 per cent), all of which are but slightly over 25,000 population.

It appears, therefore, that in the cities of large and medium size in the South, there is a high proportion of negro school attendance during the compulsory period.

Statistics are not published for separate towns and cities with populations of from 2,500 to 25,000. Table 11 has been prepared as a substitute. It appears from the data for towns and cities of this class that the States range from 75.9 per cent (Louisiana) to 97.5 per cent (Delaware). If Louisiana be excluded, the lowest is Mississippi with 83.9 per cent. It is probable that, if the information for individual localities were available the lower limit would be somewhat less. The upper limit, as shown by the high rate in Delaware, is due to the very small number (278) of negroes in all the towns of this class combined.

It is evident from the table that there is no general tendency for school attendance to vary with the size of the community. In Arkansas, Delaware, South Carolina, and West Virginia the highest rates are in the towns and cities of the smallest size.

[8] In Virginia the urban rate is 89.9 per cent and in Delaware, 95.2 per cent.

TABLE 10.—SCHOOL ATTENDANCE OF NEGROES 7 TO 13 YEARS OF AGE, FOR CITIES OF 25,000 INHABITANTS OR MORE, IN SOUTHERN STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

STATE AND CITY.	NEGROES 7 TO 13 YEARS OF AGE: 1920.					
	Cities of 100,000 inhabitants or more.			Cities of 25,000 to 100,000 inhabitants.		
	Total number.	Attending school.		Total number.	Attending school.	
		Number.	Per cent.		Number.	Per cent.
ALABAMA:						
Birmingham	9,054	8,105	89.5	.....	.....	.....
Mobile	.....	.....	.....	2,842	2,624	92.3
Montgomery	.....	.....	.....	2,651	2,360	89.0
ARKANSAS:						
Fort Smith	.....	.....	.....	470	344	73.2
Little Rock	.....	.....	.....	1,824	1,673	91.7
DELAWARE:						
Wilmington	1,017	962	94.6	.....	.....	.....
DISTRICT OF COLUMBIA:						
Washington	11,752	10,924	93.0	.....	.....	.....
FLORIDA:						
Jacksonville	.....	.....	.....	4,870	4,568	93.8
Miami	.....	.....	.....	955	727	76.1
Pensacola	.....	.....	.....	1,348	1,289	95.6
Tampa	.....	.....	.....	1,372	1,294	94.3
GEORGIA:						
Atlanta	7,425	6,618	89.1	.....	.....	.....
Augusta	.....	.....	.....	2,469	2,138	86.6
Columbus	.....	.....	.....	1,236	1,075	87.0
Macon	.....	.....	.....	2,860	2,561	89.5
Savannah	.....	.....	.....	4,290	3,892	90.7
KENTUCKY:						
Louisville	3,647	3,446	94.5	.....	.....	.....
Covington	.....	.....	.....	304	292	96.1
Lexington	.....	.....	.....	1,177	1,088	92.4
Newport	.....	.....	.....	98	95	(1)
LOUISIANA:						
New Orleans	12,561	11,127	88.6	.....	.....	.....
Shreveport	.....	.....	.....	1,975	1,698	86.0
MARYLAND:						
Baltimore	10,900	10,215	93.7	.....	.....	.....
Cumberland	.....	.....	.....	144	122	84.7
Hagerstown	.....	.....	.....	148	126	85.1
NORTH CAROLINA:						
Asheville	.....	.....	.....	960	876	91.3
Charlotte	.....	.....	.....	1,927	1,784	92.6
Wilmington	.....	.....	.....	1,855	1,626	87.7
Winston-Salem	.....	.....	.....	2,336	2,170	92.9
OKLAHOMA:						
Muskogee	.....	.....	.....	1,016	964	94.9
Oklahoma City	.....	.....	.....	937	862	92.0
Tulsa	.....	.....	.....	1,156	1,106	95.7
SOUTH CAROLINA:						
Charleston	.....	.....	.....	4,327	3,830	88.5
Columbia	.....	.....	.....	1,750	1,564	89.4

[1] Per cent not shown, base being less than 100.

TABLE 10.—SCHOOL ATTENDANCE OF NEGROES 7 TO 13 YEARS OF AGE, FOR CITIES OF 25,000 INHABITANTS OR MORE, IN SOUTHERN STATES: 1920—Continued.

STATE AND CITY.	NEGROES 7 TO 13 YEARS OF AGE: 1920.					
	Cities of 100,000 inhabitants or more.			Cities of 25,000 to 100,000 inhabitants.		
	Total number.	Attending school.		Total number.	Attending school.	
		Number.	Per cent.		Number.	Per cent.
TENNESSEE:						
Memphis	6,113	5,461	89.3	.....	.....	.....
Nashville	4,175	3,853	92.3	.....	.....	.....
Chattanooga	.....	.....	.....	2,087	1,892	90.7
Knoxville	.....	.....	.....	1,493	1,404	94.0
TEXAS:						
Dallas	2,466	2,278	92.4	.....	.....	.....
Fort Worth	1,586	1,401	88.3	.....	.....	.....
Houston	3,755	3,463	92.2	.....	.....	.....
San Antonio	1,665	1,497	89.9	.....	.....	.....
Austin	.....	.....	.....	966	867	89.8
Beaumont	.....	.....	.....	1,676	1,602	95.6
El Paso	.....	.....	.....	150	142	94.7
Galveston	.....	.....	.....	904	813	89.9
Waco	.....	.....	.....	1,023	908	88.8
Wichita Falls	.....	.....	.....	123	102	82.9
VIRGINIA:						
Norfolk	4,615	4,261	92.3	.....	.....	.....
Richmond	6,183	5,549	89.7	.....	.....	.....
Lynchburg	.....	.....	.....	1,173	1,050	89.5
Newport News	.....	.....	.....	1,418	1,246	87.9
Petersburg	.....	.....	.....	1,797	1,539	85.6
Portsmouth	.....	.....	.....	2,817	2,635	93.5
Roanoke	.....	.....	.....	1,222	1,134	92.8
WEST VIRGINIA:						
Charleston	.....	.....	.....	455	415	91.2
Clarksburg	.....	.....	.....	144	115	79.9
Huntington	.....	.....	.....	281	265	94.3
Wheeling	.....	.....	.....	118	113	95.8

In Alabama, Florida, North Carolina, Oklahoma, Tennessee, and Texas the cities of 25,000 to 100,000 have the largest proportion of attendance. To a greater and greater degree large cities are finding it difficult to provide school facilities within reasonable transportation reach of the various classes of their population. This is particularly true when segregation of races, either enforced or voluntary, is the rule. The smaller cities and the larger towns, although many of them are growing rapidly, find it comparatively easy to enlarge the physical equipment of their schools.

The conclusion must be, then, that for all the States of the South the urban negro children are, in the main, attending school

in relatively large proportions. The exceptions are the three cities of slightly over 25,000 population—Fort Smith, Ark., Miami, Fla., and Clarksburg, W. Va.—and the towns and cities of between 2,500 and 25,000 population of Louisiana. And further, there is a slight advantage in some localities in favor of the smaller centers as compared with the very large cities.

TABLE 11.—SCHOOL ATTENDANCE OF NEGROES 7 TO 13 YEARS OF AGE, IN EACH CLASS OF URBAN PLACES AND IN RURAL COMMUNITIES, FOR SOUTHERN STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17; Vol. III, Table 2, for the several States.]

STATE.	PER CENT OF SCHOOL ATTENDANCE IN—				
	Total urban population.	Places of 100,000 inhabitants and over.	Places of 25,000 to 100,000 inhabitants.	Places of 2,500 to 25,000 inhabitants.	Total rural population.
Alabama	87.3	89.5	90.7	84.2	65.7
Arkansas	91.7	.....	87.9	92.9	67.1
Delaware	95.2	94.6	.....	[1] 97.5	93.7
District of Columbia	93.0	93.0	.....	.....	.....
Florida	91.3	.....	92.2	90.1	65.6
Georgia	87.5	89.1	89.0	85.8	66.9
Kentucky	92.5	94.5	93.4	91.0	82.5
Louisiana	82.9	88.6	86.0	75.9	55.1
Maryland	93.0	93.7	[1] 84.9	89.6	78.8
Mississippi	83.9	.....	.....	83.9	70.5
North Carolina	90.1	.....	91.2	89.6	80.4
Oklahoma	92.2	.....	94.3	90.1	73.3
South Carolina	90.3	.....	88.8	91.1	81.4
Tennessee	90.6	90.5	92.1	89.9	63.6
Texas	90.2	91.2	91.6	89.0	82.3
Virginia	89.9	90.9	90.2	87.5	75.0
West Virginia	93.4	.....	91.0	95.2	87.3

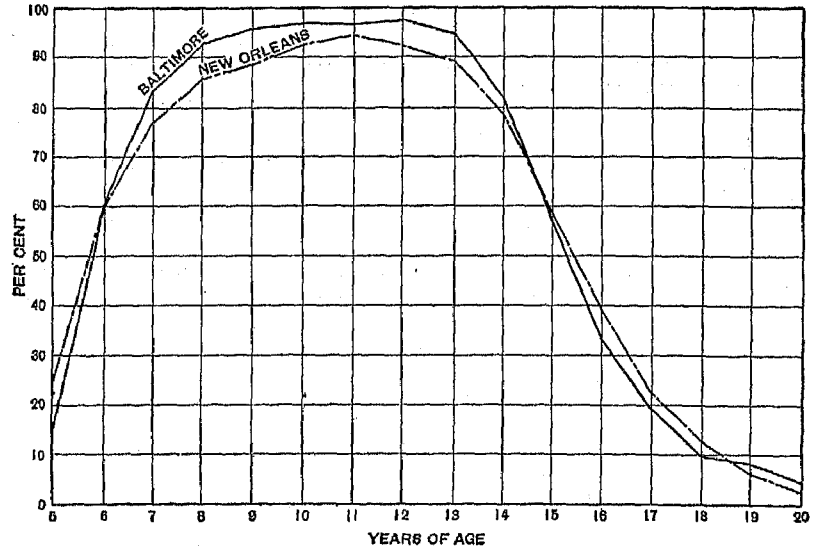
[1] The total negro population 7 to 13 years in towns of the classes indicated is less than 300.

Great variation exists among the cities of a given class within the same State. This is best illustrated by those from 25,000 to 100,000 population. Thus, in Arkansas, Fort Smith has 73.2 per cent attendance and Little Rock 91.7 per cent, the latter being more than twice the former in size. In Florida, Miami has 76.1 per cent and Pensacola 95.6 per cent, both being about equal in population. In Texas, the rate for Wichita Falls is 82.9 per cent while that for Beaumont is 95.6 per cent. These instances show clearly the lack of uniformity in the application and enforcement of the laws under varying economic and social conditions. In general it may be said that the larger the size of the towns or cities

the less the tendency for attendance to vary under the same or similar legislation.

Chart 12 shows, by single years of age, the proportions attending in Baltimore, Md., and New Orleans, La. Among cities of 100,000 population and over, the former is almost the highest in negro attendance for the whole period 7 to 13 years and the latter next to the lowest. Their relatively close correspondence throughout is striking. The evidence of enforcement previously stated (p. 34)—the high proportions at the early and late extremes of the enforced attendance period and the relatively equal rates within the period—are clearly to be seen in both.[9]

CHART 12.—PER CENT OF NEGRO POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR BALTIMORE AND NEW ORLEANS: 1920.



While the situation in southern cities and towns is, in the main, quite satisfactory, in the rural regions of this area the reverse is true. Only in Delaware, West Virginia, Kentucky, Texas, and North and South Carolina are more than 80 per cent of the rural negro children 7 to 13 years attending school. Further, among the remaining States none except Maryland and Virginia have rates over 75 per cent. Among the other States the proportions are from 55.1 per cent in Louisiana to 73.3 per cent in Oklahoma.

[9] Attention should be called to the fact that the laws governing attendance in New Orleans differ materially from those in force in the rest of Louisiana.

These facts, if stated in somewhat different fashion, are even more striking. It must be remembered that it is the rural negro children 7 to 13 years of age that are under discussion.

PROPORTION NOT ATTENDING[1] SCHOOL IN RURAL SECTIONS.	State.	Per cent attending.
1 out of every 16	Delaware	93.7
1 out of every 7 to 8	West Virginia	87.3
1 out of every 5 to 6	Kentucky	82.5
	Texas	82.3
	South Carolina	81.4
	North Carolina	80.4
1 out of every 4 to 5	Maryland	78.8
	Virginia	75.0
1 out of every 3 to 4	Oklahoma	73.3
	Mississippi	70.5
	Arkansas	67.1
	Georgia	66.9
1 out of every 2 to 3	Alabama	65.7
	Florida	65.6
	Tennessee	63.6
	Louisiana	55.1

[1] It should be borne in mind that the figures describe as "attending" all those who attended *at any time* between Sept. 1, 1919, and Jan. 1, 1920.

Considered in this fashion, the chances that a negro child in the rural sections will receive even the rudiments of an education are very small in most of the States of the South.

It would be interesting to study the rural situation in detail. However, the task of making data available by individual counties for the specific class, negroes 7 to 13 years of age, would be greater than the value of the study would warrant. Without doubt, in some counties the educational system has been sufficiently developed to allow most of the colored children to be accommodated in schools and to be provided with teachers and the requisite books and supplies. On the other hand, there are undoubtedly many rural sections including large numbers of negro families where practically no opportunity is provided.

SEX FACTORS IN NEGRO SCHOOL ATTENDANCE.

It is interesting to note the well-nigh universal rule in the Southern States that negro girls at all ages attend school in larger proportions than do negro boys. This disproportion between the sexes was pointed out in an earlier section (see p. 4) for the United States as a whole, and an explanation was then advanced that it was due in the main to economic causes.

Table 12 presents the actual negro attendance rates for male and female children in different age classes and the absolute differences between the rates for the two sexes. In the whole table the only instances in which the per cent attendance for males exceeds or equals the corresponding rate for females are in Delaware for the classes 7 to 13 years, and 14 and 15 years; and in the District of Columbia in the classes 14 and 15 years and 18 to 20 years.

It has been urged by competent critics that these sex differences are due to errors in enumeration. In substantiation of the correctness of the data the following table is submitted:

AGE.	NEGRO ILLITERACY BY SEX.								
	Rates.						Differences.		
	1920		1910		1900		1920	1910	1900
	Male.	Female.	Male.	Female.	Male.	Female.	Female rates less by—		
10–14 years	13.3	9.5	21.7	16.1	33.5	26.8	3.8	5.6	6.7
15–19 years	18.4	10.3	24.9	16.0	36.7	27.2	8.1	8.9	9.5
20–24 years	19.9	14.5	26.3	21.7	36.0	34.4	5.4	4.6	1.6
25–34 years	19.0	16.9	.....	.....	.....	.....	2.1	.....	.....
							Female rates greater by—		
	.....	.....	24.4	24.7	35.7	42.8	.....	0.3	7.1
35–44 years	22.0	24.6	27.7	37.1	43.0	60.6	2.6	9.4	17.6
45–54 years	30.1	39.5	38.9	56.3	59.3	77.8	9.4	17.4	18.5
55–64 years	42.9	57.9	55.5	72.0	73.4	84.3	15.0	16.5	10.9
65 years and over	62.4	74.8	70.7	78.6	83.6	87.2	12.4	7.9	3.6

Attention is called to the fact that at the earlier ages for all three decades female illiteracy is less than male, while at the later ages it exceeds the male. In 1900, at the ages 25 to 34, females were decidedly the more illiterate. For the same age group in 1910 the illiteracy rates were nearly equal. In 1920 the female rate was strikingly lower than the male. This change can only be attributed to greater improvement in female than in male school attendance. In fact, since the Tenth Census in 1880, school-attendance rates for negro females 5 to 20 years have been higher than for males. The steady progress, decade by decade, in the literacy figures is excellent vindication of the school-attendance data.

Taking the group 7 to 13 years, it appears that Georgia, Louisiana, and Mississippi have relatively very large differences, while Kentucky, District of Columbia, and Delaware have very small differences. Turning to the tabulation on page 41, it appears that the first-named States rank very low in the suggested scale of enforcement. On the other hand, those set forth last are the ones standing highest in that scale.

It appears that some connection may exist between legislation and its enforcement and the differential attendance of the sexes. Undoubtedly, where the sentiment toward rigid enforcement prevails, as appears to be the case in Delaware, the District of Columbia, West Virginia, and Kentucky, it would be effective against the two sexes impartially. On the other hand, where legislation is lax and enforcement weak, a selection of those useful in industry would result and a lesser proportion of school attendance would be found among those more productive economically. That the differences thus caused would be greatest in localities where child labor is most generally used is a natural corollary.

The culture of cotton,[10] the major product of Georgia, Louisiana, Mississippi, and Alabama, requires under existing systems the labor of large numbers of children in the fields. Principally these are boys who from their greater physical vigor are the larger "producers," and consequently are in greater demand. This seems to substantiate the deductions of the preceding paragraph. On the other hand, colored girls are employed extensively in domestic and personal service.

[10] The production of cotton in the various States in 1919, from Reports of the Department of Agriculture (see Statistical Abstract of the United States, 1920, pp. 156–159), was as follows:

State.	Bales produced.	State.	Bales produced.	State.	Bales produced.
Total United States	11,420,763	Oklahoma	1,016,129	Tennessee	310,044
Texas	3,098,967	Mississippi	960,886	Louisiana	297,681
Georgia	1,659,529	Arkansas	884,473	Missouri	184,934
South Carolina	1,426,146	North Carolina	830,293	Virginia	22,523
		Alabama	713,236	Florida	15,922

TABLE 12.—SCHOOL ATTENDANCE AMONG NEGRO MALES AND FEMALES 7 TO 20 YEARS OF AGE, AND EXCESS OF FEMALE ATTENDANCE OVER MALE, FOR SOUTHERN STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE AND SEX.	PER CENT OF SCHOOL ATTENDANCE AT SPECIFIED AGE—NEGRO.			
	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
Delaware:				
Male	94.3	81.7	38.5	8.8
Female	94.0	80.7	39.8	9.4
Maryland:				
Male	83.0	67.0	28.3	6.3
Female	85.1	70.5	31.8	6.5
District of Columbia:				
Male	92.8	76.9	32.4	10.6
Female	93.1	76.3	34.1	9.6
Virginia:				
Male	76.9	64.4	31.4	9.1
Female	79.4	73.6	45.1	13.4
West Virginia:				
Male	88.0	79.8	31.5	7.3
Female	89.2	80.9	44.9	11.9
North Carolina:				
Male	81.0	70.8	41.7	14.3
Female	82.7	77.8	53.4	17.7
South Carolina:				
Male	81.7	71.2	40.3	13.3
Female	82.9	78.3	51.0	15.2
Georgia:				
Male	68.2	49.4	22.7	6.0
Female	72.1	62.8	33.8	7.8
Florida:				
Male	72.2	65.2	31.2	6.8
Female	74.1	68.8	39.6	8.7
Kentucky:				
Male	85.6	73.2	33.0	9.0
Female	86.2	79.2	47.2	13.5
Tennessee:				
Male	70.2	61.5	34.7	11.4
Female	72.0	68.2	43.2	13.1
Alabama:				
Male	68.1	62.0	34.7	10.2
Female	70.3	69.7	44.6	12.5
Mississippi:				
Male	70.0	61.7	36.7	11.0
Female	73.1	70.3	45.5	11.7
Arkansas:				
Male	69.4	62.7	40.3	13.4
Female	70.4	68.1	46.1	13.5
Louisiana:				
Male	59.4	49.3	24.8	6.3
Female	62.6	58.0	32.9	8.1
Oklahoma:				
Male	77.2	73.3	47.7	14.8
Female	78.5	76.4	51.9	16.1
Texas:				
Male	83.3	77.7	42.6	9.8
Female	84.7	82.9	53.4	12.8

TABLE 12.—SCHOOL ATTENDANCE AMONG NEGRO MALES AND FEMALES 7 TO 20 YEARS OF AGE, AND EXCESS OF FEMALE ATTENDANCE OVER MALE, FOR SOUTHERN STATES: 1920—Continued.

EXCESS OF PER CENT FOR NEGRO FEMALES OVER THAT FOR NEGRO MALES.[1]

7 to 13 years.		14 and 15 years.		16 and 17 years.		18 to 20 years.	
Ga.	3.9	Ga.	13.4	Ky.	14.2	W. Va.	4.6
La.	3.2	Va.	9.2	Va.	13.7	Ky.	4.5
Miss.	3.1	La.	8.7	W. Va.	13.4	Va.	4.3
Va.	2.5	Miss.	8.6	N. C.	11.7	N. C.	3.4
Ala.	2.2	Ala.	7.7	Ga.	11.1	Tex.	3.0
Md.	2.1	S. C.	7.1	Tex.	10.8	Ala.	2.3
Fla.	1.9	N. C.	7.0	S. C.	10.7	Fla.	1.9
Tenn.	1.8	Tenn.	6.7	Ala.	9.9	S. C.	1.9
N. C.	1.7	Ky.	6.0	Miss.	8.8	Ga.	1.8
Tex.	1.4	Ark.	5.4	Tenn.	8.5	La.	1.8
Okla.	1.3	Tex.	5.2	Fla.	8.4	Tenn.	1.7
S. C.	1.2	Fla.	3.6	La.	8.1	Okla.	1.3
W. Va.	1.2	Md.	3.5	Ark.	5.8	Miss.	0.7
Ark.	1.0	Okla.	3.1	Okla.	4.2	Del.	0.6
Ky.	0.6	W. Va.	1.1	Md.	3.5	Md.	0.2
D. C.	0.3	D. C.	−0.6	D. C.	1.7	Ark.	0.1
Del.	−0.3	Del.	−1.0	Del.	1.3	D. C.	−1.0

[1] A minus sign (−) denotes an excess of percentage for males over that for females.

From the foregoing it appears that some definite noneconomic factor or factors must be at work tending to keep the girls in school, while boys of the cotton sections are being drawn into agriculture. Several authorities[11] on negro education have testified to a prevalent pride among negroes in being able to say that they were "keeping their girls at school." It may be that in some measure this ideal plays a part where economic necessity does not altogether prevent.[12]

What has just been said about attendance 7 to 13 years in the large cotton-producing States is likewise true of the ages 14 and 15 years. In these age classes the same five States are the highest—Georgia, Louisiana, Virginia, Mississippi, and Alabama—with the other cotton States following closely. At the other extreme, however, a group very different from the preceding five is found. The District of Columbia and Delaware have the least differences, due to the economic and legal situations.

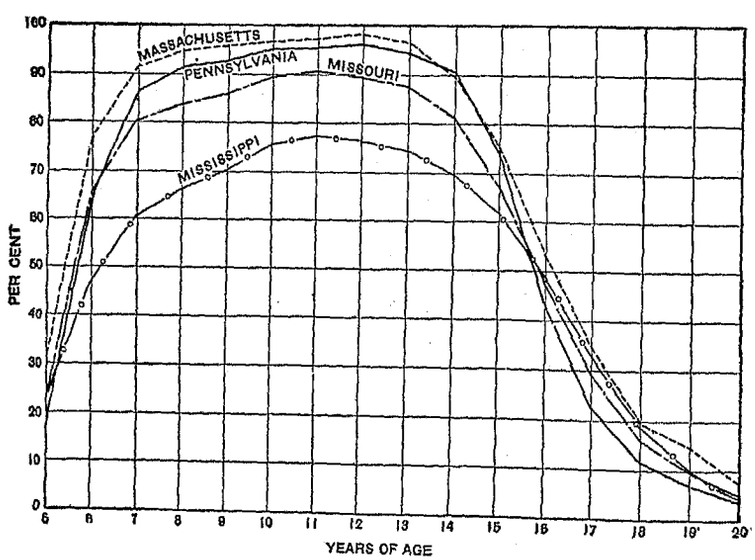
[11] I have Mr. G. W. Moore, of Moorehouse College, Atlanta, Ga., to thank for the original suggestion.

[12] It may well be that a rather large distortion of facts results from this "pride," since there is no check of the reported facts with actual attendance. If so, it would seem that a differential distribution of this ideal must exist within the several States.

NEGRO SCHOOL ATTENDANCE IN THE REST OF THE UNITED STATES.

In most of the other States, the Northern and Western, the negro population is so small that it is useless to attempt a separate discussion of negro school attendance. In the States grouped as the industrial North, however, sufficiently large numbers exist to make comparison with the South worth while. These are Massachusetts, New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Michigan, Missouri, and Kansas. In Missouri there is compulsory segregation of colored children, and in the larger cities of the other States voluntary separation is common. Chart 13 presents the negro school attendance by single years of age for typical States of this group, with Mississippi added as illustrative of the situation in the South.[13]

CHART 13.—PER CENT OF NEGRO POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR MISSOURI, MASSACHUSETTS, PENNSYLVANIA, AND MISSISSIPPI: 1920.



It is apparent that there is great dissimilarity between the situation North and South, except for Delaware, District of Columbia, and West Virginia, which, as southern border States, are very similar to the northern border States. Indeed, the curves for Massachusetts and Delaware are almost identical. The

[13] For all of the other States named the curves are between that for Missouri and that for Massachusetts.

same is true of Missouri and West Virginia, of Pennsylvania and the District of Columbia.

In the northern border States legislation is relatively stringent and enforcement strict. This is clearly evidenced by the high "shoulders" of the curves at the extremes of the enforcement period and the level stretch during that period.

STATE.	NEGROES 7 TO 13 YEARS OF AGE ATTENDING SCHOOL: 1920			Per cent urban of total negroes 7 to 13 years of age.
	Total.	Urban communities.	Rural communities.	
Massachusetts	95.9	95.9	95.5	95.0
Ohio	95.8	96.1	94.9	78.2
Michigan	95.2	95.4	94.0	86.1
Kansas	94.5	95.1	92.9	70.7
Indiana	94.2	94.2	94.1	85.8
New Jersey	94.1	94.3	93.4	74.2
Illinois	93.7	93.5	94.6	83.6
Pennsylvania	93.2	93.3	92.8	79.6
New York	93.1	93.4	91.0	89.7
Missouri	86.8	92.7	75.3	66.1

It is evident by comparison that relatively little difference exists between the attendance in rural districts and in urban centers. Only in Illinois does the rural rate exceed that for the urban population. With the exception of rural Missouri the rates both urban and rural are uniformly above 90 per cent. This shows a most favorable situation, particularly in the light of recent migration to certain of these States.[14]

The negro population of the North is mainly urban. This holds true for the children 7 to 13 years of age as well as for the general negro population. The above table shows that in all of these States, even including Missouri, the majority of the children of this age group are in the cities and towns. Indeed, except in New Jersey, Kansas, and Missouri,[15] over three-quarters of them are in urban centers.

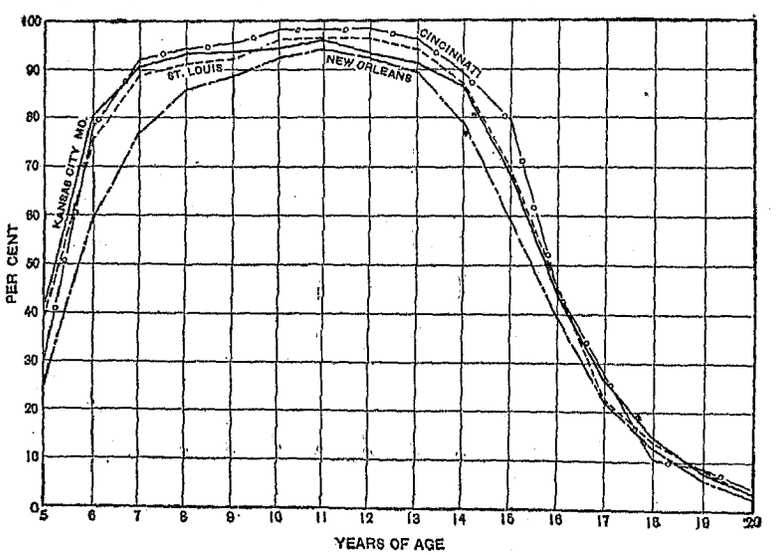
Negro school attendance is so small a part of the total attendance in these States that detailed analysis of the figures as, for example, by separate cities or towns, seems useless. Thus, negro attendance in New York City as compared with that in

[14] Superficial analyses of age distributions in the States to which negroes migrated during the war period indicate that this migration, unlike that to Kansas in 1879, was mainly of adult males.

[15] Attention should be called to the fact that Missouri is really "southern" in its northern portion though "northern" in its southern part.

Chicago would be so greatly affected by the relative merits of the general school systems in the two cities and the differences in the legislation of New York and Illinois, that the peculiarities of negro attendance would be completely obscured. Missouri, being in sharp contrast to the other Northern States, does require special treatment. Chart 14 presents the attendance, by single years of age, in the two large centers in Missouri—Kansas City and St. Louis—and that of Cincinnati, Ohio, and New Orleans, La. It is evident that the large cities of Missouri compare very favorably with Cincinnati, which is very high among cities of 250,000 population and over, in negro school attendance. Wide divergences appear only at 5 years and at 15 years, which are due largely to the legislation regarding free attendance and labor permits.

CHART 14.—PER CENT OF NEGRO POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR CINCINNATI, KANSAS CITY, MO., ST. LOUIS, AND NEW ORLEANS: 1920.



The excess of rates for negro girls as compared with those for negro boys, observed for the States of the South, prevails as well for the Northern States. Girls are in larger proportions than boys at all ages in the school attendance of all the States under consideration, except in Pennsylvania at 14 and 15 years, New York at 18 to 20 years, and Michigan at 18 to 20 years; the rates were equal in New Jersey at 7 to 13 years and in Illinois at 18 to 20 years.

TABLE 13.—SCHOOL ATTENDANCE AMONG NEGRO MALES AND FEMALES 7 TO 20 YEARS OF AGE, AND EXCESS OF FEMALE ATTENDANCE OVER MALE, FOR NORTHERN INDUSTRIAL STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE AND SEX.	PER CENT ATTENDING SCHOOL AT SPECIFIED AGE.				EXCESS OF PERCENTAGE FOR FEMALES OVER THAT FOR MALES.[1]			
	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
Massachusetts:								
Male	95.8	80.9	38.0	13.0	0.2	3.0	11.5	1.5
Female	96.0	83.9	49.5	14.5				
Ohio:								
Male	95.7	84.6	33.1	8.5	0.2	2.3	11.3	1.2
Female	95.9	86.9	44.4	9.7				
Michigan:								
Male	95.0	88.1	29.9	5.5	0.4	1.2	10.5	-0.1
Female	95.4	89.3	40.4	5.4				
Kansas:								
Male	94.2	79.9	39.6	14.3	0.6	4.9	17.4	2.6
Female	94.8	84.8	57.0	16.9				
Indiana:								
Male	93.7	75.2	26.4	6.8	0.9	6.4	10.6	3.9
Female	94.6	81.6	37.0	10.7				
New Jersey:								
Male	94.1	79.2	29.2	7.9	.....	0.5	7.6	0.2
Female	94.1	79.7	36.8	8.1				
Illinois:								
Male	93.3	80.7	34.4	8.3	0.8	3.5	9.1	.....
Female	94.1	84.2	43.5	8.3				
Pennsylvania:								
Male	93.0	84.5	27.8	5.9	0.5	—2.7	9.2	1.8
Female	93.5	81.8	37.0	7.7				
New York:								
Male	93.1	83.1	30.4	6.7	0.1	1.4	2.7	—1.0
Female	93.2	84.5	33.1	5.7				
Missouri:								
Male	86.3	71.4	33.6	9.7	1.0	5.8	9.4	0.9
Female	87.3	77.2	43.0	10.6				

[1] A minus sign (—) denotes excess of percentage for males over that for females.

SUMMARY.

Study of negro school attendance discloses rates markedly low during the earlier years and surprisingly high in the later years of school age. Analysis is applied primarily to States of the South, where negroes are centered. Evidence is plentiful that the compulsory attendance laws of this region are largely inoperative as concerns negro children, and it is a hopeful sign that as large proportions attend as the rates indicate. Consideration of the rates at 11 years shows that as large a proportion as one-third in some States of the South received practically no schooling. Rural rates are particularly low, while in some cities during the

compulsory period the rates compare favorably with those for the whites. There is no general tendency, however, for school attendance to vary with the size of the community.

Wherever rates for the sexes are compared, attendance for negro females exceeds that for males at nearly all ages. That this is not an artificiality, introduced by improper enumeration, is verified by comparison with the illiteracy rates for the sexes. While economic factors may in some instances partially explain this phenomenon, social tradition seems to play a larger part.

There is great dissimilarity between the North and South, as in the former negroes constitute a very small portion of the population, and compulsory attendance is impartially enforced. The northern negro rates consequently are high. Disparity similar to that in the South exists in rates for the sexes.

Except for most general comparisons, only rates during the compulsory period have been studied.

IV.

FOREIGN-BORN WHITE SCHOOL ATTENDANCE.

The Bureau of the Census classifies the white population of the United States by the nativity of individuals and by the nativity of the parents of these individuals. Thus the primary classes are native-born whites and foreign-born whites. The former is redivided into native-born whites of (*a*) native parentage (both parents native born), (*b*) mixed parentage (one parent native born, the other foreign born), (*c*) foreign parentage (both parents foreign born).

Very interesting conclusions about assimilation could be reached by detailed comparisons of these groups, especially for the earlier years. The purpose of this study is not primarily to measure assimilation, however, but to show the effect of ethnic factors on school attendance, and this fourfold division in general serves to confuse rather than to simplify the issue.

As regards school attendance it appears that only three distinct groups exist: (1) The native born of native parentage, (2) the native born of foreign or mixed parentage, (3) the foreign born. The two classes under group (2) show such decided similarity that distinctions between them seem futile.[1]

In the following pages the discussion follows this threefold division. The school-attendance situation of each is discussed in detail. This separate discussion is then followed by a treatment of the influence of the three types collectively upon the general rate.

FOREIGN-BORN WHITE SCHOOL ATTENDANCE IN THE COUNTRY AS A WHOLE.

School attendance among the foreign-born white children in the United States as a whole has been discussed in Chapter I. A brief résumé may be desirable at this point. Among foreign-born white children of school age (5 to 20 years) only 44.2 per cent were in school during the period covered by the enumeration, a far lower proportion than for any other of the white elements and considerably less than that for the negro group. Proportionately

[1] Certain exceptions are noteworthy and are dealt with later. See pp. 149 ff.

fewer girls attend than do boys, the rates being 42.7 per cent and 45.8 per cent, respectively. This is particularly true at the later ages from 14 to 20 years. When compared with the other ethnic elements there appears to be a relatively high attendance in the earlier years with a sharp drop at 14. After 15 years the foreign-born rate is lower than any other group except that of the negro at 20 years.

For purposes of comparison the whole school period 5 to 20 years is not suitable. A brief glance at the accompanying table shows the percentage distribution of the native white of native parentage and of the foreign-born white in the different periods of school age.

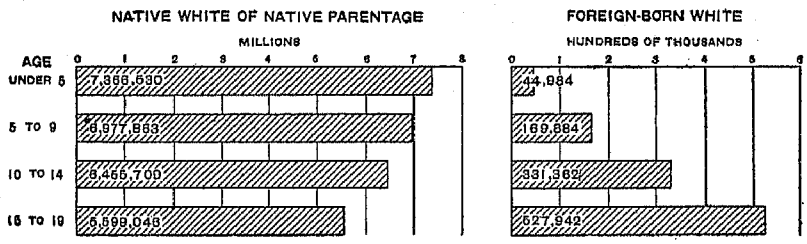
[Source: Fourteenth Census, Vol. III, United States, Table 2.]

AGE GROUP.	PER CENT OF TOTAL 5 TO 20 YEARS.		Legal features.	Rates.
	Native white of native parentage.	Foreign-born white.		
Total 5 to 20 years..	100.0	100.0		
5 and 6 years.....	14.3	3.9	Preenforcement..	Rates generally rather low.
7 to 13 years.....	46.5	32.3	Enforcement.....	Rates generally very high.
14 and 15 years.....	11.8	13.7	Labor permits....	Rates fairly high but falling.
16 and 17 years.....	11.4	17.5	Attendance voluntary.	Rates low.
18 to 20 years.....	16.0	32.6	Attendance voluntary.	Rates very low.

It is apparent that the foreign born are represented by larger proportions in the older years, during which school attendance is voluntary or in part optional, while during the enforcement period the proportions are low. Indeed, as Chart 15 shows, the distributions by age for the native white of native parentage and for the foreign born are directly opposite to one another. The number of native white of native parentage is large in the early periods, decreasing as age increases; while the number of foreign-born white is small in the early age groups, increasing rapidly with increase in age. The number of native white is diminished by large infant mortality and is unaffected by immigration. The foreign born do not come to this country extensively during the years of childhood, but in the productive years their migration is very large. The proportionate migration varies widely among the

different nationalities. In consequence, school-attendance rates as inclusive as those for 5 to 20 years are misleading when different foreign-born populations are compared.

CHART 15.—DISTRIBUTION BY AGE PERIODS OF NATIVE WHITE OF NATIVE PARENTAGE AND FOREIGN-BORN WHITE: 1920.



It is therefore desirable to substitute for the rates for the entire school age rates for a relatively homogeneous age period. The age 7 to 13 has been selected as most representative.

From 7 to 13 years, the attendance rates among the several population groups are as follows: Native white of native parentage, 92.2 per cent; native white of foreign parentage, 94.0 per cent; native white of mixed parentage, 94.3 per cent; foreign-born white, 84.1 per cent; negro, 76.5 per cent. Of the foreign-born whites, the rate for males is 84.2 per cent; for females 84.0 per cent.

The following table shows the situation in this and other specialized age groups:

AGE.	PER CENT ATTENDING SCHOOL.						
	Native white.			Foreign-born white.			Negro.
	Native parentage.	Mixed parentage.	Foreign parentage.	Total.	Male.	Female.	
7 to 13 years...	92.2	94.3	94.0	84.1	84.2	84.0	76.5
14 and 15 years.	83.9	82.0	75.8	66.7	68.3	65.0	68.7
16 and 17 years.	48.7	41.6	30.7	23.5	24.5	22.6	39.2
18 to 20 years..	17.5	15.1	10.2	7.0	8.6	5.6	10.8

From this table it is seen that in all age groups the school attendance of the foreign-born white is below that for any of the parentage groups of the native white population. The closest approach to equality of rates is in the group 7 to 13 years. Proportionately, differences are greater in the higher age classes.

The factors which affect the decrease in school-attendance rates among the native white groups influence to an even larger degree the attendance rates of the foreign born. Since these influences are treated at length in a later chapter no attempt will be made here to discuss school attendance among the foreign born for groups older than 7 to 13 years, though interesting light could be thrown on the assimilability of the various ethnic elements were data available by nationality or by race. The urban foreign-born attendance rates for the United States as a whole are invariably higher than the corresponding rural rates.

AGE.	Total.	Urban communities.	Rural communities.
7 to 13 years	84.1	88.1	73.4
14 and 15 years	66.7	69.2	58.6
16 and 17 years	23.5	24.3	20.6
18 to 20 years	7.0	7.5	5.2

States differ in school-attendance legislation, in economic opportunities, race traditions, school facilities, and popular attitude toward education. The interpretation of the differences between urban and rural rates for the country as a whole is therefore made impossible by the influence of these varying local conditions. Detailed analysis, by States, will be found in the following pages.

The great stream of aliens to this country in past years has spread itself throughout the whole northern section and, also, the Southwest. Most of the immigrants have come in the virile years of early manhood and womanhood, marrying here and raising families in this country. Other groups have come to earn and save, and later to return to their families in the homelands. Neither of these groups contribute to the foreign-born school attendance. It is only the families that move to this country with their children, or isolated individuals under 20 years, who constitute the foreign-born school-attendance problem.[2] In the main these are late comers in a flood of migration that has per-

[2] It must be borne in mind that the school-attendance situation among the foreign born is not directly related to the numbers of foreign born in a locality. Since a large part of the migrants come after they have reached the age of 21 years, they are not included in the data on school attendance. The distinction between the children born abroad and those born in this country of foreign-born parents is very definite, and is clear when it is realized that of two children born only one year apart of the same parents, one is foreign born and the other native born of foreign parentage if the family migrated to this country between the births.

sisted for many years,[3] and it is in the older migrant groups that we may expect to find the problem centralized.

Problems of school attendance among the foreign-born white arise from several distinct groups of migrants. The first groups, found in the border States of Maine, New Hampshire, and Vermont on the north, and Texas, Arizona, and New Mexico on the south, are made up of the Canadian French who move across from Canada with their families, to settle, either temporarily or permanently, and the Mexicans who cross the international line with their families and drift in caravans about the Southwestern States.

The next are composed of those who come with the intention of settling in or near the wide agricultural reaches of the Middle West, and find permanent homes in the rural districts of the North Central States, or the cities of that region.

Others consist of the peoples who in their homelands have led an urban life and who come to establish themselves in the cities of the Northeast and on the Pacific coast.

In the mountain regions, i. e., the Appalachian chain and the Rocky Mountain section, many foreigners are to be found. Most of these are males who have come to work in the mines. Only a small proportion have brought families with them. In consequence there are in these sections few children who were born outside the United States. Small groups of foreign-born school children are to be found, and these present, in some instances, problems of local importance. They are not, however, sufficiently numerous to warrant more than passing comment in this treatise.

In the Southern States, except Texas, there are few foreign born, since the work they do elsewhere is here performed by negroes. There is no important foreign-born school-attendance problem in this group of States.

THE CANADIANS OF THE NORTHEAST.

For many decades a stream of Canadians from the eastern Provinces of Canada has poured across our border into the New England and North Central States. Those of general[4] Canadian stock are very much like the native-born stock and mingle freely with them. They migrate widely and are to be found throughout

[3] The typical stages in the migrations of a people are:
(a) Individual males of 18 to 35 years who seek their fortunes with the intention of returning home.
(b) More permanent settlers, male and female, who come to stay.
(c) Married men with families seeking homes in the new land.

[4] The term "general" includes all other than French, i. e., English, Scotch, Irish, Scandinavian, etc.

the whole United States. The French elements in the Canadian population, on the contrary, have tended to establish themselves in close proximity to their former homes. Thus, of the 307,786 French Canadians in the whole United States, 240,385, or 78.1 per cent, are in New England; 45,908, or 14.9 per cent, are in New York, Michigan, Minnesota, and Wisconsin; and only 21,493, or 7.0 per cent, in the rest of the United States.

All of these States contain a medley of nationalities with the exception of Maine, New Hampshire, and Vermont, where the great preponderance of the foreign born are French and other Canadian. The following table shows the situation as it exists in these States:

	Maine.	New Hampshire.	Vermont.
GENERAL DESCRIPTION.[1]			
Per cent foreign-born white in population of school age:			
Total	5.6	7.2	5.7
Urban	8.3	9.2	5.7
Rural	4.0	3.5	5.7
Per cent Canadian in total foreign-born white	69.1	57.3	55.9
Per cent Canadian French in total foreign-born white	33.1	42.0	31.8
Per cent other Canadian in total foreign-born white	35.9	15.3	24.0
SPECIFIC ANALYSIS.			
Per cent urban among foreign-born white children, 7 to 13 years	53.3	82.8	25.7
Foreign-born white school-attendance rate, 7 to 13 years:			
Total	89.9	88.1	88.4
Urban	92.7	89.4	92.0
Rural	86.6	81.7	87.1

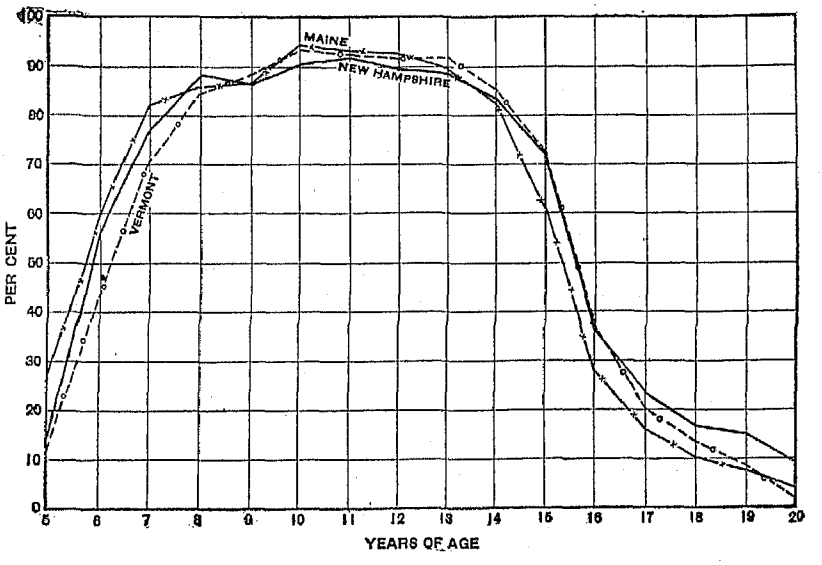
[1] Attention is called to the difference in age classes used in the two sections, "General description" and "Specific analysis," in this and similar following tables, compiled from Vol. III, Fourteenth Census, Tables 2 and 6 for the several States. "School age" (5 to 20 years), is used in the former to give the general situation, while the more comparable rates, 7 to 13 years, are used for the special treatment.

The lowest attendance rates, total, urban, and rural, are found in New Hampshire, where the proportion of Canadian French is highest. The rates for Maine are high and here is found the largest per cent of other Canadian. There is relatively little variation in the urban rates of the three States. Among the rural rates, that for New Hampshire is strikingly low. This would seem to be due rather to the small number of persons and to the difficulties of enforcement in the isolated rural regions than to characteristics of the population.

Attention is called to Chart 16, where the rates for the several years of the entire school period are set forth as curves. In

Maine the rates are relatively high in the early years but comparatively low in the later. In New Hampshire, though the curve is high at the extremes, it falls below the others during most of the years of required attendance. Vermont is comparatively low at 5, 6, and 7 years but high from 13 years to the end of the period.

CHART 16.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR NEW HAMPSHIRE, MAINE, AND VERMONT: 1920.



It appears that there are general difficulties in rural enforcement, and that the French-Canadian group is not taking full advantage of existing educational facilities, while the other Canadians are sending their children to school in large proportions. Legislative enactments and other manifestations of school policy may cause minor differences between the rates of these States.

THE MEXICANS OF THE SOUTHWEST.

Large numbers of Mexicans have moved across the border into the southern reaches of the United States. Like the Canadian group, they have come with their entire families, and, in certain localities, present a serious school problem. In the main, like the French among the Canadians, they have settled near the border. Of the 478,383 Mexicans in the country as a whole,

249,652, or 52.2 per cent, are in Texas; 86,610, or 18.1 per cent, are in California; 60,325, or 12.6 per cent, in Arizona; 19,906, or 4.2 per cent, in New Mexico; 13,568, or 2.8 per cent, in Kansas; 10,894, or 2.3 per cent, in Colorado; 6,697, or 1.4 per cent, in Oklahoma; and 30,731, or 6.4 per cent, scattered throughout the rest of the United States.

In California, Kansas, Colorado, and Oklahoma the Mexicans constitute a minor part of the foreign born, being exceeded in numbers by certain other nationalities in each State. True, there is segregation of Mexicans in groups of counties in each of these States. These are located in the southern end of California; in a belt extending across the lower edge of Kansas; in the southeast corner of Colorado, constituting a continuation of the Kansas area; in a strip extending through the center of Oklahoma from south to north and joining the Colorado-Kansas area with the Mexican groups in Texas. It would be interesting, if space permitted, to study the conditions in these localities. The limitations of the present work, however, preclude so detailed a treatment, and consideration of these States with mixed foreign-born nationalities is set aside in favor of an analysis of the facts in States where the Mexican population is almost the sole foreign-born element.

In Texas is to be found a huge aggregation of families born in Mexico. They constitute 69.2 per cent of the foreign-born population and 5.4 per cent of the total population. In Arizona there is a similar group which includes 77.2 per cent of the foreign born and 18.1 per cent of the total population of the State. In New Mexico the Mexicans make up 68.5 per cent of the total foreign-born and 5.5 per cent of the total population. It is apparent that here we find the foreign born so predominantly of one nationality that specific conclusions can readily be drawn.

In the table which follows the school attendance of the foreign-born white in these States is shown.

	Texas.	Arizona.	New Mexico.
GENERAL DESCRIPTION.			
Per cent foreign-born white in population of school age:			
Total	5.1	18.4	5.1
Urban	8.6	19.1	4.1
Rural	3.8	18.1	5.3
Per cent Mexican in total foreign-born white	69.2	77.2	68.5
SPECIFIC ANALYSIS.			
Per cent urban among foreign-born white children, 7 to 13 years	45.5	32.1	12.4
Foreign-born white school-attendance rate, 7 to 13 years:			
Total	46.0	61.3	75.5
Urban	67.0	75.3	78.1
Rural	28.4	54.7	75.1

The rural foreign-born school-attendance rate, 7 to 13 years, for Texas is 28.4 per cent. This is the lowest state-wide school-attendance rate found in the United States for the age period 7 to 13 years. This means that among the rural foreign-born children only 1 in 4 is receiving even a minimum of schooling. The rates for none of these States are favorable, though those for New Mexico, as will later be shown (see p. 77) are somewhat higher than those for Kansas and Nevada.

Chart 17 shows the curves of foreign-born school attendance in the several States under discussion. Throughout the entire period of school age the States, with minor exceptions, preserve the rank indicated by the data for 7 to 13 years. In Texas the school attendance of the foreign born is even lower than that of the negroes in Louisiana, where conditions are most deplorable. (See p. 42.)

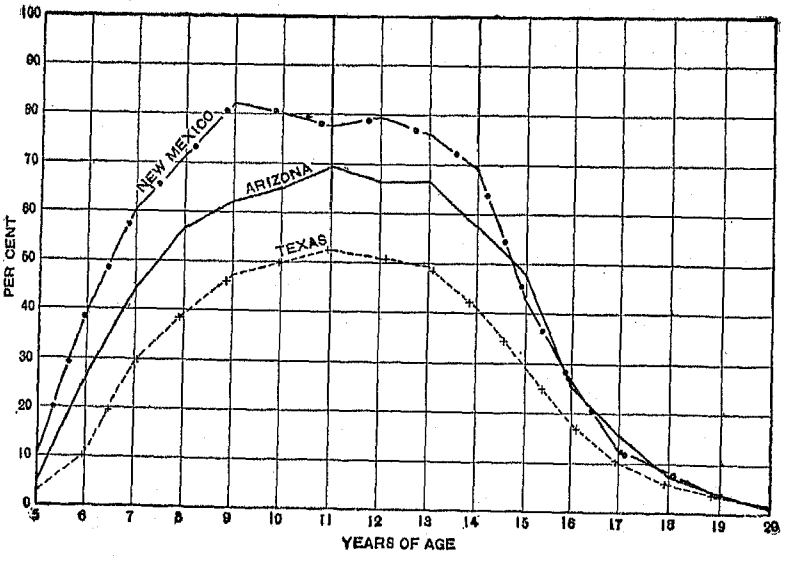
In none of the three States is there indication in the foreign-born school-attendance rates of enforcement of compulsory attendance laws, though each of them has such enactments on its statute books.

It is unfortunately not feasible to make a more detailed analysis of the figures. Very interesting results could be obtained from an examination of county and city data. Casual scanning of such information tends to strengthen the impression gathered from the state-wide figures.

The conclusion forces itself upon us that the Mexicans in the United States not only show slight interest in the education of

the young, but may even be inimical to it. They seem to have little desire to utilize or understand the institutions of this country. On the other hand, the native stock shows almost no inclination to Americanize this group. Wisdom would dictate a policy of liberal provision for educational facilities and the exercise of persuasion and pressure to bring about a higher degree of assimilation.

CHART 17.—PER CENT OF SCHOOL ATTENDANCE IN THE FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE, BY SPECIFIED AGE, FOR NEW MEXICO, ARIZONA, AND TEXAS: 1920.



NORDIC ELEMENTS IN THE CENTRAL AND WESTERN SECTIONS.

Certain nationalities of the older migration are culturally and racially very similar. In the light of this it is common practice in sociological research to group together the Scandinavian, Anglo-Saxon, and Teutonic peoples and to treat them as a single group. Following this procedure, those born in Denmark, England, Germany, Norway, and Sweden, together with the Canadians other than French, will be considered sufficiently alike to warrant dealing with them collectively. To these arbitrarily grouped nationalities the designation Nordic [5] has been assigned for convenience.

[5] It should be emphasized that the term "Nordic" is here applied to a culture group and not to a race. Celts born in England and Slovaks and Jews born in Germany are included, respectively, with Anglo-Saxons and Teutons.

Considerably more than one-half of these have settled in the States of the Middle and Far West. In many of these States[6] they have been engulfed in a maelstrom of races and nationalities. In others, however, they constitute more than one-half of the foreign born and, in consequence, play a dominant part in the social problems of the foreign-born population.

The States in which the Nordic group is in the majority divide themselves into those which, as regards the foreign born, 7 to 13 years of age, are mainly rural and those which, in general, are urban. The former are Iowa, North Dakota, South Dakota, Montana, and Idaho; the latter are Minnesota, Nebraska, Wisconsin, Utah, Washington, and Oregon.

THE RURAL WEST CENTRAL REGION.

Historically, the Nordic peoples have ever been on the frontiers of civilization. In the development of our country this people has moved on and on, ahead of the wave of city builders, exploiting the soil and developing the agriculture on which town dwellers depend for subsistence. It is not surprising, therefore, to find the Nordic element in large proportions in the newer farming sections of this country. The following table presents interesting facts regarding the foreign-born elements in the population of the rural States of the west central portion of the country:

	Iowa.	North Dakota.	South Dakota.	Montana.	Idaho.
GENERAL DESCRIPTION.					
Per cent foreign-born white in population of school age:					
Total	1.5	4.4	2.0	4.7	1.8
Urban	2.1	4.3	2.2	4.6	2.1
Rural	1.2	4.4	2.0	4.8	1.7
Per cent Nordic in total foreign-born white	66.5	62.0	65.5	51.6	58.8
SPECIFIC ANALYSIS.					
Per cent rural among foreign-born white children, 7 to 13 years	54.7	88.8	85.4	75.5	70.2
Foreign-born white school-attendance rate, 7 to 13 years:					
Total	88.0	86.8	85.9	84.9	81.4
Urban	89.2	86.2	85.1	87.4	80.8
Rural	87.0	86.8	86.1	84.0	81.7

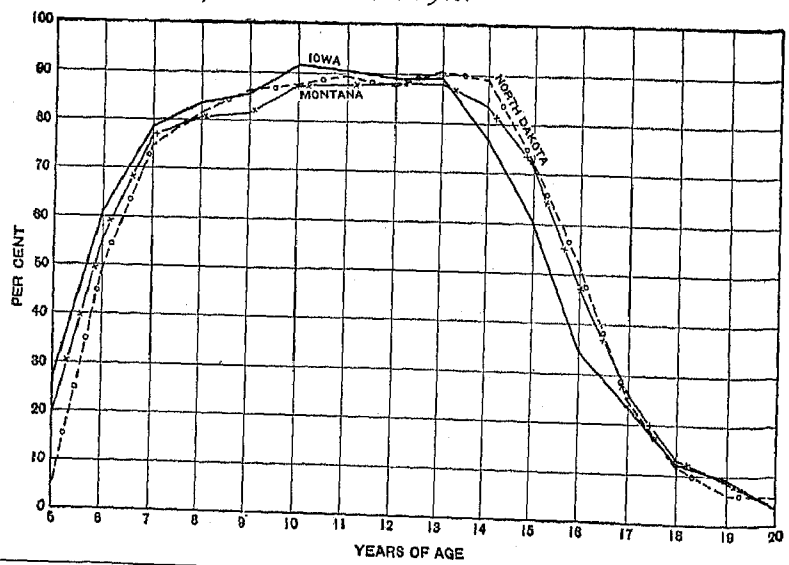
[6] This is true in Ohio, Indiana, Illinois, Michigan, Missouri, Kansas, Wyoming, Colorado, Nevada, and California.

The school-attendance rates are relatively high throughout, with some slight deficiencies in the rural, as is true in most States. In North Dakota, South Dakota, and Idaho the rural rates exceed the urban.

Chart 18 shows the curves for Iowa, North Dakota, and Montana.[7] Both in Iowa and South Dakota the percentages fall sharply at 14 years, though the general curves, i. e., for the total population, are of Type II, which hold at a high level through 14 years. In Iowa this is probably due to the urge toward gainful employment that comes in urban populations. It will be remembered that Iowa has the lowest per cent rural of any of these States. The drop in South Dakota may be due to the chance fluctuations of the data, as the whole distribution is highly irregular.

In nearly every respect the foreign-born school attendance in these rural States is creditable[8] considering the difficulties of rural education. It would appear, from the high percentages in the late years, that the tradition of progressive education is firmly planted in the Nordic group. Assimilation through the schools appears to be extensive.

CHART 18.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR IOWA, NORTH DAKOTA, AND MONTANA: 1920.



[7] Since the numbers at the various ages in South Dakota and Idaho are few, great irregularity exists in the percentages. For this reason the curves for these States have been omitted. In general, the contour for South Dakota is very similar to that for Iowa and the curve for Idaho is like that for Montana.

[8] Attention is called to the fact that the rate for the years 7 to 13 for Idaho is decidedly lower than, and that for Montana but slightly above, the similar rate for the United States as a whole. See Table 15. This may be due in part to the absence of any large centers in these States.

THE URBAN WEST CENTRAL AND FAR WEST.

Surrounding the region just dealt with is a group of States somewhat more urban in type, but having a foreign-born population predominantly Nordic. While geographic and physiographic conditions are to some extent unlike in the two areas, the major social difference between them is the degree of urbanization.

The following table shows the significant social facts for the several States:

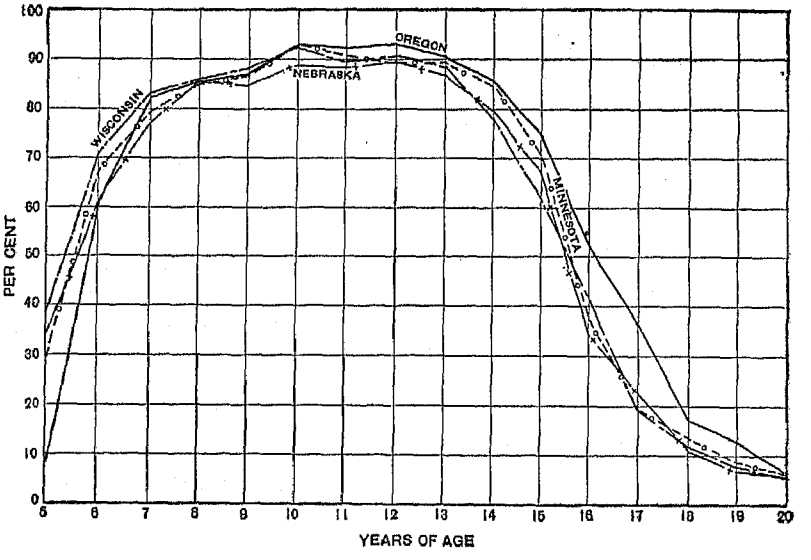
	Nebraska.	Minnesota.	Wisconsin.	Utah.	Washington.	Oregon.
GENERAL DESCRIPTION.						
Per cent foreign-born white in population of school age:						
Total	2.1	3.1	3.1	2.5	4.9	3.2
Urban	4.4	4.8	4.6	3.5	6.0	4.7
Rural	1.2	2.0	1.9	1.8	3.7	1.9
Per cent Nordic in total foreign-born white	57.3	68.2	56.6	62.0	62.8	54.7
SPECIFIC ANALYSIS.						
Per cent urban among foreign-born white, 7 to 13 years	56.5	57.8	64.9	56.7	59.5	65.5
Foreign-born white school-attendance rate, 7 to 13 years:						
Total	86.5	88.6	88.9	89.0	89.2	89.9
Urban	90.5	89.6	91.2	88.3	90.3	91.2
Rural	81.4	87.1	84.5	89.9	87.7	87.4

Generally speaking, the rates for this group are higher than for the rural States just considered, this being true for the urban and rural rates as well as for the total. The urban rates are very nearly the same, State by State, while great variation exists among the rural rates. Except in Utah the rural rates are lower than the urban. This difference is most pronounced in Nebraska and Wisconsin, in each of which the per cent Nordic among the foreign born is very low. On the other hand, Oregon has the smallest per cent Nordic and a rather high rural rate. Careful analysis of the economic status of the rural groups in these States would almost certainly reveal many factors producing the seeming inconsistencies. In comparing the rates it should be borne in mind that the first three States—Nebraska, Minnesota, and Wisconsin—are widely separated geographically from the last three—Utah, Washington, and Oregon.

Chart 19 portrays the foreign-born school attendance in these States. The curves for Utah, Washington, and Oregon are so nearly identical that only one, Oregon, is shown on the graph.

Nebraska presents the worst situation, particularly during the compulsory period. It must be borne in mind that the general curve for Wisconsin is that of Type I, labor permits being freely [9] given at 14 years, while in the others the requirements are more severe.

CHART 19.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR MINNESOTA, NEBRASKA, WISCONSIN, AND OREGON: 1920.



THE MIXED FOREIGN POPULATION OF THE URBAN EAST NORTH CENTRAL SECTION.

A group of States urban to a still higher degree lies to the east of the area just described. It is made up of Indiana, Illinois, Michigan, and Ohio. In these States high percentages of the Nordic stock are to be found, but also large proportions of other races. There are many nationalities represented, but those found in greatest numbers are from Central and Eastern Europe. More specifically, they are, in addition to the Nordic nationalities, Poles, Hungarians, Russians, and Austrians. Added to these are extensive groups of Irish and Italians.

[9] Labor permits are granted on completion of fifth grade or when child "has attended school at least 7 years."

	Indiana.	Illinois.	Michigan.	Ohio.
GENERAL DESCRIPTION.				
Per cent foreign-born white in population of school age:				
Total	1.2	4.6	5.8	3.4
Urban	2.1	6.4	8.1	4.8
Rural	0.4	1.5	2.7	1.3
Per cent Nordic in total foreign-born white	37.8	36.8	43.7	27.9
SPECIFIC ANALYSIS.				
Per cent urban among foreign-born white children, 7 to 13 years	83.3	86.9	78.3	84.0
Foreign-born white school-attendance rate, 7 to 13 years:				
Total	89.3	90.3	90.3	92.3
Urban	89.1	90.6	90.4	92.8
Rural	90.2	88.0	89.8	89.4

PREDOMINANT NATIONALITIES.

Indiana.	Illinois.	Michigan.	Ohio.
German.	German.	Canadian, other.[1]	German.
Polish.	Polish.	Polish.	Hungarian.
Hungarian.	Russian.	German.	Polish.
Austrian.	Swedish.	English.	Italian.
English.	Italian.	Russian.	Austrian.
Russian.	Irish.	Dutch.	Russian.

[1] Other than French.

It is immediately noticeable that in these States the rural foreign-born school-attendance rates closely approximate those for the urban groups. At the same time, the percentage of foreign born in the rural population is much lower than in the urban population. It seems certain that, when proportionately few, the foreign born tend to imitate the native born in sending their children to school. Further, the rural foreign born are more largely Nordic than the urban foreign born.[10]

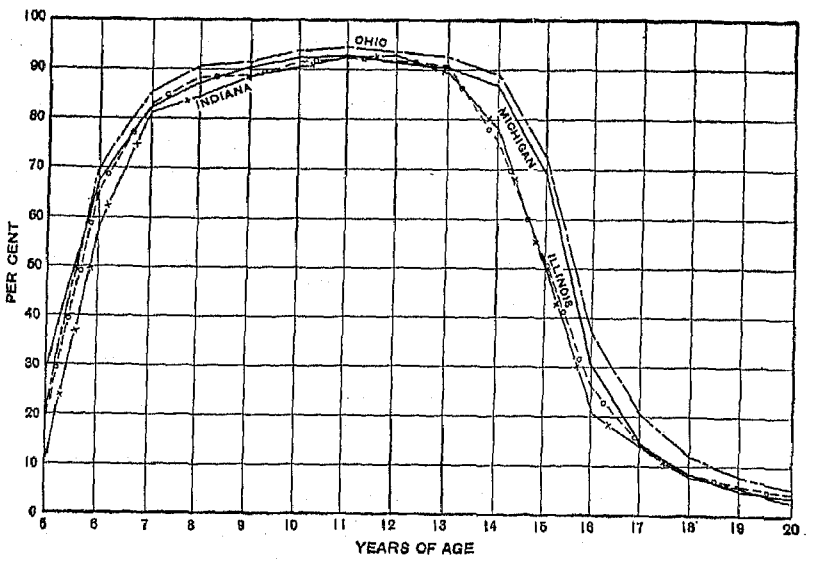
In Chart 20 the specific percentage rates by single years are presented. On inspection of the curves it appears that the

[10] The table below shows the per cent Nordic among the foreign-born white:

State.	Urban.	Rural.	State.	Urban.	Rural.
Indiana	33.0	55.5	Michigan	40.0	53.3
Illinois	34.3	53.2	Ohio	26.5	35.0

rates at all ages are higher in Ohio than in Illinois. A corresponding relationship is found when Michigan and Indiana are considered. The sharp drop at 14 is common to both Indiana and Illinois, the extended "shoulder" at that age is typical of both Ohio and Michigan. All four curves are level from 7 to 13 or 14, which is invariably found where compulsory attendance laws are rigidly enforced.

CHART 20.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR ILLINOIS, INDIANA, MICHIGAN, AND OHIO: 1920.



The situation in all four States of this group is good. Assimilation seems to be going on rapidly through the medium of the schools. High economic development, well-established school systems, and a clearly defined school policy strongly backed by popular favor are likely to go hand in hand. This would seem to explain the superiority of this group in foreign-born school attendance when compared with less favored neighbors to the west.

THE COMPOSITE FOREIGN-BORN POPULATION OF THE INDUSTRIAL NORTHEAST.

The highly urbanized industrial section of the country is still centered in the southern New England States and in those of the Middle Atlantic division. Here the succeeding waves of

migration, for the most part, first touch our shores. Here a large part of each immigrant group remains to operate the huge manufactories that have sprung up near the seaboard and to play a fundamental part in industrial and commercial activity.

In consequence there is to be found in this region an almost unprecedented mingling of nationalities. The foreign-born school-attendance problem, therefore, is highly complex. True, in individual cities and in individual schools a single nationality may be preponderant. But from a state-wide standpoint the problem is most intricate. Specific discussion of national or even racial peculiarities is impossible.

The next table shows the essential facts for the States which constitute this area.

	Rhode Island.	Massachusetts.	New Jersey.	Connecticut.	Pennsylvania.	New York.
GENERAL DESCRIPTION.						
Per cent foreign-born white in population of school age:						
Total	9.3	8.1	6.7	7.9	4.2	8.8
Urban	9.4	8.4	7.4	9.0	5.0	10.0
Rural	3.7	3.9	4.5	5.9	2.8	2.8
SPECIFIC ANALYSIS.						
Per cent urban among foreign-born white children, 7 to 13 years	99.0	97.1	84.3	74.2	69.1	92.9
Foreign-born white school-attendance rate, 7 to 13 years:						
Total	90.1	90.1	89.2	91.2	88.4	88.8
Urban	90.0	90.0	89.2	91.5	88.8	88.8
Rural	(1)	93.0	89.6	90.4	87.5	89.6

[1] Rate not computed, base being less than 100.

PREDOMINANT NATIONALITIES.

Rhode Island.	Massachusetts.	New Jersey.	Connecticut.	Pennsylvania.	New York.
Italian.	Irish.	Italian.	Italian.	Italian.	Italian.
Canadian, French	Canadian, other.[1]	German.	Polish.	Polish.	Russian.
English.	Italian.	Polish.	Irish.	Russian.	German.
Irish.	Canadian, French.	Russian.	Russian.	Austrian.	Irish.
Portuguese.	Russian.	Irish.	English.	Irish.	Polish.
Polish.	English.	English.	German.	German.	Austrian.

[1] Other than French.

In all the States except Connecticut and Pennsylvania, the rural rates are higher than the urban, while at the same time there is a smaller proportion of foreign born among the rural children of school age. It appears that again dilution and ex-

ample affect the foreign-born rates very definitely. It should not be forgotten, however, that the economic factor plays a large part, in providing school facilities and adequate funds for the development of a school policy, and also, in the cities, furnishes a decided pull away from school and into the factory. Although in Connecticut a large percentage of foreign-born urban children is found, there is an unusually high urban school-attendance rate. This may be due to rigid legal provisions and a splendid system of enforcement. The low rural rate in Pennsylvania is attributable to economic and ethnic factors. In a group as diverse as this such influences would have marked effect.

CHART 21.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR CONNECTICUT, NEW YORK, AND RHODE ISLAND: 1920.

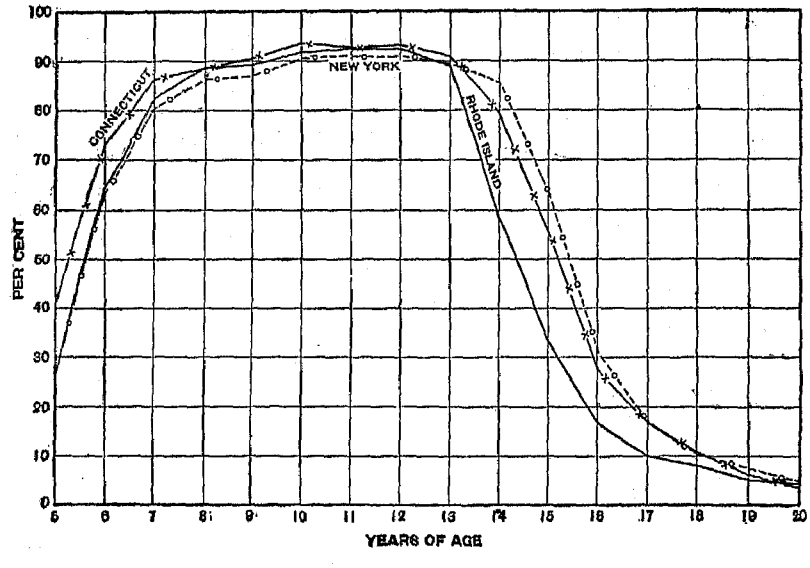


Chart 21 pictures the situation in Rhode Island, Connecticut, and New York. For clarity the curves for Massachusetts, New Jersey, and Pennsylvania have been omitted. Those for Massachusetts and New Jersey from 7 to 13 years are similar to that for Rhode Island, and except at the ages 5 and 6 years Pennsylvania resembles Connecticut very closely.

It appears that rigid enforcement of compulsory attendance laws prevails in all these States. In general, attendance is encouraged at an early age. In Rhode Island, Massachusetts, and New

Jersey a precipitate drop in the curve occurs at 14 years. This indicates that the immediate economic urge is great, and that among foreign-born parents there is little foresight for their children's welfare.

In Pennsylvania and Connecticut the drop at 14 years is less abrupt. This may be due among other factors to a more antagonistic attitude toward child labor and the granting of working permits, to the wider development of night schools and other extensions of education, or to a different nationality make-up. The first two seem more probable than the last. New York, in general, belongs to Type II and has rather distinct legal provisions. It is interesting to note that in spite of this the curve for Connecticut is superior in all the earlier ages through 13 years.[11]

THE MIXED POPULATION OF THE CENTRAL WEST.

Westward, from the Mississippi River to the Pacific coast, a strip of States of very heterogeneous foreign-born population is found. Bordered on the north by the Nordic group and on the south by the Mexican, the population has large numbers of each, in addition to many other nationalities in large proportions. These States—Missouri, Kansas, Oklahoma, Colorado, Wyoming, Nevada, and California—contain almost as diverse a foreign-born population as the industrial States just discussed.

The table below shows the situation in each of these States.

	Oklahoma.	Kansas.	Nevada.	Missouri.	Wyoming.	Colorado.	California.
GENERAL DESCRIPTION.							
Per cent foreign-born white in population of school age:							
Total	0.5	1.5	4.5	1.2	3.7	4.1	7.6
Urban	0.7	2.2	4.7	2.6	4.6	3.8	7.9
Rural	0.4	1.2	4.5	0.2	3.4	4.3	7.0
SPECIFIC ANALYSIS.							
Per cent urban among foreign-born white children, 7 to 13 years	32.6	48.6	18.7	87.1	29.2	35.5	66.0
Foreign-born white school-attendance rate, 7 to 13 years:							
Total	63.9	71.3	72.7	88.7	82.2	83.7	85.0
Urban	64.1	69.3	(1)	89.2	80.9	85.8	87.6
Rural	63.9	73.2	74.7	85.4	82.8	82.6	79.9

[1] Rate not computed, base being less than 100.

[11] It would seem that in Connecticut stress is laid upon the early development of the child. Although not versed in the theory of primary education, the writer ventures to suggest that, in States where in the early years of earning power the economic pull away from school is strong, it might be good social policy to urge the extension of the compulsory period backward into the ages younger than 7 years as well as forward into the ages above 13 years.

PREDOMINANT NATIONALITIES.

Oklahoma.	Kansas.	Nevada.	Missouri.	Wyoming.	Colorado.	California.
German.	German.	Italian.	German.	English.	Russian.	Italian.
Mexican.	Mexican.	English.	Russian.	German.	Italian.	Mexican.
Russian.	Russian.	Spanish.	Irish.	Swedish.	German.	German.
English.	Swedish.	Mexican.	Italian.	Italian.	Mexican.	English.
Canadian.[1]	English.	Canadian.[1]	English.	Mexican.	Swedish.	Canadian.[1]
Italian.	Austrian.	German.	Austrian.	Russian.	English.	Irish.

[1] Other than French.

Oklahoma, Kansas, and Nevada show foreign-born school-attendance situations that are very adverse. Strangely enough these States, with the exception of Nevada, have the very lowest proportions of foreign born among children of school age.[12] In all three a major portion of foreign-born children of school age are in rural districts, and rural foreign-born attendance rates are less than urban.

In Missouri, Wyoming, Colorado, and California the general situation is much better. In Missouri and California the children 7 to 13 years of age are mainly urban, while in Wyoming and Colorado they are preponderantly rural. In all except Wyoming the urban rates are higher than the rural. It is probable that the rural rates in California and Colorado are materially affected by the large numbers of Mexicans in the rural southern counties. The difference between the urban and the rural situation in California is particularly striking.

In Charts 22 and 23 the percentage attendance at various ages is shown for Oklahoma and Kansas, and for Missouri, Colorado, and California. The small number of cases in Nevada and Wyoming makes any attempt to picture the conditions infeasible. Inspection of the figures shows a probable close similarity between Nevada and Oklahoma. Wyoming is very much like Colorado.

The curves for Oklahoma and Kansas show practically no enforcement of compulsory attendance laws. In Oklahoma this is not surprising, since the State is undeveloped, with untried legislation and unorganized tradition. In Kansas, however, one would expect a very different state of affairs. It is presumptuous even to hazard a guess as to the cause, but partial explanation may be found in the presence of the large proportion of Mexicans among the foreign born.

[12] Missouri, also, has a very low proportion of foreign-born children.

CHART 22.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR OKLAHOMA AND KANSAS: 1920.

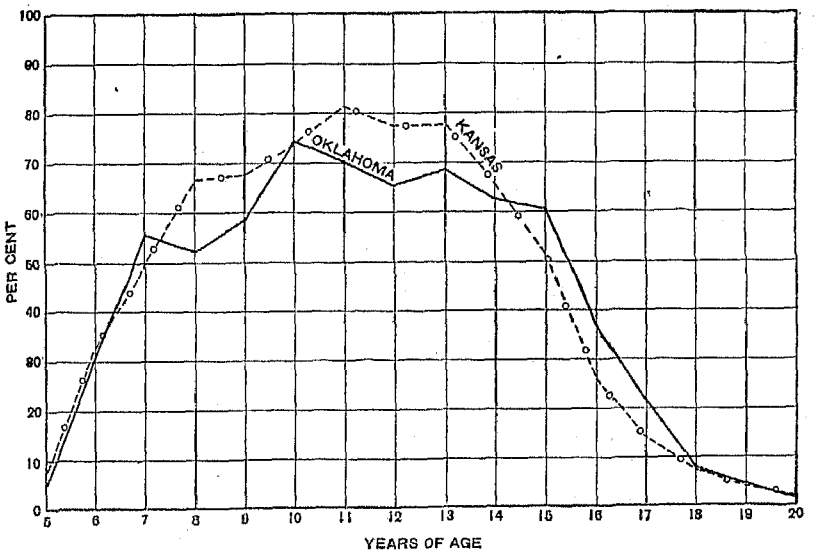
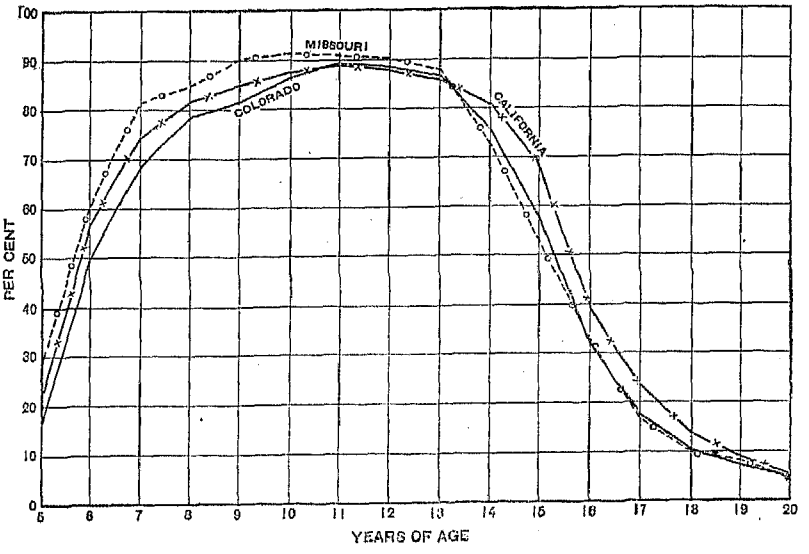


CHART 23.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR MISSOURI, CALIFORNIA, AND COLORADO: 1920.



High degree of enforcement seems to prevail in Missouri, Wyoming, Colorado, and California, if one may judge from the curves. In spite of low rates in the early years, California and Colorado show high general percentages of attendance because of continuation in school in the late years of the school period.

THE SOUTH.

Of the States generally included under the designation "South," Texas and Oklahoma have been dealt with already. Among the other States of this area two only can be considered as having a significant number of foreign-born children of school age. These are Maryland and West Virginia. No treatment of the other Southern States will be attempted.

The nationality distribution in Maryland includes a diversity of types. The foreign-born children are predominantly urban, yet the urban foreign-born attendance rate is higher than the rural. It is evident that the high rate in this State is due to the small number of foreign born in the population of school age.

In West Virginia the foreign born, in great majority, are central European, and nearly three-fourths of the foreign-born children of school age are rural. In a State where education is none too far advanced it is not surprising that low rates generally prevail.

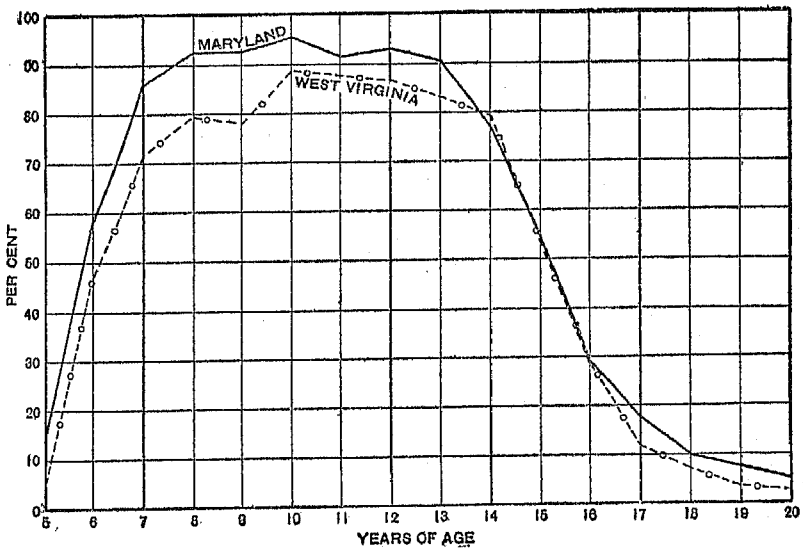
The next table shows the significant facts for the two States under consideration.

	Maryland.	West Virginia.
GENERAL DESCRIPTION.		
Per cent foreign-born white in population of school age:		
Total	1.9	1.2
Urban	3.1	1.5
Rural	0.5	1.1
SPECIFIC ANALYSIS.		
Per cent urban among foreign-born white children, 7 to 13 years	85.5	22.6
Foreign-born white school-attendance rate, 7 to 13 years:		
Total	91.9	83.2
Urban	93.0	86.7
Rural	85.5	82.1

PREDOMINANT NATIONALITIES.

Maryland.			West Virginia.		
1. Russian.	3. Polish.	5. Irish.	1. Italian.	3. Polish.	5. Russian.
2. German.	4. Italian.	6. English.	2. Hungarian.	4. Austrian.	6. German.

CHART 24.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, BY SPECIFIED AGE, FOR MARYLAND AND WEST VIRGINIA: 1920.



Neither of the States have sufficient foreign-born school children to yield regular curves. Chart 24 pictures the proportions in Maryland and West Virginia for the several ages in the school period except 5 years. It will be seen that Maryland shows conditions superior to those in West Virginia. This is due to the greater stringency of legislation in force in Maryland when compared with that in West Virginia.

No discussion of the situation in other parts of the South will be attempted here. It seems probable that much similarity would be found between the rates for foreign born and for native whites in most instances. No data are available for presentation to substantiate or disprove this opinion, but the low rates for the rural native born in most instances are below what would be ex-

pected among the more urban foreign born, judging from the data of other States.

The differential distribution of age classes of the foreign born should be taken into account in comparing general rates in all States. It is quite possible also that the drift to the city of boys and girls over 14 materially affects the general urban and rural rates in many of the States.

TABLE 14.—SCHOOL ATTENDANCE AMONG THE FOREIGN-BORN WHITE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 9.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.								
	Number of States.	List of States.							
94-94.9	1	D. C.							
93-93.9	.....								
92-92.9	2	Ohio.	Del.						
91-91.9	2	Md.	Conn.						
90-90.9	5	Tenn.	Ill.	Mich.	Mass.	R. I.			
89-89.9	7	Oreg.	Me.	Ga.	Ind.	Wash.	N. J.	Utah.	
88-88.9	8	Wis.	N. Y.	Mo.	Minn.	Pa.	Vt.	N. H.	Iowa.
87-87.9	2	Fla.	Va.						
86-86.9	2	N. Dak.	Nebr.						
85-85.9	3	S. Dak.	Ala.	Calif.					
84-84.9	1	Mont.							
83-83.9	3	Colo.	W. Va.	S. C.					
82-82.9	1	Wyo.							
81-81.9	2	Idaho.	Ky.						
80-80.9	.....								
79-79.9	.....								
78-78.9	2	Ark.	N. C.						
77-77.9	.....								
76-76.9	1	La.							
75-75.9	1	N. Mex.							
74-74.9	.....								
73-73.9	.....								
72-72.9	1	Nev.							
71-71.9	1	Kans.							
63-63.9	2	Okla.	Miss.						
62-62.9	.....								
61-61.9	1	Ariz.							
46-46.9	1	Tex.							

In Charts 25 and 26 are shown the curves for one State of each of the groups described above, enabling comparison between groups. Attention is called to the fact that the States selected are merely representatives of the groups and not necessarily typical of them.

CHART 25.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, IN STATES HAVING NORDIC, MEXICAN, AND CANADIAN GROUPS (TEXAS, NEW HAMPSHIRE, NORTH DAKOTA, AND IOWA): 1920.

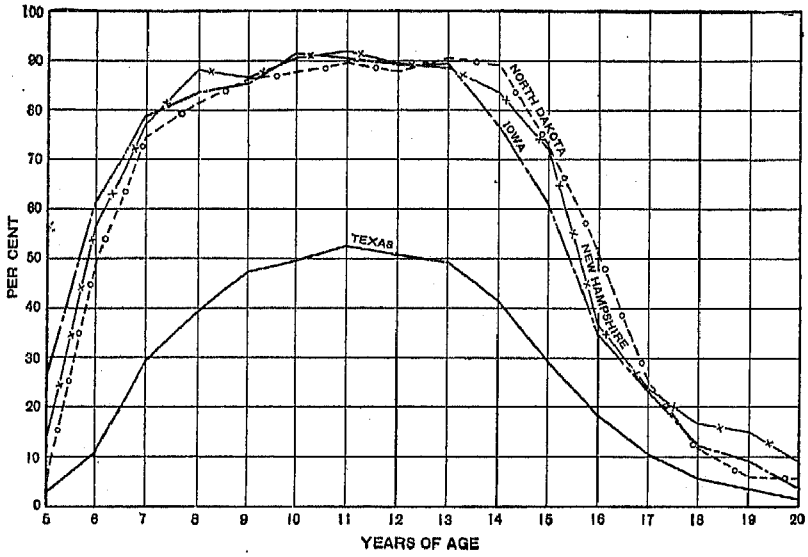
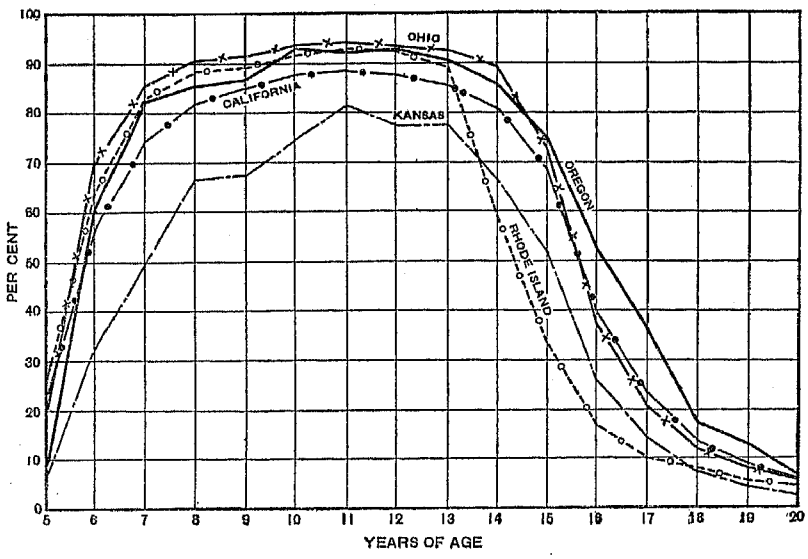


CHART 26.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, IN STATES HAVING MIXED FOREIGN ELEMENTS (OREGON, OHIO, RHODE ISLAND, CALIFORNIA, AND KANSAS): 1920.



RANK OF STATES AND CITIES.

In Table 15 the foreign-born school-attendance rates for 7 to 13 years, inclusive, are shown for the several States and arranged from highest to lowest, regardless of the group order or their place within the group.

It may be said in general comment upon foreign-born school attendance that most of the States with rates below the total rate for the United States are those in which Mexicans constitute an important element, and those Southern States in which only a few foreigners, located in the rural districts, are to be found. The only other State below the general level is Idaho, where large numbers of foreign born are located in small urban centers and in rural regions. It is probable that in these small towns poor school facilities exist and the school systems are still in an experimental stage.

A striking situation is revealed in Table 16 when comparison is made of the cities of 100,000 population and over. All the cities except those in Texas are above the general rate, 7 to 13 years, for the United States. Dallas, San Antonio, Houston, and Fort Worth present a deplorable picture of neglect of the foreign born and of the unassimilability of the Mexican group. If the urban rate 7 to 13 years for the United States (88.1 per cent) be used as a standard, it appears that practically all of the last quarter of the list fall below. Many of these cities are in States that rank high in foreign-born school attendance, e. g., Bridgeport is very low in relative position, while Connecticut as a whole stands very high.

On the other hand, Cincinnati shows a very high proportion attending. It should be noticed that all the Ohio cities of this class lie in the highest quarter of the list, with the exception of Columbus. Great variation is to be seen among the cities of Massachusetts. Fall River is at the top of the list, while Boston is but little above the urban rate for the United States as a whole.

TABLE 15.—SCHOOL ATTENDANCE OF FOREIGN-BORN WHITE POPULATION 7 TO 13 YEARS OF AGE, BY SEX, WITH DIFFERENCES IN RATES FOR THE SEXES, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
District of Columbia	94.0	93.7	94.4	.....	0.7
Ohio	92.3	92.3	92.2	0.1	.....
Delaware	92.2	93.1	91.3	1.8	.....
Maryland	91.9	92.1	91.6	0.5	.....
Connecticut	91.2	91.5	90.9	0.6	.....
Tennessee	90.3	90.5	90.1	0.4	.....
Illinois	90.3	90.5	90.1	0.4	.....
Michigan	90.3	90.5	90.0	0.5	.....
Massachusetts	90.1	90.4	89.8	0.6	.....
Rhode Island	90.1	90.9	89.3	1.6	.....
Oregon	89.9	91.2	88.6	2.6	.....
Maine	89.9	89.6	90.2	.....	0.6
Georgia	89.7	90.6	88.5	2.1	.....
Indiana	89.3	89.1	89.4	.....	0.3
Washington	89.2	89.2	89.3	.....	0.1
New Jersey	89.2	89.0	89.4	.....	0.4
Utah	89.0	92.3	85.8	6.5	.....
Wisconsin	88.9	89.3	88.4	0.9	.....
New York	88.8	89.1	88.6	0.5	.....
Missouri	88.7	89.0	88.4	0.6	.....
Minnesota	88.6	87.3	89.9	.....	2.6
Pennsylvania	88.4	88.6	88.1	0.5	.....
Vermont	88.4	89.7	86.9	2.8	.....
New Hampshire	88.1	88.4	87.8	0.6	.....
Iowa	88.0	87.8	88.2	.....	0.4
Florida	87.4	89.3	85.4	3.9	.....
Virginia	87.3	87.7	86.9	0.8	.....
North Dakota	86.8	86.3	87.2	.....	0.9
Nebraska	86.5	87.0	86.1	0.9	.....
South Dakota	85.9	86.6	85.2	1.4	.....
Alabama	85.4	86.9	83.9	3.0	.....
California	85.0	85.5	84.5	1.0	.....
Montana	84.9	85.1	84.6	0.5	.....
UNITED STATES	84.1	84.2	84.0	0.2	.....
Colorado	83.7	84.7	82.8	1.9	.....
West Virginia	83.2	83.7	82.6	1.1	.....
South Carolina	83.1	(1)	(1)	.....	.....
Wyoming	82.2	82.9	81.5	1.4	.....
Idaho	81.4	80.3	82.6	.....	2.3
Kentucky	81.0	80.9	81.1	.....	0.2
Arkansas	78.4	78.0	78.8	.....	0.8
North Carolina	78.2	(1)	(1)	.....	.....
Louisiana	76.1	75.2	77.0	.....	1.8
New Mexico	75.5	76.6	74.4	2.2	.....
Nevada	72.7	74.5	70.5	4.0	.....
Kansas	71.3	73.2	69.3	3.9	.....
Oklahoma	63.9	62.5	65.5	.....	3.0
Mississippi	63.0	64.7	(1)	.....	.....
Arizona	61.3	61.7	60.9	0.8	.....
Texas	46.0	45.9	46.1	.....	0.2

[1] Rate not computed, base being less than 100.

TABLE 16.—SCHOOL ATTENDANCE OF FOREIGN-BORN WHITE POPULATION 7 TO 13 YEARS OF AGE, BY SEX, WITH DIFFERENCES IN RATES FOR THE SEXES, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.[1]	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Cincinnati, Ohio	97.2	96.4	98.1	.....	1.7
Fall River, Mass	96.0	96.0	95.9	0.1	.....
Spokane, Wash	95.3	95.7	94.9	0.8	.....
Akron, Ohio	94.4	93.6	95.1	.....	1.5
Washington, D. C	94.0	93.7	94.4	.....	0.7
Norfolk, Va	93.8	(2)	(2)	.....	.....
Youngstown, Ohio	93.8	93.6	94.0	.....	0.4
Milwaukee, Wis	93.6	94.3	93.0	1.3	.....
Trenton, N. J	93.6	93.3	93.8	.....	0.5
Baltimore, Md	93.0	93.6	92.3	1.3	.....
Cleveland, Ohio	92.8	92.4	93.1	.....	0.7
St. Paul, Minn	92.8	93.4	92.2	1.2	.....
Hartford, Conn	92.7	95.0	90.6	4.4	.....
Dayton, Ohio	92.6	93.0	92.2	0.8	.....
Camden, N. J	92.5	92.1	93.0	.....	0.9
Portland, Oreg	92.4	93.5	91.3	2.2	.....
Toledo, Ohio	92.4	93.7	91.0	2.7	.....
Wilmington, Del	92.4	93.7	91.1	2.6	.....
New Haven, Conn	92.1	92.7	91.5	1.2	.....
Des Moines, Iowa	91.9	94.2	88.8	5.4	.....
Omaha, Nebr	91.7	90.1	93.2	.....	3.1
St. Louis, Mo	91.4	91.0	91.7	.....	0.7
Atlanta, Ga	91.3	(2)	(2)	.....	.....
Albany, N. Y	91.1	92.3	90.1	2.2	.....
Columbus, Ohio	91.1	91.5	90.6	0.9	.....
Oakland, Calif	91.1	91.3	90.9	0.4	.....
Los Angeles, Calif	91.0	91.4	90.6	0.8	.....
Cambridge, Mass	90.9	91.4	90.5	0.9	.....
Rochester, N. Y	90.8	91.5	90.1	1.4	.....
Syracuse, N. Y	90.8	92.4	89.2	3.2	.....
Chicago, Ill	90.6	90.7	90.4	0.3	.....
Detroit, Mich	90.4	90.7	90.1	0.6	.....
New Bedford, Mass	90.4	90.0	90.8	.....	0.8
Paterson, N. J	90.2	89.4	91.0	.....	1.6
Seattle, Wash	90.2	90.9	89.5	1.4	.....
Pittsburgh, Pa	90.1	89.8	90.4	.....	0.6
Salt Lake City, Utah	90.1	94.1	85.9	8.2	.....
Worcester, Mass	90.1	90.2	90.0	0.2	.....
Memphis, Tenn	89.9	(2)	(2)	.....	.....
Springfield, Mass	89.8	89.1	90.6	.....	1.5
Denver, Colo	89.6	89.1	90.1	.....	1.0
Scranton, Pa	89.4	90.2	88.7	1.5	.....
Grand Rapids, Mich	89.2	92.9	85.6	7.3	.....
Newark, N. J	89.2	89.6	88.8	0.8	.....
Jersey City, N. J	89.0	88.4	89.6	.....	1.2
Providence, R. I	89.0	88.8	89.3	.....	0.5
Yonkers, N. Y	89.0	87.6	90.4	.....	2.8
Louisville, Ky	88.8	(2)	(2)	.....	.....
Boston, Mass	88.6	89.3	87.9	1.4	.....
Philadelphia, Pa	88.5	88.6	88.5	0.1	.....
Birmingham, Ala	88.4	(2)	(2)	.....	.....

[1] Nashville omitted, total foreign-born white being less than 100.
[2] Rate not computed, base being less than 100.

TABLE 16.—SCHOOL ATTENDANCE OF FOREIGN-BORN WHITE POPULATION 7 TO 13 YEARS OF AGE, BY SEX, WITH DIFFERENCES IN RATES FOR THE SEXES, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920—Continued.

CITY.[1]	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
New York, N. Y.	88.2	88.5	87.9	0.6	.....
UNITED STATES (urban)	88.1	88.4	87.7	0.7	.....
Buffalo, N. Y.	88.0	88.5	87.5	1.0	.....
Minneapolis, Minn.	87.9	86.7	89.2	.....	2.5
Indianapolis, Ind.	87.8	87.4	88.2	.....	0.8
Lowell, Mass.	87.8	87.2	88.4	.....	1.2
Reading, Pa.	86.8	89.4	83.9	5.5	.....
Bridgeport, Conn.	86.7	88.6	84.8	3.8	.....
New Orleans, La.	86.3	85.9	86.8	.....	0.9
Richmond, Va.	86.3	(2)	(2)	.....	.....
Kansas City, Kans.	86.2	88.9	83.2	5.7	.....
Kansas City, Mo.	85.6	87.2	83.9	3.3	.....
San Francisco, Calif.	84.4	84.7	84.2	0.5	.....
UNITED STATES (total)	84.1	84.2	84.0	0.2	.....
Dallas, Tex.	73.6	74.4	72.8	1.6	.....
San Antonio, Tex.	68.6	69.7	67.4	2.3	.....
Houston, Tex.	67.3	70.2	64.4	5.8	.....
Fort Worth, Tex.	45.8	48.3	42.8	5.5	.....

[1] Nashville omitted, total foreign-born white being less than 100.
[2] Rate not computed, base being less than 100.

SEX FACTORS IN SCHOOL ATTENDANCE OF FOREIGN-BORN WHITE.

Though, as has previously been stated (see p. 4), there seems to be a general tendency up to 12 years for foreign-born boys to attend in the same proportions as foreign-born girls, in at least 32 of the 49 States the rates for the former are greater than those for the latter. The extreme cases are Utah, where the difference is 6.5 per cent, Nevada, 4.0 per cent, Kansas, 3.9 per cent, and Florida, 3.9 per cent. In contrast to this, 14 States[13] have female rates greater than male. The largest differences are in Oklahoma, Minnesota, Idaho, and Louisiana, where the female rates exceed the male by 3.0 per cent, 2.6 per cent, 2.3 per cent, and 1.8 per cent, respectively.

In cities of 100,000 population and over, a similar sex difference is found. In 40 of these, at the ages 7 to 13 years, males attend in larger proportions than do females, while in 21 female attend-

[13] In South Carolina, North Carolina, and Mississippi the numbers of foreign born in this age class are too few to permit calculation of significant rates by sex.

ance rates are the higher. In the other 7 the foreign born are too few to admit of such comparison.

In Salt Lake City, Utah, probably due to Mormon influence, the male rate is larger by 8.2 points. Next is Grand Rapids, Mich., with 7.3 points difference. In Houston, Tex., Kansas City, Kans., Fort Worth, Tex., and Reading, Pa., the differences are 5.8, 5.7, 5.5, and 5.5, respectively. The abnormally high female rates are found in Omaha, Nebr., Yonkers, N. Y., and Minneapolis, Minn., where they exceed the male rates by 3.1, 2.8, and 2.5, points, respectively.

Chart 27, on page 89, shows the general curves for the foreign born by single years of age for representative cities of 250,000 population and over. It is unfortunate for our purpose that none of the large cities contains any one predominant nationality. It is, therefore, impossible to show the urban situation for the Texas Mexicans, New England French Canadians, or any similar group. The curves are in this respect pictures of a heterogeneous nonnative population and should be viewed as such. Cleveland, Ohio, Los Angeles, Calif., Minneapolis, Minn., and San Francisco, Calif., have been chosen. The following table shows the predominant nationalities:[14]

NATIONALITIES HAVING 10 PER CENT OR MORE OF TOTAL FOREIGN-BORN WHITE, FOR FOUR REPRESENTATIVE CITIES.

CLEVELAND, OHIO.		LOS ANGELES, CALIF.		MINNEAPOLIS, MINN.		SAN FRANCISCO, CALIF.	
Nationality.	Per cent.	Nationality.	Per cent.	Nationality.	Per cent.	Nationality.	Per cent.
Polish	14.6	Mexican	19.3	Swedish	30.1	Italian	17.1
Hungarian	12.4	Canadian, other[1]	11.8	Norwegian	18.6	German	13.2
German	11.1	English	10.2	All other	51.3	Irish	13.0
Czechoslovak	10.0	All other	58.7			All other	56.7
All other	51.9						

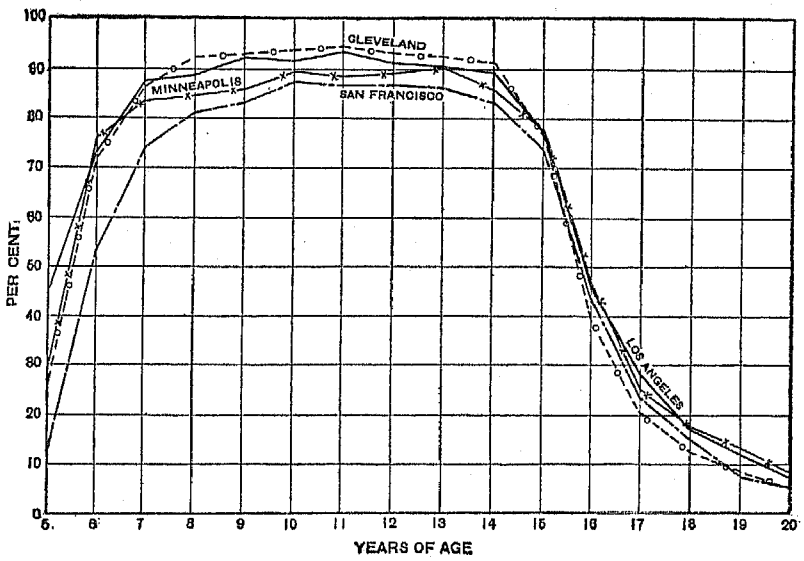
[1] Other than French.

It is unfortunate that space does not permit detailed analysis of all the facts in the various States. Attempt has been made to indicate the ethnic factors that enter into the foreign-born school-attendance problems of the Nation. Little or nothing has been attempted as regards the effect of the economic forces that are operating. The public attitude toward education has been touched but lightly. Many other influences affecting the rates of each State might be enumerated, each important and worthy of study.

[14] These proportions are regardless of age and may be somewhat misleading when compared with school attendance.

Analysis by other age groups than the one used would undoubtedly yield valuable results. Without a study of the age factor and its progressive influence on differences in attendance between the sexes and between urban and rural populations, dependable generalization is infeasible.

CHART 27.—PER CENT OF FOREIGN-BORN WHITE POPULATION 5 TO 20 YEARS OF AGE ATTENDING SCHOOL, FOR REPRESENTATIVE CITIES (CLEVELAND, LOS ANGELES, MINNEAPOLIS, AND SAN FRANCISCO): 1920.



SUMMARY.

Striking ethnic differences appear which force themselves above the heterogeneity of the material. The Nordic elements in the foreign-born population are similar in educational standards to the best and most progressive of our native population. The French Canadians and, far more strikingly, the Mexicans, are either out of sympathy with American ideals or are prevented from adopting them. The mixed populations of the industrial regions are forced into schools, but drop out as soon as the popular will permits. This is particularly true of the nationalities that are newcomers rather than among the older immigration elements.

Little can be said regarding the effect of large and small proportions of foreign born in the population. In the South the

proportions are so small that practically no difference is to be found in the attendance rates for foreign-born and for native-born whites. In the rest of the United States the ethnic make-up so greatly influences the rates that the effects of varying proportions of foreign born can not even be guessed. Nothing can be gained from a casual study of the rates in cities or States, since legislation and enforcement alone would account for the discrepancies. Mathematical treatment of the data by methods illustrated in Appendix A would throw much light on this phase of the problem. Superficial mathematical analyses not included in this volume indicate that for certain ethnic elements the greater the proportions of foreign born the lower the foreign-born rate, while for other nationalities proportions seem to be of little influence.

Effects of legislation and enforcement are difficult to measure, particularly since the foreign born are found mainly in States which have much the same legal provisions. With the exceptions of West Virginia, Texas, and New Mexico, which are of Type III, and Arizona, of Type IV, all of the States having significant proportions of foreign born are of Types I or II.

It appears, however, that much depends on the degree of economic well-being of the whole of the population and the economic situation of the foreign born themselves. Where facilities are readily provided and adequate to the local needs, there is in the Nordic group of the West a tendency to utilize the facilities provided. This is particularly true in agricultural regions, where the type of employment makes nonattendance economically less profitable. In the States where urban industry has developed to a marked extent, the data by individual years indicate that legal enforcement is largely a factor in higher rates and that economic pulls are strong. Facilities are limited in the areas where Mexicans are found in largest numbers, and even the native whites of Texas are restricted as regards educational opportunity. That the Mexicans are not inclined to take advantage of opportunities when offered is proved by the low rates of attendance of foreign born in Oklahoma and Kansas, where, with good facilities and in spite of a large Nordic element side by side with large proportions of Mexicans, the general foreign-born rates are low. In the industrial regions with heterogeneous foreign-born populations, rigid enforcement is all that keeps the bulk of the foreign-born

children in school in the face of economic urges and pulls. Rhode Island, almost purely urban and industrial, gives an excellent illustration of the precipitate desertion from the schools when legal pressure is removed.

With the movement of immigrants into the South, which must be expected as industry develops and as the negro migrates northward and westward, it will become increasingly difficult for the South to persist in its backward educational policies. While no material foreign-born problem is as yet present, with increasing numbers must come rapid educational improvement if the problem of assimilation is to be handled at all securely. As has been indicated, the recent type of immigrant is more in need of assimilation and more difficult to assimilate than the early migrant, and indications point to the improbability of immediate improvement. At present the industrial regions of New England and the Middle West lead in public attempts to shape these newcomers to American ideals and standards.

Since relatively small proportions of recent arrivals go to rural regions, the difficulties of rural education are not affected to the same degree by new foreign-born factors as are the urban. In certain States—Connecticut, for example—Italians, Poles, Russians, and other nationals of the newer immigrant types are taking advantage of the markets of near-by cities to practice intensive farming of the sort to which they have been accustomed in their homelands. However, the foreign born in rural sections for the most part are old in point of residence in this country or are of the older migration which is readily assimilated. With special attention throughout the country directed toward rural problems, it is probable that in future censuses the rural rates will show much more rapid improvement than will urban rates.

The meaning of the differences in school attendance for the sexes is difficult to explain. Possibly the variation is due to incorrect census returns of age. Where the laws are strictly enforced there is a tendency to overstate the ages of those not attending but actually falling within the compulsory years, thus reducing the number of nonattendants in the restricted period. In most instances an exaggeration of male rates results. Valid conclusions as to the actual differences can be reached only after careful and intensive study.

V.

SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE.

Since the native whites constitute the major part of the total population, the school attendance among this group is generally very similar to that in the population as a whole. Where the negroes and the foreign-born whites are found in large proportions, however, noticeable differences exist between the general rates and those for the native whites.

In the pages which follow, school attendance among the native white of native parentage is first dealt with, particularly in the industrial North and in the South. Primary division is made into the basic age groups and the rates in the several States are compared within the same and in the successive age classes. The urban and rural rates are then contrasted and attendance in the large cities of the country discussed. Finally, differences between the rates for the sexes are shown, and explanation of the varying degrees of difference is attempted.

Attendance among the native white of mixed parentage and the native white of foreign parentage is dealt with briefly in a succeeding chapter. In general, close agreement exists between the rates for the native white of mixed parentage and the native white of native parentage, and between those for the native white of foreign parentage and the foreign born. The main differences are pointed out and comment made.

Numerically, the native white of native parentage are by far the most important part of the population. This is especially true during the period of "school age." Of all the children 5 to 20 years, and in each age group, the native white of native parentage far outnumber those of other elements. Table 17, on the following page, shows the number and proportion of the native white of native parentage and of the rest of the population by age classes.

In the "All other" class the increase in percentage with increased age is due to the large additions of foreign born through immigration at the older ages, but in no age group are the pro-

portions even approximately equal to the native white of native parentage.

There are, then, in the United States as a whole out of 33¼ million children 5 to 20 years of age, 20,048,170 native born of native white parents. With the educational traditions of the native stock and the great development of educational facilities in this country, one would expect that practically all of these children were receiving an education. The truth is that only 13,418,814 (66.9 per cent) were in attendance at school during the period of enumeration.

TABLE 17.—TOTAL POPULATION OF SCHOOL AGE DISTRIBUTED AS NATIVE WHITE OF NATIVE PARENTAGE AND ALL OTHER, BY AGE PERIODS, FOR THE UNITED STATES: 1920.

[Source: Fourteenth Census, Vol. III, United States, Table 2.]

AGE.	TOTAL.		NATIVE WHITE OF NATIVE PARENTAGE.		ALL OTHER.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
5 to 20 years	33,250,870	100.0	20,048,170	60.3	13,202,700	39.7
5 and 6 years	4,686,154	100.0	2,875,986	61.4	1,810,168	38.6
7 to 13 years	15,306,793	100.0	9,315,013	60.9	5,991,780	39.1
14 and 15 years	3,907,710	100.0	2,363,691	60.5	1,544,019	39.5
16 and 17 years	3,828,131	100.0	2,283,604	59.7	1,544,527	40.3
18 to 20 years	5,522,082	100.0	3,209,876	58.1	2,312,206	41.9

AGE CLASSES.

It is fruitless to analyze the material on school attendance unless the age factor is taken into account. The period designated as "School age" may be divided roughly into five groups. Legislation and customs differ so widely that the exact ages for each group vary too greatly among the States for a clear-cut division into age classes. In general they may be described as: "Precompulsion age," 5 and 6 years; "Compulsory period," 7 to 13 years; "Period of permitted absence," 14 and 15 years; "Voluntary but customary attendance," 16 and 17 years; "Higher education," 18 to 20 years. Tables 18 to 23 are presented, using these ages as the fundamental bases of classification.

TABLE 18.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE—RANK OF THE STATES IN THE SEVERAL AGE GROUPS: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

Rank.	AGE GROUPS.				
	5 and 6 years.	7 to 13 years.	14 and 15 years.	16 and 17 years.	18 to 20 years.
1	Iowa	Massachusetts	Utah	Utah	Utah.
2	Nebraska	Rhode Island	Idaho	Nevada	Mississippi.
3	Connecticut	Ohio	California	Idaho	California.
4	Massachusetts	Utah	Oregon	Mississippi	Oregon.
5	Maine	Idaho	Nevada	Montana	Montana.
6	Rhode Island	Delaware	Montana	Oregon	Massachusetts.
7	New Jersey	New Jersey	Washington	North Dakota	Nevada.
8	Michigan	Michigan	North Dakota	California	Idaho.
9	Mississippi	Iowa	Kansas	South Dakota	North Dakota.
10	Wisconsin	Indiana	Michigan	Colorado	Washington.
11	California	Illinois	Arizona	Washington	Colorado.
12	Dist. of Columbia	Washington	South Dakota	Arizona	Kansas.
13	New York	Pennsylvania	Ohio	Kansas	South Dakota.
14	Ohio	Kansas	Minnesota	Wyoming	Iowa.
15	Missouri	Oregon	Colorado	Nebraska	Minnesota.
16	Colorado	California	Nebraska	Iowa	Maine.
17	Minnesota	Wisconsin	New Hampshire	Alabama	South Carolina.
18	Illinois	Maine	Iowa	Texas	North Carolina.
19	New Hampshire	Maryland	Wyoming	Oklahoma	Vermont.
20	Kansas	Connecticut	Vermont	Arkansas	Tennessee.
21	Nevada	Minnesota	Mississippi	New Mexico	Arizona.
22	Montana	South Dakota	Dist. of Columbia	Massachusetts	Arkansas.
23	Wyoming	Colorado	Florida	Tennessee	Alabama.
24	Arizona	Vermont	New York	Florida	Nebraska.
25	Pennsylvania	New York	Alabama	South Carolina	New Hampshire.
26	Indiana	Nebraska	Maine	Maine	Dist. of Columbia.
27	South Dakota	Missouri	Illinois	North Carolina	Wisconsin.
28	Vermont	Dist. of Columbia	Texas	Minnesota	Wyoming.
29	Delaware	New Hampshire	New Mexico	New Hampshire	New Mexico.
30	New Mexico	Montana	Delaware	Vermont	Texas.
31	Idaho	Nevada	Missouri	Dist. of Columbia	Florida.
32	Washington	Wyoming	Pennsylvania	Georgia	Connecticut.
33	North Dakota	North Dakota	Massachusetts	Ohio	Oklahoma.
34	Oregon	South Carolina	Tennessee	Wisconsin	Virginia.
35	Utah	Arizona	West Virginia	Virginia	Illinois.
36	Arkansas	Mississippi	Oklahoma	Missouri	Ohio.
37	Oklahoma	New Mexico	South Carolina	Michigan	Rhode Island.
38	Maryland	North Carolina	Connecticut	Illinois	Georgia.
39	Georgia	West Virginia	Arkansas	Connecticut	New York.
40	Florida	Kentucky	Indiana	West Virginia	Indiana.
41	South Carolina	Tennessee	Wisconsin	Kentucky	Missouri.
42	Kentucky	Florida	New Jersey	Louisiana	Delaware.
43	Louisiana	Texas	North Carolina	Delaware	Michigan.
44	West Virginia	Virginia	Virginia	Indiana	Kentucky.
45	Tennessee	Alabama	Kentucky	New York	West Virginia.
46	North Carolina	Oklahoma	Georgia	New Jersey	Louisiana.
47	Virginia	Arkansas	Maryland	Pennsylvania	New Jersey.
48	Alabama	Georgia	Louisiana	Rhode Island	Pennsylvania.
49	Texas	Louisiana	Rhode Island	Maryland	Maryland.

THE GENERAL SITUATION.

Precompulsion age.

If the rates for the several States are considered, great variation appears in the attendance of the native stock at 5 and 6 years of age. The differences are due, in part, to the facilities provided, to the ease of communication, and to the general attitude toward education. Some States encourage early attendance by placing the lower extreme of free attendance age as early as 3 or 4 years. In others the free attendance age does not begin until 7 years. States that are mainly urban tend to lead in the development of kindergartens. Where the population is scattered over a large area, the difficulties of safe transportation, particularly during the inclement winter months, make attendance infeasible for the very young. In some sections there is a tendency for parents to free themselves from the responsibility and care of the children during the busy hours of the workday. In the main, however, unless there is a definite desire on the part of parents to give educational opportunity to their children, attendance does not begin until required.

Table 19 shows the distribution of the rates for the various States arranged in descending order, and Table 25 the specific rates. The New England States, and those of the Middle West which have derived their traditions from them, head the list, Iowa, Nebraska, Connecticut, Massachusetts, Maine, and Rhode Island having rates of 60 per cent and over. At the lower extreme are found the States of the South, Virginia, Alabama, and Texas having rates below 30 per cent. In general, the States of the far West stand low. Only one of the New England States, Vermont, 39.2 per cent, has a rate lower than that for the United States as a whole, 40.9 per cent. None of the States of the Middle West is below this general proportion. In only two of the Southern States, Mississippi, 54.8 per cent, and District of Columbia, 53.0 per cent, are the rates higher than this average. California, 53.0 per cent, is very high compared with the rest of the far West, and Nevada, 44.1 per cent, Montana, 43.9 per cent, Wyoming, 43.4 per cent, and Arizona, 42.7 per cent, though low, are relatively well above their neighbors.

In the New England States and in the other Northern States east of the Mississippi River educational tradition, economic prosperity, ready means of communication and centralization of population conduce to high proportions of attendance at

the precompulsion age. The lack of all these conditions prevents a relatively large attendance in the South. In the Mountain and Pacific States tradition is diverse and there are wide areas with sparse populations.

As will be seen later urban rates are, in general, much above rural rates under the same or similar legislation and for equal degrees of economic well-being. Where the proportion urban is small there is consequent lowering of the general rate.

TABLE 19.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 5 AND 6 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.								
	Number of States.	List of States.							
60–64.9	6	Iowa	Nebr.	Conn.	Mass.	Me.	R. I.		
55–59.9	2	N. J.	Mich.						
50–54.9	4	Miss.	Wis.	Calif.	D. C.				
45–49.9	8	N. Y.	Ohio	Mo.	Colo.	Minn.	Ill.	N. H.	Kans.
40–44.9	7	Nev.	Mont.	Wyo.	Ariz.	Pa.	Ind.	S. Dak.	
35–39.9	[1]11	Vt.	Del.	N. Mex.	Idaho	Wash.	N. Dak.	Oreg.	Utah
		Ark.	Okla.	Md.					
30–34.9	8	Ga.	Fla.	S. C.	Ky.	La.	W. Va.	Tenn.	N. C.
25–29.9	1	Va.							
20–24.9	.....								
15–19.9	1	Ala.							
10–14.9	1	Tex.							

[1] On account of the large number of States it is necessary to devote two lines to the group.

The compulsory period.

The school-attendance rates for the ages 7 to 13 years indicate clearly two distinct groups of States, those with rates from 93.0 to 96.9 per cent and those from 85.0 to 90.9 per cent. The latter group consists of the States of the South Atlantic, East South Central and West South Central divisions and the lower edge of the Mountain tier; the former is made up of the States in the northern and western areas. Four notable exceptions appear, Delaware, Maryland, District of Columbia, and South Carolina, which, though southern geographically, pertain more nearly to the North in their educational systems and problems. Arizona, with a rate of 92.8 per cent, falls between the two groups. The general rate for the whole United States, 92.2 per cent, is the dividing line between the two groups.

As is to be expected, the States of Type I are found near the top of the list, while those of Type II are somewhat lower. Types III and IV are the lowest. Notable exceptions to this general statement are Ohio, Utah, Idaho, Michigan, Iowa, and Washington, which, though of Type II, are in the highest quarter, and Pennsylvania, Wisconsin, Maryland, and Connecticut, of Type I, but in the second quarter. In the southern group, South Carolina, of Type III, has a surprisingly high attendance rate, while Arizona, of Type IV, ranks very high as compared with what would be expected from the general situation in that State.

Each of these variations from type is easily understood when the legislation in force and the machinery of enforcement are considered. (See pp. 22 ff.) In general, the rates throughout this age group are determined almost solely by the nature of the laws and the fashion in which they are administered. While density of population, economic status, and means of transportation directly and materially affect the rates at the earlier years, during the period of enforced attendance their influence is more largely indirect, and is manifested by the different States and sections of the same State in the varying severity with which the enactments are carried out.

TABLE 20.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.	
	Number of States.	List of States.
96–96.9	4	Mass. R. I. Ohio Utah
95–95.9	9	Idaho Del. N. J. Mich. Iowa Ind. Ill. Wash. Pa.
94–94.9	11	Kans. Oreg. Calif. Wis. Me. Md. Conn. Minn. S. Dak. Colo. Vt.
93–93.9	10	N. Y. Nebr. Mo. D. C. N. H. Mont. Nev. Wyo. N. Dak. S. C.
92–92.9	1	Ariz.
91–91.9	.....	
90–90.9	2	Miss. N. Mex.
89–89.9	2	N. C. W. Va.
88–88.9	4	Ky. Tenn. Fla. Tex.
87–87.9	2	Va. Ala.
86–86.9	2	Okla. Ark.
85–85.9	2	Ga. La.

The period of permitted absence.

While, in many States, legislation requires attendance during the ages 7 to 13 years, beginning at 14 or 15 years labor permits

are granted to those who, through necessity or inclination, wish to enter industry. The laws of the various States differ widely in their provisions, both as regards age at which permits are granted and other conditions. (See pp. 22 ff.) In some the compulsory period ends at 14 years or earlier,[1] and in some no restrictions prevail at or after 14 years. However, 14 and 15 years may be considered the period when attendance is stipulated but absence allowed.

Table 21 shows the distribution of the attendance rates among the native white of native parentage for this age group, and Table 30 the specific rates. While from 7 to 13 years attendance is maximum, a material fall in rates occurs as soon as the restrictions are lifted. Thus the general rate for the United States in the younger group is 92.2 per cent, and in the older, 83.9 per cent.

TABLE 21.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 14 AND 15 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.					
	Number of States.	List of States.				
94–94.9	1	Utah				
93–93.9	.....					
92–92.9	1	Idaho				
91–91.9	4	Calif.	Oreg.	Nev.	Mont.	
90–90.9	2	Wash.	N. Dak.			
89–89.9	3	Kans.	Mich.	Ariz.		
88–88.9	5	S. Dak.	Ohio	Minn.	Colo.	Nebr.
87–87.9	4	N.H.	Iowa	Wyo.	Vt.	
86–86.9	2	Miss.	D.C.			
85–85.9	4	Fla.	N.Y.	Ala.	Me.	
84–84.9	4	Ill.	Tex.	N.Mex.	Del.	
83–83.9	2	Mo.	Pa.			
82–82.9	5	Mass.	Tenn.	W.Va.	Okla.	S.C.
81–81.9	3	Conn.	Ark.	Ind.		
80–80.9	1	Wis.				
79–79.9	1	N.J.				
78–78.9	2	N.C.	Va.			
77–77.9	1	Ky.				
76–76.9	2	Ga.	Md.			
75–75.9	.....					
74–74.9	1	La.				
73–73.9	.....					
72–72.9	1	R.I.				

Comparison of the rates for the two periods in the several States shows a marked drop in each instance. The degree of change, however, differs materially, State by State. Thus, while during

[1] In Virginia there seems to be no required attendance after the age of 12 years.

the compulsory period Massachusetts, Rhode Island, and others of the industrial Northern States are highest in the list, during the period when nonattendance is permitted they fall to a comparatively low relative position. Rhode Island takes last place instead of a very high one; New Jersey moves from seventh from the top to eighth from the bottom; much the same is true of Wisconsin, Indiana, Connecticut, Massachusetts, Pennsylvania, and the rest of the industrial group.

The positions at the head of the list previously held by the urban manufacturing States are taken by the rural Western States, particularly those of the Pacific and the Mountain divisions. Many of the Southern States, which from 7 to 13 years were almost uniformly low, are found toward the center of this distribution. Mississippi, Florida, Alabama, and Texas are found well above Massachusetts, Connecticut, and New Jersey.

All the States of Type I have moved from the upper half to the lower half of the list and one State of Type II, Maine, is found below the middle of the array. All of the Southern States which remain in the lower half, except Maryland and Delaware, were in the lower half at 7 to 13 years.

These changes are due almost entirely to the influence of industrial opportunity. In the minds of most laymen there is the presumption that industry primarily attracts foreign-born children and that its influence on the school attendance of the native white of native parentage at this age is less than the effect of agriculture. The data shown in Table 21 indicate that this presumption is unwarranted.

It is evident that poor facilities do not reduce the rates as extensively as might be supposed. In many States where there is mediocre equipment for efficient training, attendance is surprisingly high. This is particularly true of the States of the South. When comparison is made between the Southern and the Western States it should be borne in mind that but few of the former extend the compulsory period beyond 14 years, while most of the latter require attendance as late as 15 or 16 years and have but scant provision for labor permits.

The years of voluntary but customary attendance.

Still greater falling off in attendance of native white of native parentage is found at 16 and 17 years (see Tables 22 and 31). In the United States as a whole the rate is 48.7 per cent, as compared

with 83.9 per cent at 14 and 15 years and 92.2 per cent from 7 to 13 years. Indeed, in but one State, Utah (75.2 per cent), is the rate at 16 and 17 years as high as the worst States at 14 and 15 years (Rhode Island, 72.3 per cent, and Louisiana, 74.6 per cent). In some [2] the fall is over 50 per cent of the rate at 14 and 15.

The tendencies noted at 14 and 15 years are strengthened at 16 and 17 years. Thus, at the latter age the highest quarter of the States, 12 in number, contain all the States of the Pacific and Mountain divisions except Wyoming and New Mexico, and no other States except Mississippi, North Dakota, and South Dakota. These three are the States which have the highest per cent rural in the total population. It is interesting to note the strong tendency in Mississippi for native white children of native parentage to continue in school. This is not entirely explicable in terms of the high per cent rural. Over half of the total population is negro, and with so large a supply of unskilled labor available, the native white children are not needed in that type of employment. It is probable that out of the race problem itself has grown a social tradition favorable to white education. Certain it is that in spite of the local-option provision in the laws and very lax requirements for labor permits, the children continue in school. It should be remembered, of course, that the attendance rates *do not* indicate the *quality of education afforded.* Mississippi ranks very low in per capita expenditure for schools. Since this is based, however, upon figures which include the negro population and expenditures for negro schools, it is not a fair criterion of the facilities afforded the white children.

Further scrutiny of the list shows that the lowest quarter is made up of the most highly industrialized States of New England (Massachusetts excepted), industrial Illinois, the Middle Atlantic States, the southern border States, and Louisiana. Indiana and the mountaineer States, Kentucky and West Virginia, are also included. Queer neighbors these, brought into similar situations by the force of economic pressure or poor educational standards.

Midway in the list are the semiurban States of the Middle West and the rural States of the South. In the former the tendency in the agricultural regions for attendance to continue high is partially offset by the pull of industry in urban centers. In the South certain social factors and the slight industrial influences tend

[2] These are: New York, 85.5 per cent, 14 and 15 years, to 40.3 per cent, 16 and 17 years; New Jersey, 79.4 per cent, 14 and 15 years, to 38.4 per cent, 16 and 17 years; Pennsylvania, 83.0 per cent, 14 and 15 years, to 38.0 per cent, 16 and 17 years; Maryland, 76.5 per cent, 14 and 15 years, to 34.3 per cent, 16 and 17 years.

to favor voluntary school attendance in spite of poor school facilities.

While in the age group 7 to 13 years (see p. 98) the States of Types I and II are at the top of the list and those of Types III and IV are at the bottom, in the years 16 and 17 we find a material modification of this order. In the lower half of the distribution are found all of the 10 States of Type I except Massachusetts, 9 of the 23 States of Type II, and but 6 out of 16 of Types III and IV. The relatively lower position of States of Type II is explained when the prolonged period of compulsory attendance in this group of States is recalled.

TABLE 22.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 16 AND 17 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.					
	Number of States.	List of States.				
75–75.9	1	Utah				
66–66.9	1	Nev.				
65–65.9	.....					
64–64.9	2	Idaho	Miss.			
63–63.9	1	Mont.				
62–62.9	.....					
61–61.9	3	Oreg.	N.Dak.	Calif.		
60–60.9	.....					
59–59.9	.....					
58–58.9	3	S.Dak.	Colo.	Wash.		
57–57.9	2	Ariz.	Kans.			
56–56.9	.....					
55–55.9	3	Wyo.	Nebr.	Iowa		
54–54.9	4	Ala.	Tex.	Okla.	Ark.	
53–53.9	5	N.Mex.	Mass.	Tenn.	Fla.	S. C.
52–52.9	1	Me.				
51–51.9	1	N. C.				
50–50.9	1	Minn.				
49–49.9	3	N. H.	Vt.	D. C.		
48–48.9	2	Ga.	Ohio			
47–47.9	2	Wis.	Va.			
46–46.9	1	Mo.				
45–45.9	2	Mich.	Ill.			
44–44.9	.....					
43–43.9	4	Conn.	W. Va.	Ky.	La.	
42–42.9	1	Del.				
41–41.9	1	Ind.				
40–40.9	1	N. Y.				
39–39.9	.....					
38–38.9	2	N. J.	Pa.			
37–37.9	1	R. I.				
36–36.9	.....					
35–35.9	.....					
34–34.9	1	Md.				

The period of higher education.

Though many students in the normal schools, colleges, and universities of this country enter at 16 or 17 years, a large majority of those within the years of school age in residence at a given time are 18, 19, or 20 years. And comparatively few of the school attendants at these ages are in institutions of lower than normal school or collegiate grade.[3]

In spite of a growing recognition of the ultimate economic value of higher education, a further drop in the attendance rates of the native white of native parentage is seen at 18 to 20 years. In the whole United States little more than one-third of the proportion of attendants for the years 16 and 17 are found at the later period, the rates being 48.7 per cent and 17.5 per cent, respectively. In no State is there as high a rate at 18 to 20 years as in the worst State at 16 and 17 years. In each the attendance rate is cut to between one-half and one-third of the earlier rate or less.[4]

The States vary materially in their provisions for higher education. This is particularly true since the introduction of "junior colleges" in the city school systems of certain States. While in many sections there are small institutions giving courses of near-college grade, the States that have high attendance rates for this group are those with large institutions financed by city or State, or, in the East, those with huge privately endowed universities. Since the private institution draws very largely from centers outside the State in which it is located, its relative influence in its own locality is less pronounced than is that of the public university financed with ample city or State appropriations.

Thus the upper quarter of the list consists of States with well-established State colleges and universities, together with Massachusetts, where a large number of the older and better known private institutions are centered. Connecticut, New Jersey, New York, and Pennsylvania—States having notable private colleges and universities—are low in the list.

The data for this age class will not bear too close scrutiny or very elaborate analysis. As has previously been stated, students in colleges are frequently enumerated as residents of the center in which the institution is located rather than in their place

[3] In some parts of the country night-school enrollment accounts for part of the attendance at this age.

[4] In Wyoming, New Mexico, Texas, Florida, Oklahoma, Ohio, Georgia, Missouri, Michigan, Kentucky, West Virginia, and Louisiana the drop is to less than one-third.

of actual home residence. If the students at the United States Naval Academy were included in the Maryland returns that State would rank very high in the list. On the other hand, it is probable that the high position of Massachusetts is largely due to inclusion of actual nonresidents of that State. Similar situations exist in the District of Columbia and in Rhode Island.

In general there seems to be a tendency in the industrial States to take advantage of educational opportunities offered. In the western agricultural sections the requirements of scientific farming encourage late attendance. In parts of the South the advantages of higher education tend to keep students in college. In no section does the enrollment constitute a very large part of the population of this age class, since in but four States [5] do the proportions exceed one-fourth.

TABLE 23.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 18 TO 20 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

Per cent attending school.	STATES CLASSIFIED ACCORDING TO SCHOOL ATTENDANCE.								
	Number of States.	List of States.							
28–28.9	1	Utah							
27–27.9	1	Miss.							
26–26.9	1	Calif.							
25–25.9	1	Oreg.							
24–24.9	3	Mont.	Mass.	Nev.					
23–23.9	3	Idaho	N.Dak	Wash.					
22–22.9	2	Colo.	Kans.						
21–21.9	4	S. Dak.	Iowa	Minn.	Me.				
20–20.9	5	S. C.	N. C.	Vt.	Tenn.	Ariz.			
19–19.9	4	Ark.	Ala.	Nebr.	N. H.				
18–18.9	3	D. C.	Wis.	Wyo.					
17–17.9	2	N.Mex.	Tex.						
16–16.9	4	Fla.	Conn.	Okla.	Va.				
15–15.9	8	Ill.	Ohio	R. I.	Ga.	N. Y.	Ind.	Mo.	Del.
14–14.9	3	Mich.	Ky.	W. Va.					
13–13.9	3	La.	N. J.	Pa.					
12–12.9	1	Md.							

URBAN AND RURAL SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE.

Large differences exist in various parts of the country between the attendance rates in urban centers and in rural districts. This becomes particularly clear when the States are considered sepa-

[5] These are: Utah, 28.8 per cent, Mississippi, 27.8 per cent, California, 26.0 per cent, and Oregon, 25.4 per cent.

rately and when the rates for age classes are compared. Much has previously been said regarding the contrasts between States which are primarily urban and those essentially rural. It seems that the differences are due rather to the peculiarities of the legislation in force than to the degree of centralization of the population. It is necessary, therefore, to see how, under the same laws, urban and rural populations differ with regard to the percentage attending school.

Tables 24 to 27, inclusive, present attendance rates for the urban and rural portions of the native white of native parentage class in the United States, in the geographic divisions, and in the several States, by subdivisions of the school age period. For the United States and the geographic divisions, the usual classes—7 to 13, 14 and 15, 16 and 17, and 18 to 20 years—are used, while in the several States, the group 5 and 6 is added and the last three classes are combined into a single age group, 14 to 20.[6]

At the years 5 and 6 the urban rate for the United States is 48.9 per cent and the rural is 36.4 per cent, a difference of 12.5 points, i. e., the urban is one-third again as large as the rural. The rates for the several States show differences as large as 25.4 points (Wisconsin) and 21.2 points (Minnesota) in favor of urban attendance, and 6.1 points (Mississippi) in favor of rural. In 40 States the urban rates are higher than the rural; in 8 the rural rates exceed the urban.[7] These last are: Mississippi, 6.1; South Carolina, 2.3; Nevada, 1.8; Delaware, 1.3; North Carolina, 1.0; Alabama, 0.9; Rhode Island, 0.4; and New Mexico, 0.2 points. All these except Rhode Island and Delaware are States preponderantly rural and their school programs are primarily adapted to rural conditions. In Rhode Island there is practically no rural population and the difference in rates may be due either to the vagaries of chance in this small number of cases or to the class of population living in the rural sections. There are rather more well-to-do families in the country sections of Rhode Island than elsewhere in the United States. An unusually large part of the rural population of Delaware is centered in small incorporated places, where there is probably good school organization.

[6] This is necessitated by the method of presenting the State figures in Vol. III of the Fourteenth Census Reports.

[7] There is no rural population in the District of Columbia.

TABLE 24.—URBAN AND RURAL SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE, BY AGE GROUPS, FOR THE UNITED STATES AND GEOGRAPHIC DIVISIONS: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Tables 12 and 20.]

GEOGRAPHIC DIVISION.	RATES.					
	7 to 13 years.			14 and 15 years.		
	Total.	Urban.	Rural.	Total.	Urban.	Rural.
United States	92.2	94.9	90.6	83.9	84.9	83.3
New England	95.2	95.9	94.0	83.2	83.0	83.6
Middle Atlantic	94.7	94.9	94.3	83.4	83.6	83.2
East North Central	95.4	95.8	95.0	85.4	86.6	84.5
West North Central	94.3	95.3	93.8	86.9	86.9	86.9
South Atlantic	89.2	94.1	87.7	79.5	79.1	79.7
East South Central	88.5	93.9	87.4	82.2	82.6	82.2
West South Central	87.0	92.7	85.4	82.0	84.2	81.4
Mountain	93.9	95.2	93.3	89.9	90.4	89.7
Pacific	94.8	95.2	94.4	91.3	91.6	91.0

GEOGRAPHIC DIVISION.	16 and 17 years.			18 to 20 years.		
	Total.	Urban.	Rural.	Total.	Urban.	Rural.
United States	48.7	46.2	50.2	17.5	17.5	17.5
New England	50.0	50.6	48.8	21.1	21.8	19.5
Middle Atlantic	38.9	38.6	39.3	13.9	14.1	13.6
East North Central	45.8	45.4	46.1	15.9	15.8	15.9
West North Central	52.2	50.6	52.9	19.2	20.6	18.4
South Atlantic	47.3	42.0	49.2	16.9	16.1	17.3
East South Central	51.8	44.6	53.5	19.2	16.1	20.0
West South Central	52.7	51.4	53.1	17.0	17.9	16.7
Mountain	61.8	63.8	60.8	22.6	26.0	20.7
Pacific	60.4	60.8	59.9	25.2	26.6	23.1

GEOGRAPHIC DIVISION.	DIFFERENCES IN RATES.							
	7 to 13 years.		14 and 15 years.		16 and 17 years.		18 to 20 years.	
	Urban higher by—	Rural higher by—	Urban higher by—	Rural higher by—	Urban higher by—	Rural higher by—	Urban higher by—	Rural higher by—
United States	4.3	.....	1.6	.....	.....	4.0	.....	.....
New England	1.9	.....	.....	0.6	1.8	.....	2.3	.....
Middle Atlantic	0.6	.....	0.4	.....	.....	0.7	0.5	.....
East North Central	0.8	.....	2.1	.....	.....	0.7	.....	0.1
West North Central	1.5	.....	.....	.....	.....	2.3	2.2	.....
South Atlantic	6.4	.....	.....	0.6	.....	7.2	.....	1.2
East South Central	6.5	.....	0.4	.....	.....	8.9	.....	3.9
West South Central	7.3	.....	2.8	.....	.....	1.7	1.2	.....
Mountain	1.9	.....	0.7	.....	3.0	.....	5.3	.....
Pacific	0.8	.....	0.6	.....	0.9	.....	3.5	.....

From 7 to 13 years the urban rates are almost universally greater than the rural. In the United States as a whole the urban population attends in a larger proportion than does the rural, the rates being 94.9 per cent and 90.6 per cent, respectively. A similar situation is found in the several geographic divisions. Only in Wyoming and Idaho are the rural rates the higher. In Massachusetts and in Indiana the rates are equal. In the upper part of the list, consisting of the States of Types I and II, the differences are very small, the largest (3.9) being in Maryland. At the lower extreme, however, where the States of Types III and IV are concentrated, the differences are great, ranging as high as 9.7 points in Oklahoma.

In the South,[8] as the general rates decrease, there is a tendency for the rural rates to decrease. The urban rates, however, remain high. The lowest urban rate recorded is Texas, 91.7 per cent, and the highest Kentucky, 94.7 per cent, whereas the rural rates range from 82.9 per cent in Louisiana to 92.8 per cent in South Carolina. The rural rates are invariably lower than the urban rates, the differences rising almost uniformly from 0.8 point in South Carolina to 9.7 in Oklahoma, with decrease in the general rates. While the urban rates show a close approximation to those in the rest of the United States, the rural rates are startlingly low in comparison to corresponding urban rates or to the rural rates of other regions. The importance of this becomes more striking when it is realized that in all of these States the rural population greatly outnumbers the urban.

It is difficult to realize that in all the Southern States from 1 in every 5 to 1 in every 14 of the rural native white children 7 to 13 years of age, born of parents who were themselves native born, are not receiving even the simplest fundamentals of education. In the rural sections of this region there are to be found approximately 32 per cent, or almost one-third, of all the native white of native parentage 7 to 13 years in the whole United States. It is, then, no insignificant portion of the native stock that is being neglected. When the words "assimilation" and "Americanization" are used as indicating a duty to the foreigner, it is hard to see where, in formal education, this "assimila-

[8] Among the States customarily classified as Southern, the District of Columbia, Maryland, and Delaware are usually included. Here they have been omitted, as they belong rather to Types I or II than to III or IV. Arizona and New Mexico, though usually included with the Mountain States, are added, since they are of Type IV.

tion" will lead him. It would appear that "Americanization" of the native stock is equally important.

An interesting and valuable study of the various sections of the South could be made if data for this class of the population were published by counties.[9] These low State rural rates in many instances are probably produced by the extremely poor school facilities in certain counties of the several States. Great variation exists in provisions for education in rural areas, due to the unfortunate policy widely prevalent in the South, of leaving almost exclusive control of planning, financing, and law enforcement in the hands of local authorities. Prosperous counties, while providing adequately for their own needs, contribute little or nothing to their less fortunate neighbors. Inhabitants of barren and unproductive reaches can not appropriate the sums needed for proper facilities. Difficulties of communication add to the problem in the sparsely settled areas and increase relative costs. Here, the spread of the newer attitude toward education is slow. Traditional inertia, complicated with general social and mental retardation, constitutes a strong barrier. Without at least state-wide participation in planning and financing local school programs progress must be slow indeed. With the continued migration from rural areas to urban centers, the cost to the latter of a narrow and selfish policy is obvious.

It is to be hoped that in some not far distant day an agency with funds at its disposal will see fit to make use of the data which are available from this and previous censuses. Localization of the problem is a first step in its solution. A thorough-going reconnaissance would be easy, using data already gathered but still untabulated. That essential quality, general comparability, a quality not frequently found in the fragmentary, intensive, independent studies which are usually made, is an important advantage of the census material.

In the group 14 to 20 years there is a tendency for rural rates to be greater than urban. In the total United States the difference is 4.0 points, the urban rate being 44.1 per cent and the rural 48.1 per cent. In only 13 States [10] are the urban rates higher than the rural. Among these the most striking are Wisconsin, where the rural rate is very low (41.9 per cent), and Nevada, where the urban

[9] These data, though not in published form, are available in the files of the Bureau of the Census for such research.

[10] The States showing an excess of urban rate over rural are: Wisconsin, 11.8; Nevada, 10.2; South Dakota, 6.5; North Dakota, 4.5; Maine, 2.9; Minnesota, 2.8; Idaho, 1.9; New Hampshire, 1.4; Arizona, 1.1; Montana, 0.9; New Mexico, 0.4; Pennsylvania, 0.4; and Oklahoma, 0.3.

rate (64.6 per cent) is the highest in all the States. The States having the largest differences favorable to rural attendance are Delaware (12.0 points), North Carolina and Mississippi (10.3 points each), Tennessee (9.5 points), Michigan (8.2 points), and Indiana (8.0 points). In Delaware, North Carolina, and Indiana the urban rates are very low. In Mississippi the rural rate is extremely high, being exceeded only by Utah. Tennessee and Michigan have low urban rates and high rural rates.

This is too broad a grouping for satisfactory analysis, however, since there is great variation among the States in the stringency of legislation affecting the early years of the period. If the data for the total United States and for the geographic divisions are analyzed, some striking facts appear.

At 14 and 15 years the urban rate for the total United States (84.9 per cent) exceeds the rural (83.3 per cent) by 1.6 points. Only in the New England and South Atlantic divisions are the rural rates the higher.[11]

At 16 and 17 the rural rate for the United States is 50.2 per cent, or 4.0 points higher than the urban, which is 46.2 per cent. At this period the only sections with urban rates higher than rural are the New England, Mountain, and Pacific divisions, where the differences are 1.8, 3.0, and 0.9 points, respectively. The general effect of industry and commercial pursuits is here seen in striking fashion. The high urban rates in New England and the far West are due partly to the excellent facilities for secondary education afforded by the cities. In comparison with rural rates they appear particularly high because of the inclusion among the native white of native parentage of a large part of the second generation of French Canadians and Mexicans, who swell the numbers of rural nonattendants and thus reduce rural rates.

For the group 18 to 20 years the urban and rural rates are identical for the United States as a whole. Most of the divisions have swung back to an excess of urban attendance. The exceptions are the East North Central, the South Atlantic, and the East South Central divisions. In the first of these the difference is slight. In the other two there may be some industrial influence, coupled with the trend toward higher agricultural education. But it is more probable that imperfections of enumeration play a predominant part.[12]

[11] In the West North Central division the rates are equal.

[12] Many of the important colleges and universities in the South Atlantic and East South Central divisions are located in rural districts. This is less true for the rest of the United States. Since enumerators are inclined to record college students as residents of the college towns, this would tend to exaggerate rural attendance in the South, and urban elsewhere.

TABLE 25.—URBAN AND RURAL SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 5 AND 6 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

STATE.	Total.	Urban.	Rural.	Urban rates higher by—	Rural rates higher by—
Iowa	64.0	73.3	60.0	13.3	.....
Nebraska	63.3	73.3	60.3	13.0	.....
Connecticut	63.0	67.6	56.7	10.9	.....
Massachusetts	62.1	62.8	53.5	9.3	.....
Maine	60.3	66.8	57.7	9.1	.....
Rhode Island	60.0	60.0	60.4	.....	0.4
New Jersey	59.0	59.3	58.2	1.1	.....
Michigan	57.4	63.0	51.9	11.1	.....
Mississippi	54.8	49.4	55.5	.....	6.1
Wisconsin	54.4	70.1	44.7	25.4	.....
California	53.0	58.1	44.7	13.4	.....
District of Columbia	53.0	53.0	(1)	.....	.....
New York	49.6	53.3	41.2	12.1	.....
Ohio	46.8	50.2	43.2	7.0	.....
Missouri	46.4	56.5	41.6	14.9	.....
Colorado	46.2	57.4	39.6	17.8	.....
Minnesota	45.7	59.3	38.1	21.2	.....
Illinois	45.4	47.1	43.7	3.4	.....
New Hampshire	45.2	51.8	38.1	13.7	.....
Kansas	45.2	47.4	44.3	3.1	.....
Nevada	44.1	42.6	44.4	.....	1.8
Montana	43.9	52.1	41.1	11.0	.....
Wyoming	43.4	44.5	43.1	1.4	.....
Arizona	42.7	47.4	40.4	7.0	.....
Pennsylvania	42.0	44.0	39.6	4.4	.....
Indiana	41.8	45.2	39.4	5.8	.....
South Dakota	41.7	47.3	40.8	6.5	.....
UNITED STATES	40.9	48.9	36.4	12.5	.....
Vermont	39.2	51.3	35.3	16.0	.....
Delaware	39.1	38.4	39.7	.....	1.3
New Mexico	38.8	38.6	38.8	.....	0.2
Idaho	38.0	38.9	37.8	1.1	.....
Washington	37.8	40.2	35.7	4.5	.....
North Dakota	36.6	43.4	35.5	7.9	.....
Oregon	36.3	38.4	34.8	3.6	.....
Utah	36.1	41.7	32.6	9.1	.....
Arkansas	35.5	38.9	35.0	3.9	.....
Oklahoma	35.2	46.2	32.5	13.7	.....
Maryland	35.1	37.0	33.1	3.9	.....
Georgia	33.8	36.6	33.2	3.4	.....
Florida	33.2	42.0	30.3	11.7	.....
South Carolina	33.0	31.0	33.3	.....	2.3
Kentucky	32.4	39.3	31.1	8.2	.....
Louisiana	31.9	42.9	27.7	15.2	.....
West Virginia	31.3	36.8	30.0	6.8	.....
Tennessee	31.1	32.8	30.7	2.1	.....
North Carolina	30.6	29.8	30.8	.....	1.0
Virginia	26.8	30.1	25.9	4.2	.....
Alabama	18.9	18.2	19.1	.....	0.9
Texas	13.5	15.3	13.0	2.3	.....

[1] No rural population.

TABLE 26.—URBAN AND RURAL SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

STATE AND TYPE.	Total.	Urban.	Rural.	Urban rates higher by—	Rural rates higher by—
TYPES I AND II.					
Massachusetts	96.5	96.5	96.5	.....	.....
Rhode Island	96.1	96.2	94.7	1.5	.....
Ohio	96.1	96.5	95.7	0.8	.....
Utah	96.0	96.1	96.0	0.1	.....
Idaho	95.9	95.9	96.0	.....	0.1
Delaware	95.5	96.6	94.7	1.9	.....
New Jersey	95.4	95.5	95.3	0.2	.....
Michigan	95.3	95.9	94.7	1.2	.....
Iowa	95.2	95.8	95.0	0.8	.....
Indiana	95.1	95.1	95.1	.....	.....
Illinois	95.1	95.2	95.1	0.1	.....
Washington	95.1	95.4	94.9	0.5	.....
Pennsylvania	95.0	95.3	94.7	0.6	.....
Kansas	94.9	96.1	94.4	1.7	.....
Oregon	94.8	96.1	93.8	2.3	.....
California	94.7	94.9	94.4	0.5	.....
Wisconsin	94.5	96.0	93.6	2.4	.....
Maine	94.3	95.1	93.9	1.2	.....
Maryland	94.2	96.2	92.3	3.9	.....
Connecticut	94.1	94.1	94.0	0.1	.....
Minnesota	94.1	94.7	93.8	0.9	.....
South Dakota	94.1	94.9	94.0	0.9	.....
Colorado	94.1	95.6	93.2	2.4	.....
Vermont	94.0	95.5	93.6	1.9	.....
New York	93.9	94.3	93.0	1.3	.....
Nebraska	93.9	95.2	93.5	1.7	.....
Missouri	93.6	94.8	93.0	1.8	.....
District of Columbia	93.6	93.6	(1)	.....	.....
New Hampshire	93.5	94.6	92.3	2.3	.....
Montana	93.5	94.9	93.1	1.8	.....
Nevada	93.3	93.9	93.2	0.7	.....
Wyoming	93.1	92.3	93.3	.....	1.0
North Dakota	93.0	95.4	92.6	2.8	.....
TYPES III AND IV.					
South Carolina	93.0	93.6	92.8	0.8	.....
Arizona	92.8	93.9	92.3	1.6	.....
UNITED STATES	92.2	94.9	90.6	4.3	.....
Mississippi	90.0	92.9	89.6	3.3	.....
New Mexico	90.0	93.3	89.3	4.0	.....
North Carolina	89.5	92.8	88.9	3.9	.....
West Virginia	89.1	93.9	87.9	6.0	.....
Kentucky	88.7	94.7	87.4	7.3	.....
Tennessee	88.4	94.6	87.1	7.5	.....
Florida	88.2	94.1	86.2	7.9	.....
Texas	88.0	91.7	86.8	4.9	.....
Virginia	87.7	93.8	86.0	7.8	.....
Alabama	87.5	92.3	86.6	5.7	.....
Oklahoma	86.5	94.2	84.5	9.7	.....
Arkansas	86.2	94.3	85.0	9.3	.....
Georgia	85.9	93.2	84.0	9.2	.....
Louisiana	85.7	92.4	82.9	9.5	.....

[1] No rural population.

TABLE 27.—URBAN AND RURAL SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 14 TO 20 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. III, Table 2, for the several States.]

STATE.	Total.	Urban.	Rural.	Urban rates higher by—	Rural rates higher by—
Utah	63.9	63.8	63.9	.....	0.1
Idaho	57.6	59.0	57.1	1.9	.....
Mississippi	57.2	48.4	58.7	.....	10.3
Montana	56.9	57.5	56.6	0.9	.....
Nevada	56.7	64.6	54.4	10.2	.....
North Dakota	56.5	60.2	55.7	4.5	.....
Oregon	55.5	55.5	55.5	.....	.....
California	54.2	53.7	55.2	.....	1.5
South Dakota	53.3	58.6	52.1	6.5	.....
Washington	53.1	52.2	53.9	.....	1.7
Colorado	52.5	52.5	52.5	.....	.....
Kansas	52.5	49.5	53.9	.....	4.4
Iowa	51.1	50.8	51.4	.....	0.6
Arizona	51.0	51.7	50.6	1.1	.....
Nebraska	50.9	50.9	50.9	.....	.....
Minnesota	50.8	52.5	49.7	2.8	.....
Alabama	50.6	44.4	52.0	.....	7.6
Massachusetts	49.8	49.5	52.1	.....	2.6
Arkansas	49.8	49.5	49.8	.....	0.3
South Carolina	49.4	46.2	50.1	.....	3.9
Wyoming	49.4	45.9	50.6	.....	4.7
Tennessee	49.4	41.9	51.4	.....	9.5
Maine	49.2	51.3	48.4	2.9	.....
Vermont	49.0	48.4	49.2	.....	0.8
Florida	48.6	46.9	49.2	.....	2.3
New Mexico	48.5	48.9	48.5	0.4	.....
New Hampshire	48.4	49.1	47.7	1.4	.....
Texas	48.3	45.8	49.2	.....	3.4
Oklahoma	48.1	48.3	48.0	0.3	.....
North Carolina	47.8	39.3	49.6	.....	10.3
Wisconsin	46.6	53.7	41.9	11.8	.....
UNITED STATES	46.5	44.1	48.1	.....	4.0
Ohio	46.0	43.7	48.6	.....	4.9
Michigan	45.9	42.0	50.2	.....	8.2
Illinois	45.0	43.7	46.3	.....	2.6
Missouri	44.8	40.5	47.3	.....	6.8
Georgia	44.0	40.9	45.0	.....	4.1
Virginia	43.9	38.9	45.6	.....	6.7
Connecticut	43.6	43.1	44.3	.....	1.2
West Virginia	43.3	42.1	43.6	.....	1.5
Delaware	42.9	36.2	48.2	.....	12.0
New York	42.7	40.6	47.5	.....	6.9
Kentucky	42.3	39.5	43.0	.....	3.5
Indiana	42.3	37.8	45.8	.....	8.0
District of Columbia	42.2	42.2	(1)	.....	.....
Pennsylvania	41.1	41.3	40.9	0.4	.....
Louisiana	41.1	38.1	42.6	.....	4.5
New Jersey	39.9	39.2	41.3	.....	2.1
Rhode Island	37.7	37.6	41.3	.....	3.7
Maryland	37.3	34.6	40.3	.....	5.7

[1] No rural population.

THE SEX FACTOR IN SCHOOL ATTENDANCE OF THE NATIVE WHITE OF NATIVE PARENTAGE.

In general, the attendance rates for females among the native white of native parentage are higher than those for males. In the United States as a whole for the total "school age" period the rate for females is 67.3 per cent as compared with 66.6 per cent for males. Table 28 shows the attendance rates in the several specific age groups.

TABLE 28.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE, BY SEX AND AGE GROUPS, FOR THE UNITED STATES AND GEOGRAPHIC DIVISIONS: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

GEOGRAPHIC DIVISION.	RATES.							
	7 to 13 years.		14 and 15 years.		16 and 17 years.		18 to 20 years.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	92.0	92.3	83.4	84.4	45.7	51.6	17.3	17.7
New England	95.2	95.3	81.9	84.5	45.1	54.9	20.7	21.5
Middle Atlantic	94.7	94.6	83.6	83.3	35.6	42.1	13.7	14.2
East North Central	95.4	95.4	85.2	85.7	42.4	49.1	15.6	16.2
West North Central	94.2	94.3	86.1	87.7	48.3	56.1	18.6	19.8
South Atlantic	89.0	89.4	79.1	80.0	45.6	48.9	17.2	16.6
East South Central	88.2	88.8	81.9	82.6	50.7	53.0	19.4	18.9
West South Central	86.6	87.3	80.7	83.4	49.9	55.6	16.6	17.4
Mountain	93.9	93.9	89.6	90.3	57.9	65.8	21.5	23.7
Pacific	94.8	94.9	90.5	92.2	55.5	65.4	25.0	25.4

GEOGRAPHIC DIVISION.	DIFFERENCES IN RATES.							
	Male higher by—	Female higher by—	Male higher by—	Female higher by—	Male higher by—	Female higher by—	Male higher by—	Female higher by—
United States	.....	0.3	.....	1.0	.....	5.9	.....	0.4
New England	.....	0.1	.....	2.6	.....	9.8	.....	0.8
Middle Atlantic	0.1	.....	0.3	.....	.....	6.5	.....	0.5
East North Central	.....	.....	.....	0.5	.....	6.7	.....	0.6
West North Central	.....	0.1	.....	1.6	.....	7.8	.....	1.2
South Atlantic	.....	0.4	.....	0.9	.....	3.3	0.6	.....
East South Central	.....	0.6	.....	0.7	.....	2.3	0.5	.....
West South Central	.....	0.7	.....	2.7	.....	5.7	.....	0.8
Mountain	.....	.....	.....	0.7	.....	7.9	.....	2.2
Pacific	.....	0.1	.....	1.7	.....	9.9	.....	0.4

In the whole United States, at each age, a larger proportion among females attends than among males. The differences are

slight in the earlier years, increasing to a maximum at 16 and 17 years, and dropping to a small amount at 18 to 20 years. The same is true in the several geographic divisions. The only instances in which male rates are higher than female rates are in the Middle Atlantic division at 7 to 13 years and 14 and 15 years, and in the South Atlantic and East South Central divisions at 18 to 20 years, and in these the differences are small. In the East North Central and Mountain divisions at 7 to 13 years the rates for the sexes are equal. As in the general rates for the United States, the divisional rates show approximate equality of proportionate attendance of the sexes at 7 to 13 years, material differences at 14 and 15 years, very large at 16 and 17 years, and moderate at 18 to 20 years.

The attendance rates of the sexes in the specific age classes for the several States are shown in Tables 29 to 32, inclusive, with columns showing the differences in rates between the sexes.

At 7 to 13 years the rates for the sexes are nearly equal in most of the States. Attention is again called to the very high rates, total, male, and female in the States of Types I and II and the low rates in those of Types III and IV. No material differences[13] between the male and female rates are found in the former group. In those of Types III and IV, on the other hand, significant differences are found in almost every case. In three instances the male rates are greater than the female, Arizona, New Mexico, and West Virginia. The greatest of these is in New Mexico, where it amounts to 0.5 points.[14] In the other 13 States (all Southern States) higher female rates are found.

It is difficult to explain this general tendency in the South at this age. Possible interpretations may be found in the demand for women teachers and in the traditions of the population. It is doubtful if the influence of industry is sufficiently strong in this region to constitute a material factor. In fact, some evidence indicates that it is relatively slight. Were sex data for the nativity groups available by States at each year of age, it would be possible to clear up this point, since the economic influence would cause larger discrepancies in the later years of the period than in the earlier. Without these facts no definite conclusion can be drawn.

[13] The largest difference is 0.3 points, found in Maine, Vermont, and District of Columbia, in each instance in favor of the female rate.

[14] This is possibly due to the attitude of the descendants of the old Spanish group who are not fully assimilated and among whom the position of females is still inferior to that of males.

TABLE 29.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 7 TO 13 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
TYPES I AND II.					
Massachusetts	96.5	96.5	96.5	.....	.....
Rhode Island	96.1	96.2	96.0	0.2	.....
Ohio	96.1	96.1	96.2	.....	0.1
Utah	96.0	96.0	96.0	.....	.....
Idaho	95.9	95.9	96.0	.....	0.1
Delaware	95.5	95.5	95.5	.....	.....
New Jersey	95.4	95.4	95.4	.....	.....
Michigan	95.3	95.3	95.2	0.1	.....
Iowa	95.2	95.2	95.3	.....	0.1
Indiana	95.1	95.1	95.1	.....	.....
Illinois	95.1	95.1	95.1	.....	.....
Washington	95.1	95.1	95.1	.....	.....
Pennsylvania	95.0	95.1	95.0	0.1	.....
Kansas	94.9	94.9	94.9	.....	.....
Oregon	94.8	94.7	94.8	.....	0.1
California	94.7	94.7	94.7	.....	.....
Wisconsin	94.5	94.5	94.5	.....	.....
Maine	94.3	94.1	94.4	.....	0.3
Maryland	94.2	94.2	94.3	.....	0.1
Connecticut	94.1	94.1	94.1	.....	.....
Minnesota	94.1	94.1	94.2	.....	0.1
South Dakota	94.1	94.2	94.1	0.1	.....
Colorado	94.1	94.1	94.2	.....	0.1
Vermont	94.0	93.9	94.2	.....	0.3
New York	93.9	93.8	93.9	.....	0.1
Nebraska	93.9	94.0	93.9	0.1	.....
Missouri	93.6	93.5	93.7	.....	0.2
District of Columbia	93.6	93.5	93.8	.....	0.3
New Hampshire	93.5	93.5	93.5	.....	.....
Montana	93.5	93.5	93.6	.....	0.1
Nevada	93.3	93.4	93.3	0.1	.....
Wyoming	93.1	93.0	93.1	.....	0.1
North Dakota	93.0	93.0	92.9	0.1	.....
TYPES III AND IV.					
South Carolina	93.0	92.8	93.1	.....	0.3
Arizona	92.8	92.9	92.8	0.1	.....
UNITED STATES	92.2	92.0	92.3	.....	0.3
Mississippi	90.0	89.5	90.5	.....	1.0
New Mexico	90.0	90.2	89.7	0.5	.....
North Carolina	89.5	89.3	89.7	.....	0.4
West Virginia	89.1	89.2	89.0	0.2	.....
Kentucky	88.7	88.4	89.0	.....	0.6
Tennessee	88.4	88.2	88.6	.....	0.4
Florida	88.2	87.9	88.4	.....	0.5
Texas	88.0	87.7	88.2	.....	0.5
Virginia	87.7	87.2	88.1	.....	0.9
Alabama	87.5	87.2	87.8	.....	0.6
Oklahoma	86.5	86.0	87.0	.....	1.0
Arkansas	86.2	86.0	86.4	.....	0.4
Georgia	85.9	85.6	86.2	.....	0.6
Louisiana	85.7	85.4	86.0	.....	0.6

During the period 14 and 15 years the female rates in the various States are, in general, much higher than the male. In only 10[15] are the male rates in excess, with equality in none. In 3 of these, New Mexico, Pennsylvania, and Michigan, this is an extension of the difference found at 7 to 13 years. The explanation already attempted in the case of New Mexico at 7 to 13 years (see p. 114) is equally applicable at 14 and 15 years. In Pennsylvania the industries are not such as attract boys under 16 years and the many preparatory schools hold large numbers in school through this period. In Michigan the differences are too small to warrant comment. Of the other States where differences are in favor of males, West Virginia is the only one which at later ages shows a difference favorable to females. It seems that at 14 and 15 years the native-born boys of native parents in this State are less in demand in industry than are the girls, or that some undiscovered, nonindustrial factor is at work. The reasons for the large difference in Delaware are obscure.

Among the States in which female rates are greater than male, the widest differences are found in Nevada, Wyoming, Maine, District of Columbia, Texas, Massachusetts, Nebraska, and Virginia, in the order mentioned. In these the female rates are the higher by from 3.0 to 4.6 points.

In the age group 16 and 17 very striking differences appear. In only two States, District of Columbia (3.4 points) and Alabama (1.7 points), are male rates higher than female. In Utah the rates for the sexes are equal. In all the rest large preponderance of female attendance is found.[16] It is infeasible here to deal with any except a few of the more striking instances.

In the District of Columbia, where there is a large demand for girls in the offices of the various Government bureaus, very low female attendance is found. At the same time opportunities for higher education and the obvious advantages of further training tend to keep the boys in school.

[15] The States showing an excess of male rate over female are: Delaware, 2.0; New Mexico, 1.9; Pennsylvania, 1.7; West Virginia, 0.9; Alabama, 0.8; Indiana, 0.6; Utah, 0.3; Maryland, 0.2; Michigan, 0.1; and North Carolina, 0.1.

[16] The States showing largest excess of female rate over male are: Wyoming, 17.2; Nevada, 16.0; Rhode Island, 13.7; Maine, 12.3; Vermont, 12.0; South Dakota, 12.0; North Dakota, 11.9; Arizona, 11.4; Montana, 11.0; Washington, 10.8; New Hampshire, 10.6; Nebraska, 10.6; Oregon, 10.6; and Colorado, 10.3.

TABLE 30.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 14 AND 15 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Utah	94.9	95.1	94.8	0.3	.....
Idaho	92.7	92.5	92.9	.....	0.4
California	91.7	91.1	92.3	.....	1.2
Oregon	91.6	90.6	92.6	.....	2.0
Nevada	91.5	89.3	93.9	.....	4.6
Montana	91.3	90.8	91.9	.....	1.1
Washington	90.3	89.1	91.5	.....	2.4
North Dakota	90.2	89.6	90.9	.....	1.3
Kansas	89.3	88.3	90.4	.....	2.1
Michigan	89.2	89.2	89.1	0.1	.....
Arizona	89.0	88.4	89.6	.....	1.2
South Dakota	88.9	88.0	89.9	.....	1.9
Ohio	88.7	87.7	89.8	.....	2.1
Minnesota	88.6	88.1	89.1	.....	1.0
Colorado	88.4	87.7	89.2	.....	1.5
Nebraska	88.0	86.4	89.7	.....	3.3
New Hampshire	87.8	87.4	88.2	.....	0.8
Iowa	87.7	86.8	88.6	.....	1.8
Wyoming	87.4	85.5	89.5	.....	4.0
Vermont	87.1	86.4	87.7	.....	1.3
Mississippi	86.1	85.1	87.3	.....	2.2
District of Columbia	86.1	84.4	87.8	.....	3.4
Florida	85.7	85.5	86.0	.....	0.5
New York	85.5	84.9	86.0	.....	1.1
Alabama	85.4	85.8	85.0	0.8	.....
Maine	85.2	83.4	87.0	.....	3.6
Illinois	84.9	84.8	85.0	.....	0.2
Texas	84.4	82.7	86.1	.....	3.4
New Mexico	84.4	85.4	83.5	1.9	.....
Delaware	84.2	85.2	83.2	2.0	.....
UNITED STATES	83.9	83.4	84.4	.....	1.0
Missouri	83.7	83.4	84.1	.....	0.7
Pennsylvania	83.0	83.8	82.1	1.7	.....
Massachusetts	82.9	81.3	84.6	.....	3.3
Tennessee	82.8	82.6	83.1	.....	0.5
West Virginia	82.7	83.1	82.2	0.9	.....
Oklahoma	82.5	81.3	83.7	.....	2.4
South Carolina	82.0	81.7	82.4	.....	0.7
Connecticut	81.6	80.8	82.4	.....	1.6
Arkansas	81.5	80.8	82.2	.....	1.4
Indiana	81.2	81.5	80.9	0.6	.....
Wisconsin	80.8	80.7	80.9	.....	0.2
New Jersey	79.4	78.8	80.0	.....	1.2
North Carolina	78.8	78.9	78.8	0.1	.....
Virginia	78.5	77.0	80.0	.....	3.0
Kentucky	77.8	77.1	78.5	.....	1.4
Georgia	76.6	75.8	77.4	.....	1.6
Maryland	76.5	76.6	76.4	0.2	.....
Louisiana	74.6	73.1	76.0	.....	2.9
Rhode Island	72.3	71.4	73.1	.....	1.7

TABLE 31.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 16 AND 17 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Utah	75.2	75.2	75.2	.....	.....
Nevada	66.0	57.9	73.9	.....	16.0
Idaho	64.5	60.2	69.0	.....	8.8
Mississippi	64.3	62.6	66.0	.....	3.4
Montana	63.7	58.2	69.2	.....	11.0
Oregon	61.5	56.2	66.8	.....	10.6
North Dakota	61.4	55.4	67.3	.....	11.9
California	61.2	56.6	65.8	.....	9.2
South Dakota	58.9	53.0	65.0	.....	12.0
Colorado	58.2	53.1	63.4	.....	10.3
Washington	58.0	52.6	63.4	.....	10.8
Arizona	57.8	52.3	63.7	.....	11.4
Kansas	57.1	52.4	61.9	.....	9.5
Wyoming	55.8	47.6	64.8	.....	17.2
Nebraska	55.2	49.9	60.5	.....	10.6
Iowa	55.2	50.5	60.0	.....	9.5
Alabama	54.7	55.5	53.8	1.7	.....
Texas	54.4	50.6	58.0	.....	7.4
Oklahoma	54.3	52.0	56.7	.....	4.7
Arkansas	54.0	52.7	55.4	.....	2.7
New Mexico	53.9	53.1	54.7	.....	1.6
Massachusetts	53.7	49.6	57.6	.....	8.0
Tennessee	53.5	52.7	54.2	.....	1.5
Florida	53.4	51.7	55.1	.....	3.4
South Carolina	53.2	52.5	53.9	.....	1.4
Maine	52.1	45.9	58.2	.....	12.3
North Carolina	51.2	50.2	52.1	.....	1.9
Minnesota	50.5	45.8	55.1	.....	9.3
New Hampshire	49.8	44.6	55.2	.....	10.6
Vermont	49.2	43.3	55.3	.....	12.0
District of Columbia	49.2	50.9	47.5	3.4	.....
UNITED STATES	48.7	45.7	51.6	.....	5.9
Georgia	48.1	47.6	48.6	.....	1.0
Ohio	48.0	44.1	51.9	.....	7.8
Wisconsin	47.3	43.6	51.1	.....	7.5
Virginia	47.2	43.7	50.7	.....	7.0
Missouri	46.1	44.1	48.1	.....	4.0
Michigan	45.9	41.6	50.3	.....	8.7
Illinois	45.6	42.9	48.4	.....	5.5
Connecticut	43.9	40.0	47.9	.....	7.9
West Virginia	43.2	39.9	46.7	.....	6.8
Kentucky	43.0	40.4	45.7	.....	5.3
Louisiana	43.0	39.9	46.1	.....	6.2
Delaware	42.6	41.3	43.9	.....	2.6
Indiana	41.7	39.2	44.2	.....	5.0
New York	40.3	37.1	43.4	.....	6.3
New Jersey	38.4	35.6	41.1	.....	5.5
Pennsylvania	38.0	34.7	41.3	.....	6.6
Rhode Island	37.2	30.9	44.6	.....	13.7
Maryland	34.3	33.5	35.0	.....	1.5

In Alabama, though the female rate is somewhat low, there seems to be an unusual tendency for boys to continue their studies. The situation in Utah is very difficult of interpretation. Here both the female and the male rates are far higher than those of any other State. This is particularly true of male attendance, the rate for Utah being 75.2 per cent and the next, Mississippi, being 62.6 per cent. In all the surrounding States of similar geographic type there is a preponderance of female attendance. The only explanation is in terms of social standards. Mormonism is centered here, with its stress on the superiority of males, and may through its traditions be the dominant factor.

At 18 to 20 years, the period of higher education, the rates are almost universally low. For the United States the general rate is 17.5 per cent. Among the States, Utah is highest, with 28.8 per cent, and Maryland is lowest, with 12.7 per cent. While there is a difference in favor of female rates for the United States, many of the States have higher male attendance rates than female, and all differences in favor of females are much smaller than in the period 16 and 17 years. Alabama and District of Columbia, which at 16 and 17 years had male rates higher than female, at 18 to 20 show much larger differences. In addition to these, at this later period in 13 States the male rates exceed the female.

Of the 15,[17] 9 are Southern States. These in the main are the ones with the greatest differences. In the South the tradition that "Woman's place is in the home" still prevails to curtail college attendance among girls. In the District of Columbia there are several higher educational institutions designed particularly for people who are working in the Government departments or bureaus. The very low rate for females, however, indexes the pull of departmental office holding for girls who have completed elementary and clerical training. In Utah both male and female rates are high but the male rate astonishingly so. In Massachusetts, Connecticut, Indiana, and New Jersey the presence of important colleges for men undoubtedly raises the male rates. In the States where the female rates are the higher, differences between the school attendance of the sexes at 18 to 20 years are very much less than those at 16 and 17.

[17] The States showing an excess of malerate over female are: District of Columbia, 11.0; Maryland, 5.2; Alabama, 3.8; Mississippi, 3.5; Utah, 2.7; Delaware, 2.5; Arkansas, 2.2; Georgia, 1.7; North Carolina, 1.0; Massachusetts, 0.7; Connecticut, 0.7; Indiana, 0.6; New Jersey, 0.2; Tennessee, 0.1; and Missouri, 0.1.

TABLE 32.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 18 TO 20 YEARS OF AGE, BY STATES: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 12.]

STATE.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Utah	28.8	30.2	27.5	2.7	.....
Mississippi	27.8	29.6	26.1	3.5	.....
California	26.0	25.8	26.1	.....	0.3
Oregon	25.4	25.4	25.5	.....	0.1
Montana	24.1	22.4	25.7	.....	3.3
Massachusetts	24.0	24.3	23.6	0.7	.....
Nevada	24.0	21.8	26.5	.....	4.7
Idaho	23.6	22.3	24.8	.....	2.5
North Dakota	23.5	21.5	25.2	.....	3.7
Washington	23.3	22.8	23.9	.....	1.1
Colorado	22.3	20.5	24.1	.....	3.6
Kansas	22.1	21.3	22.9	.....	1.6
South Dakota	21.5	19.8	23.1	.....	3.3
Iowa	21.5	20.6	22.4	.....	1.8
Minnesota	21.2	20.3	22.0	.....	1.7
Maine	21.0	19.7	22.3	.....	2.6
South Carolina	20.8	20.6	21.1	.....	0.5
North Carolina	20.6	21.1	20.1	1.0	.....
Vermont	20.5	19.2	21.6	.....	2.4
Tennessee	20.3	20.4	20.3	0.1	.....
Arizona	20.1	18.6	21.9	.....	3.3
Arkansas	19.8	20.9	18.7	2.2	.....
Alabama	19.8	21.8	18.0	3.8	.....
Nebraska	19.6	18.4	20.7	.....	2.3
New Hampshire	19.4	17.6	21.1	.....	3.5
District of Columbia	18.4	24.6	13.6	11.0	.....
Wisconsin	18.4	17.1	19.7	.....	2.6
Wyoming	18.2	16.1	20.6	.....	4.5
New Mexico	17.9	17.7	18.1	.....	0.4
UNITED STATES	17.5	17.3	17.7	.....	0.4
Texas	17.2	16.1	18.2	.....	2.1
Florida	16.9	16.6	17.2	.....	0.6
Connecticut	16.9	17.3	16.6	0.7	.....
Oklahoma	16.8	16.4	17.2	.....	0.8
Virginia	16.8	15.8	17.8	.....	2.0
Illinois	15.9	15.7	16.1	.....	0.4
Ohio	15.9	15.8	16.1	.....	0.3
Rhode Island	15.8	14.6	17.3	.....	2.7
Georgia	15.6	16.5	14.8	1.7	.....
New York	15.3	14.9	15.7	.....	0.8
Indiana	15.1	15.4	14.8	0.6	.....
Missouri	15.0	15.1	15.0	0.1	.....
Delaware	15.0	16.3	13.8	2.5	.....
Michigan	14.9	13.9	15.9	.....	2.0
Kentucky	14.2	13.1	15.3	.....	2.2
West Virginia	14.1	13.0	15.2	.....	2.2
Louisiana	13.5	13.3	13.8	.....	0.5
New Jersey	13.5	13.6	13.4	0.2	.....
Pennsylvania	13.0	12.8	13.2	.....	0.4
Maryland	12.7	15.2	10.0	5.2	.....

Very slight differences in sex attendance are found from 7 to 13 years, the largest differences being in favor of females in the South. At 14 and 15 the differential pull of industry lowers the male rates more than the female, and in most States slightly greater female rates exist. At the ages 16 and 17 the female rates are almost universally larger than the male, and the differences are very great. This is due to the complete "let down" in legal restrictions and to the lack of economic opportunity for girls of this age. During the years of higher education, 18 to 20, early marriage of females, superior facilities for male education, and realization of the economic advantage to males of college and trade education, tend to minimize female attendance, or to induce male attendance, producing smaller differences in the States where the female rates are highest and increasing the number of States where the male rates exceed.

SUMMARY.

For purposes of study it is necessary to divide the attendance of the native white of native parentage into five groups based upon age, legislative provisions, and degree of attainment. These are designated: (1) precompulsion age; (2) the compulsory period; (3) the period of permitted absence; (4) the years of voluntary but customary attendance; and (5) the period of higher education.

There seems to be a tendency for certain States to encourage attendance at 5 and 6 years, the precompulsion age, while in others the beginning of schooling is postponed until 7 or 8 years. This gives rise to wide disparity in rates for this class. States with New England culture exemplify the former group; States of the South, the latter group.

Owing to the high proportions of foreign born among children 7 to 13 years, compulsory attendance laws are stringently enforced against all ethnic classes in the industrial sections of the country. In the South retarded legislation and lack of popular sentiment result in lax enforcement and consequent low rates. The classification into types, as set forth in Chapter II, is substantiated by the grouping of States of Types I and II at the top and the segregation of those of Types III and IV at the bottom of lists which array the States in descending order of attendance rates at this age.

In contrast to the situation which prevails during the compulsory period, the attendance during the period of permitted absence, 14 and 15 years, shows many of the industrial States of the North at the lower extreme of the array, with many of the Southern States relatively high in the list. This is due to the pull of industry in the North, and the lack of this kind of economic opportunity in the South.

During the years of voluntary but customary attendance, 16 and 17, the tendencies noted at 14 and 15 are more pronounced. It is also true that the school facilities offered appear to play an important part.

In the period of higher education, 18 to 20 years, attendance varies directly with the opportunity which exists in the locality for continuation in school. Large universities, particularly those with free tuition, tend to keep attendance rates high. The development of junior colleges, agricultural colleges, and even trade schools have an advantageous effect.

While the differences between urban and rural rates are small for the United States and, in most instances, for the geographic divisions, there are large disparities between them in the several States. General tendencies are to an excess of urban over rural rates at 7 to 13 years, and to a less pronounced degree at 14 and 15 years. At 16 and 17 years rural rates are usually the higher, while at 18 to 20 years urban rates again exceed. It is impossible to trace these tendencies in the States, owing to lack of data by States for urban and rural groups.

Sex differences are generally in favor of females for all age classes, with but slight differences at 7 to 13 years, somewhat more pronounced at 14 and 15 years. At 16 and 17 years these differences are large, with an approach to equality at 18 to 20 years.

VI.

THE NATIVE WHITE OF NATIVE PARENTAGE IN CITIES.

While the most important part of the native white of native parentage school-attendance problem is found in the rural South, interesting facts are revealed in the analysis of native white of native parentage school attendance in the large cities of the Nation. The facts do not bear out the presumption that the large centers have completely mastered this phase of school attendance.

Up to this point the basis of discussion has been the differing responses of a part of the population to various types of legislation. In the pages that follow attempt will be made to study under the same legislation the reactions of several populations, presumably very similar to one another. For in studying the school-attendance rates of the native white of native parentage in several cities within the same State, the otherwise dominant factors, race, nativity, parentage, and legislation, are made constant.[1] The ones which under these circumstances can produce variation in attendance are economic opportunity, economic status, local traditions, and educational systems. In spite of the state-wide applicability of legislation, the enforcement of provisions as well as the development of school policy is very largely a local matter. Differences among city rates will be noted and the factors underlying these differences will be sought.

Tables 33 to 36, inclusive, show the attendance rates, total, male, and female, in all cities of 100,000 and over, for the several age classes (in the compulsory and voluntary attendance periods) in this population group. The cities are arranged in descending order of total rates.

Individual cities will be discussed first, regardless of location, and later specific comparisons will be made of the cities of a single State.

A wide variation of rates exists in these centers at the years 7 to 13. The highest attendance is in Fall River, Mass. (98.7 per cent) and the lowest in Bridgeport, Conn. (89.9 per cent). It is

[1] This does not cover the enforcement of the legislation, which is a variable factor among cities of a given State.

hard to understand (see p. 141) how this last city can make so wretched a showing. One might be inclined to doubt the accuracy of the data were it not for the fact that New Haven, Conn., ranks but little higher (92.6 per cent), while, on the other hand, in Hartford the rate is very high (97.2 per cent). In no other single State are there such wide differences.

For general mediocrity, Texas leads. The highest rate in the cities of 100,000 population and over is 94.2 per cent in Dallas, with 91.1 per cent in Fort Worth, 91.0 per cent in Houston, and 90.2 per cent in San Antonio. The last three, with Birmingham, Ala. (91.7 per cent), and Bridgeport, Conn. (89.9 per cent), all are below the general rate, urban and rural combined, for this age class in the United States as a whole (92.2 per cent).

New York, like Connecticut, shows wide differences among the rates of the several cities, though the range—97.2 per cent in Yonkers to 92.6 per cent in Albany—is by no means as great. California also has large variation—96.8 per cent in Oakland to 92.5 per cent in San Francisco. While many of the populous cities of Massachusetts have exceptionally high rates—Fall River (98.7 per cent), Lowell (98.0 per cent), and Cambridge (97.9 per cent)—others are mediocre or worse. In Boston the rate is 94.9 per cent and in Springfield 95.7 per cent.

Of the large States, Ohio is uniformly the best. Here the lowest rate is in Columbus (96.0 per cent) and the highest in Cincinnati (97.3 per cent). The variation is relatively small and the level is high.

At this age period the difference between male and female attendance is slight, the most pronounced occurring in Scranton, Pa., New Bedford, Mass., Bridgeport, Conn., and Minneapolis, Minn., where the male rates are higher by 2.5, 2.1, 1.7, and 1.0 points, respectively; and in Birmingham, Ala., and Columbus, Ohio, where the female rates are greater by 1.7 and 1.0 points.

At 14 and 15 years the cities of Ohio are very high in the list, while the industrial cities of Massachusetts and New Jersey are very low. The centers of the Pacific coast rank high, due mainly to stringent legislation and enforcement. Cities of Texas are grouped well toward the middle of the list, and most of the cities of the South are relatively high. The cities of Connecticut (while Bridgeport shows considerable improvement in relative position, as compared with the earlier age period) are of mediocre standard,

being outranked by Pennsylvania and many of the middle western cities.

The differences between the attendance rates of the sexes are much larger than at 7 to 13. A tendency is manifest for more cities to have higher female than male rates. Large male preponderance is found in Paterson, N. J., Reading, Pa., Albany, N. Y., Richmond, Va., and Philadelphia, Pa., where the differences are 4.0, 3.6, 3.3, 2.7, and 2.6 points, respectively. In Norfolk, Va., Worcester, Mass., New Orleans, La., Fort Worth, Tex., Providence, R. I., and Cincinnati, Ohio, female rates are higher by 8.1, 8.0, 6.3, 6.2, 6.1, and 6.0 points, respectively.

During the period when attendance is voluntary the order of the cities is similar to that at 14 and 15, except that at 16 and 17 the cities of Ohio are scattered throughout the list; New Bedford and Fall River, Mass., and Providence, R. I., are relatively higher. On the other hand, Detroit, Mich., has dropped from the first quarter to low in the third quarter.

Of the 68 cities of this class but 8 have male rates higher than female.[2] Large differences in favor of female rates are found in the rest. The largest are Bridgeport, Conn. (10.4 points), New Haven, Conn. (9.7 points), Seattle, Wash. (9.3 points), Akron, Ohio (9.2 points), and Denver, Colo. (9.0 points).

At 18 to 20 years the order of the cities is to all intents and purposes the same as during the previous period. But, where in the previous age group most of the cities had larger female attendance than male, during the period of higher education the situation is reversed and but 10 have female rates higher than male.[3] In the others male attendance predominates, in some instances to an astonishing degree. The most pronounced instances are San Francisco, Calif., and Washington, D. C., where the differences are 21.4 and 11.0, respectively.

[2] The cities showing an excess of male rate over female are: Washington, D. C., 3.4; San Francisco, Calif., 2.8; San Antonio, Tex., 2.0; Milwaukee, Wis., 1.9; Buffalo, N. Y., 1.6; Baltimore, Md., 1.5; Richmond, Va., 1.2; and St. Louis, Mo., 1.0.

[3] The cities showing an excess of female rate over male are: Toledo, Ohio, 2.7; Scranton, Pa., 1.7; Akron, Ohio, 1.0; Fall River, Mass., 0.6; Columbus, Ohio, 0.6; Memphis, Tenn., 0.5; Norfolk, Va., 0.5; Syracuse, N. Y., 0.5; Oakland, Calif., 0.3; and Los Angeles, Calif., 0.1.

TABLE 33.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 7 TO 13 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Fall River, Mass	98.7	98.9	98.5	0.4	.....
Spokane, Wash	98.1	98.0	98.2	.....	0.2
Lowell, Mass	98.0	98.2	97.9	0.3	.....
Cambridge, Mass	97.9	98.1	97.8	0.3	.....
Portland, Oreg	97.9	97.9	98.0	.....	0.1
Trenton, N. J	97.8	97.8	97.9	.....	0.1
Cincinnati, Ohio	97.3	97.4	97.1	0.3	.....
Kansas City, Kans	97.3	97.2	97.4	.....	0.2
Milwaukee, Wis	97.3	97.3	97.3	.....	.....
Youngstown, Ohio	97.3	97.3	97.2	0.1	.....
Hartford, Conn	97.2	96.9	97.5	.....	0.6
Yonkers, N. Y	97.2	97.4	96.9	0.5	.....
Dayton, Ohio	97.1	97.3	97.0	0.3	.....
Toledo, Ohio	97.1	97.1	97.2	.....	0.1
Des Moines, Iowa	96.8	97.0	96.7	0.3	.....
Oakland, Calif	96.8	96.9	96.6	0.3	.....
Akron, Ohio	96.7	96.6	96.8	.....	0.2
Denver, Colo	96.7	96.5	96.9	.....	0.4
Baltimore, Md	96.6	96.6	96.6	.....	.....
Cleveland, Ohio	96.6	96.5	96.7	.....	0.2
Syracuse, N. Y	96.6	96.4	96.7	.....	0.3
Wilmington, Del	96.6	96.5	96.8	.....	0.3
New Bedford, Mass	96.2	97.3	95.2	2.1	.....
Providence, R. I	96.2	96.4	96.1	0.3	.....
Worcester, Mass	96.2	96.0	96.5	.....	0.5
Grand Rapids, Mich	96.1	96.3	95.9	0.4	.....
Columbus, Ohio	96.0	95.5	96.5	.....	1.0
Salt Lake City, Utah	96.0	96.2	95.7	0.5	.....
Louisville, Ky	95.8	95.7	95.8	.....	0.1
Paterson, N. J	95.7	95.3	96.0	.....	0.7
Springfield, Mass	95.7	95.9	95.5	0.4	.....
Reading, Pa	95.5	95.4	95.6	.....	0.2
St. Paul, Minn	95.5	95.6	95.4	0.2	.....
Detroit, Mich	95.4	95.4	95.3	0.1	.....
Jersey City, N. J	95.4	95.4	95.4	.....	.....
Los Angeles, Calif	95.4	95.4	95.3	0.1	.....
Nashville, Tenn	95.3	95.2	95.5	.....	0.3
Pittsburgh, Pa	95.2	95.2	95.1	0.1	.....
Rochester, N. Y	95.0	95.0	95.0	.....	.....
St. Louis, Mo	95.0	95.2	94.9	0.3	.....
UNITED STATES (urban)	94.9	94.9	95.0	.....	0.1
Boston, Mass	94.9	94.7	95.1	.....	0.4
Camden, N. J	94.9	94.8	94.9	.....	0.1
Kansas City, Mo	94.9	94.8	95.0	.....	0.2
Omaha, Nebr	94.9	94.8	95.0	.....	0.2
Richmond, Va	94.7	94.4	94.9	.....	0.5
Newark, N. J	94.6	94.8	94.4	0.4	.....
Seattle, Wash	94.6	94.9	94.3	0.6	.....
Indianapolis, Ind	94.5	94.7	94.4	0.3	.....
Minneapolis, Minn	94.4	94.9	93.9	1.0	.....
Philadelphia, Pa	94.4	94.5	94.3	0.2	.....
Chicago, Ill	94.2	94.1	94.2	.....	0.1

TABLE 33.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 7 TO 13 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920—Continued.

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Dallas, Tex	94.2	93.8	94.6	.....	0.8
Buffalo, N. Y	94.0	93.9	94.0	.....	0.1
Atlanta, Ga	93.9	93.5	94.3	.....	0.8
Memphis, Tenn	93.8	93.6	93.9	.....	0.3
Norfolk, Va	93.6	93.6	93.5	0.1	.....
Washington, D. C	93.6	93.5	93.8	.....	0.3
New York, N. Y	93.3	93.3	93.4	.....	0.1
New Orleans, La	92.9	93.0	92.8	0.2	.....
Scranton, Pa	92.9	94.2	91.7	2.5	.....
Albany, N. Y	92.6	93.0	92.1	0.9	.....
New Haven, Conn	92.6	92.7	92.5	0.2	.....
San Francisco, Calif	92.5	92.2	92.8	.....	0.6
UNITED STATES (total)	92.2	92.0	92.3	.....	0.3
Birmingham, Ala	91.7	90.8	92.5	.....	1.7
Fort Worth, Tex	91.1	90.9	91.3	.....	0.4
Houston, Tex	91.0	90.6	91.4	.....	0.8
San Antonio, Tex	90.2	89.9	90.5	.....	0.6
Bridgeport, Conn	89.9	90.8	89.1	1.7	.....

TABLE 34.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 14 AND 15 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Salt Lake City, Utah	94.3	94.1	94.4	.....	0.3
Oakland, Calif	93.4	92.6	94.1	.....	1.5
Grand Rapids, Mich	93.3	93.8	92.8	1.0	.....
Cleveland, Ohio	93.0	91.5	94.5	.....	3.0
Minneapolis, Minn	92.5	92.5	92.5	.....	.....
Spokane, Wash	92.4	90.7	94.0	.....	3.3
Des Moines, Iowa	92.1	91.4	92.8	.....	1.4
Portland, Oreg	92.1	90.9	93.1	.....	2.2
Los Angeles, Calif	91.8	91.6	92.0	.....	0.4
Akron, Ohio	91.3	89.1	93.4	.....	4.3
Youngstown, Ohio	91.3	90.6	92.0	.....	1.4
Cincinnati, Ohio	91.1	88.1	94.1	.....	6.0
Yonkers, N. Y	90.9	91.5	90.3	1.2	.....
Dayton, Ohio	90.9	89.2	92.6	.....	3.4
Detroit, Mich	90.8	91.0	90.7	0.3	.....
Milwaukee, Wis	90.8	90.9	90.7	0.2	.....
St. Paul, Minn	90.7	91.1	90.3	0.8	.....
Columbus, Ohio	89.9	88.4	91.5	.....	3.1
Toledo, Ohio	89.7	87.8	91.5	.....	3.7
Seattle, Wash	89.6	88.3	90.7	.....	2.4
San Francisco, Calif	89.3	88.8	89.7	.....	0.9

TABLE 34.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 14 AND 15 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920—Continued.

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Pittsburgh, Pa.	89.3	90.4	88.2	2.2	.....
Syracuse, N. Y.	89.2	89.4	89.1	0.3	.....
Omaha, Nebr.	89.0	87.2	90.6	.....	3.4
Birmingham, Ala.	88.4	87.7	89.1	.....	1.4
Boston, Mass.	87.3	86.3	88.1	.....	1.8
Reading, Pa.	86.9	88.8	85.2	3.6	.....
Denver, Colo.	86.4	85.4	87.3	.....	1.9
Washington, D. C.	86.1	84.4	87.8	.....	3.4
Philadelphia, Pa.	85.8	87.1	84.5	2.6	.....
Hartford, Conn.	85.7	85.2	86.1	.....	0.9
Cambridge, Mass.	85.5	82.5	88.4	.....	5.9
Kansas City, Mo.	85.0	84.0	86.0	.....	2.0
Scranton, Pa.	85.0	84.3	85.6	.....	1.3
UNITED STATES (urban)	84.9	84.3	85.4	.....	1.1
Albany, N. Y.	84.9	86.6	83.3	3.3	.....
Dallas, Tex.	84.2	82.3	85.9	.....	3.6
Lowell, Mass.	83.9	84.8	83.1	1.7	.....
UNITED STATES (total)	83.9	83.4	84.4	.....	1.0
Nashville, Tenn.	83.1	81.2	84.8	.....	3.6
Memphis, Tenn.	83.0	81.3	84.6	.....	3.3
Rochester, N. Y.	82.6	82.5	82.6	.....	0.1
Bridgeport, Conn.	82.3	83.5	81.3	2.2	.....
Buffalo, N. Y.	82.3	83.3	81.4	1.9	.....
San Antonio, Tex.	82.2	82.3	82.2	0.1	.....
Fort Worth, Tex.	82.1	78.9	85.1	.....	6.2
Houston, Tex.	82.0	79.2	84.8	.....	5.6
Kansas City, Kans.	81.3	80.5	82.1	.....	1.6
Springfield, Mass.	81.0	80.7	81.3	.....	0.6
Chicago, Ill.	80.9	79.7	82.1	.....	2.4
Worcester, Mass.	80.2	76.0	84.0	.....	8.0
New York, N. Y.	79.4	78.1	80.6	.....	2.5
New Haven, Conn.	79.1	78.1	80.0	.....	1.9
Norfolk, Va.	79.1	75.1	83.2	.....	8.1
Louisville, Ky.	78.1	79.3	77.0	2.3	.....
Richmond, Va.	77.5	78.9	76.2	2.7	.....
Trenton, N. J.	77.1	76.5	77.7	.....	1.2
Atlanta, Ga.	76.9	74.3	79.4	.....	5.1
Wilmington, Del.	76.6	77.8	75.6	2.2	.....
Providence, R. I.	74.9	71.8	77.9	.....	6.1
Indianapolis, Ind.	74.8	75.3	74.3	1.0	.....
Newark, N. J.	74.8	73.6	76.0	.....	2.4
Camden, N. J.	73.6	74.3	73.0	1.3	.....
St. Louis, Mo.	73.6	73.0	74.1	.....	1.1
Jersey City, N. J.	73.4	71.7	75.0	.....	3.3
New Orleans, La.	71.7	68.4	74.7	.....	6.3
Baltimore, Md.	70.4	70.9	69.9	1.0	.....
Paterson, N. J.	70.2	72.3	68.3	4.0	.....
New Bedford, Mass.	67.6	65.1	70.2	.....	5.1
Fall River, Mass.	67.0	64.8	69.1	.....	4.3

TABLE 35.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 16 AND 17 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Salt Lake City, Utah	70.9	70.8	71.0	.....	0.2
Spokane, Wash	63.4	60.4	65.9	.....	5.5
Oakland, Calif	61.0	57.0	64.7	.....	7.7
Los Angeles, Calif	59.4	57.0	61.6	.....	4.6
Minneapolis, Minn	59.0	58.7	59.2	.....	0.5
Milwaukee, Wis	58.7	59.7	57.8	1.9	.....
Seattle, Wash	58.7	54.0	63.3	.....	9.3
Portland, Oreg	58.5	54.9	61.6	.....	6.7
San Francisco, Calif	58.4	59.7	56.9	2.8	.....
Denver, Colo	56.6	51.9	60.9	.....	9.0
Des Moines, Iowa	54.2	51.4	56.9	.....	5.5
Cambridge, Mass	53.7	51.4	55.9	.....	4.5
Columbus, Ohio	53.2	49.6	56.6	.....	7.0
Springfield, Mass	52.8	48.9	56.5	.....	7.6
Worcester, Mass	52.0	49.2	54.7	.....	5.5
Boston, Mass	51.9	48.6	55.0	.....	6.4
Lowell, Mass	51.6	47.2	55.6	.....	8.4
Yonkers, N. Y	51.4	49.0	53.6	.....	4.6
Grand Rapids, Mich	51.0	50.3	51.7	.....	1.4
Birmingham, Ala	51.0	50.1	51.9	.....	1.8
Hartford, Conn	50.9	50.1	51.6	.....	1.5
Youngstown, Ohio	50.2	46.0	53.8	.....	7.8
St. Paul, Minn	50.1	48.9	51.3	.....	2.4
Omaha, Nebr	49.7	45.4	53.7	.....	8.3
Syracuse, N. Y	49.6	47.8	51.2	.....	3.4
Washington, D. C	49.2	50.9	47.5	3.4	.....
UNITED STATES (total)	48.7	45.7	51.6	.....	5.9
Cleveland, Ohio	48.7	45.3	51.9	.....	6.6
Dallas, Tex	48.2	46.9	49.4	.....	2.5
Kansas City, Mo	47.0	45.8	47.9	.....	2.1
UNITED STATES (urban)	46.2	43.5	48.7	.....	5.2
Dayton, Ohio	45.4	43.7	47.1	.....	3.4
Providence, R. I	44.2	40.0	48.1	.....	8.1
San Antonio, Tex	44.0	45.1	43.1	2.0	.....
Toledo, Ohio	43.8	40.1	47.5	.....	7.4
Fort Worth, Tex	43.7	41.2	46.1	.....	4.9
Houston, Tex	43.5	40.8	45.9	.....	5.1
Memphis, Tenn	43.4	39.0	46.8	.....	7.8
New Haven, Conn	43.2	38.3	48.0	.....	9.7
Pittsburgh, Pa	42.7	41.5	43.8	.....	2.3
Albany, N. Y	42.3	40.0	44.4	.....	4.4
Chicago, Ill	41.3	40.9	41.7	.....	0.8
Trenton, N. J	41.1	39.1	43.0	.....	3.9
Nashville, Tenn	40.7	38.7	42.6	.....	3.9
Fall River, Mass	40.4	39.4	41.5	.....	2.1
New Bedford, Mass	40.4	39.2	41.6	.....	2.4
Cincinnati, Ohio	40.4	38.7	42.0	.....	3.3
Atlanta, Ga	39.8	38.7	40.8	.....	2.1
Norfolk, Va	39.6	35.4	43.6	.....	8.2

TABLE 35.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 16 AND 17 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920—Continued.

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Detroit, Mich.	39.5	38.0	41.0	.....	3.0
Buffalo, N. Y.	39.2	40.0	38.4	1.6	.....
Bridgeport, Conn.	39.0	33.8	44.2	.....	10.4
Richmond, Va.	38.8	39.4	38.2	1.2	.....
Rochester, N. Y.	38.2	38.2	38.2	.....	.....
Scranton, Pa.	38.1	33.9	42.1	.....	8.2
Akron, Ohio	36.6	32.5	41.7	.....	9.2
Philadelphia, Pa.	33.6	33.1	34.1	.....	1.0
Indianapolis, Ind.	33.1	32.3	33.9	.....	1.6
Wilmington, Del.	33.0	31.7	34.2	.....	2.5
Kansas City, Kans.	32.8	31.4	34.0	.....	2.6
Reading, Pa.	31.3	31.2	31.4	.....	0.2
Louisville, Ky.	31.1	28.8	33.1	.....	4.3
Newark, N. J.	30.9	29.5	32.3	.....	2.8
New Orleans, La.	30.3	27.3	33.2	.....	5.9
New York, N. Y.	30.1	28.4	31.8	.....	3.4
St. Louis, Mo.	29.6	30.1	29.1	1.0	.....
Baltimore, Md.	27.9	28.7	27.2	1.5	.....
Jersey City, N. J.	27.7	25.1	30.2	.....	5.1
Paterson, N. J.	27.5	26.5	28.4	.....	1.9
Camden, N. J.	21.0	20.0	22.2	.....	2.2

TABLE 36.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 18 TO 20 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Salt Lake City, Utah	30.2	32.4	28.4	4.0	.....
Cambridge, Mass.	29.9	33.4	26.8	6.6	.....
San Francisco, Calif.	29.0	37.9	16.5	21.4	.....
Spokane, Wash.	28.2	31.8	25.6	6.2	.....
Minneapolis, Minn.	26.8	30.6	23.9	6.7	.....
Oakland, Calif.	26.8	26.7	27.0	.....	0.3
Seattle, Wash.	25.3	27.1	23.6	3.5	.....
Lowell, Mass.	25.0	25.7	24.4	1.3	.....
Portland, Oreg.	24.8	28.2	22.2	6.0	.....
Des Moines, Iowa	24.7	27.8	22.2	5.6	.....
Fall River, Mass.	24.7	24.4	25.0	.....	0.6
Syracuse, N. Y.	24.6	24.3	24.8	.....	0.5
Denver, Colo.	23.9	24.7	23.1	1.6	.....
Los Angeles, Calif.	23.9	23.8	23.9	.....	0.1
Yonkers, N. Y.	23.3	24.6	22.1	2.5	.....
Worcester, Mass.	22.8	25.6	20.3	5.3	.....
Boston, Mass.	22.8	23.6	22.2	1.4	.....
Springfield, Mass.	22.3	24.5	20.4	4.1	.....
St. Paul, Minn.	22.1	25.5	19.3	6.2	.....
New Bedford, Mass.	21.1	22.6	19.4	3.2	.....

TABLE 36.—SCHOOL ATTENDANCE, BY SEX, AMONG THE NATIVE WHITE OF NATIVE PARENTAGE 18 TO 20 YEARS OF AGE, FOR CITIES OF 100,000 INHABITANTS OR MORE: 1920—Continued.

CITY.	Total.	Male.	Female.	Male rates higher by—	Female rates higher by—
Columbus, Ohio	20.9	20.5	21.1	.....	0.6
Providence, R. I	20.5	22.3	18.9	3.4	.....
Milwaukee, Wis	20.0	22.1	18.3	3.8	.....
New Haven, Conn	19.1	20.5	17.9	2.6	.....
Albany, N. Y	18.5	18.6	18.4	0.2	.....
Washington, D. C	18.4	24.6	13.6	11.0	.....
Hartford, Conn	18.3	21.3	15.8	5.5	.....
Grand Rapids, Mich	18.0	18.6	17.5	1.1	.....
UNITED STATES (total)	17.5	17.3	17.7	.....	0.4
UNITED STATES (urban)	17.5	18.2	16.9	1.3	.....
Omaha, Nebr	17.1	17.2	17.1	0.1	.....
Pittsburgh, Pa	16.9	18.5	15.4	3.1	.....
Rochester, N. Y	16.4	17.8	15.2	2.6	.....
Dallas, Tex	16.2	19.2	13.8	5.4	.....
Youngstown, Ohio	16.1	16.2	16.0	0.2	.....
Chicago, Ill	16.0	18.0	14.4	3.6	.....
Cleveland, Ohio	15.9	16.8	15.1	1.7	.....
Birmingham, Ala	15.9	16.5	15.4	1.1	.....
Kansas City, Mo	15.3	17.0	14.0	3.0	.....
Nashville, Tenn	15.3	15.6	15.0	0.6	.....
Dayton, Ohio	15.1	17.9	12.6	5.3	.....
Cincinnati, Ohio	14.9	17.0	13.2	3.8	.....
Buffalo, N. Y	14.8	16.8	13.0	3.8	.....
Houston, Tex	14.8	16.3	13.7	2.6	.....
Richmond, Va	14.7	16.6	13.2	3.4	.....
Fort Worth, Tex	14.3	15.9	13.1	2.8	.....
Wilmington, Del	14.2	16.7	11.9	4.8	.....
Memphis, Tenn	14.1	13.8	14.3	.....	0.5
San Antonio, Tex	13.9	14.9	12.9	2.0	.....
Atlanta, Ga	13.7	17.3	10.7	6.6	.....
Scranton, Pa	13.7	12.8	14.5	.....	1.7
Toledo, Ohio	13.6	12.2	14.9	.....	2.7
Bridgeport, Conn	12.6	13.7	11.6	2.1	.....
Trenton, N. J	12.5	14.6	10.6	4.0	.....
Norfolk, Va	11.9	11.7	12.2	.....	0.5
Indianapolis, Ind	11.5	12.8	10.4	2.4	.....
St. Louis, Mo	11.1	12.9	9.6	3.3	.....
Philadelphia, Pa	11.0	11.6	10.4	1.2	.....
Kansas City, Kans	10.7	11.2	10.3	0.9	.....
New York, N. Y	10.7	11.0	10.4	0.6	.....
Baltimore, Md	10.3	11.8	8.9	2.9	.....
Detroit, Mich	10.3	10.9	9.6	1.3	.....
Louisville, Ky	10.3	10.4	10.3	0.1	.....
Newark, N. J	10.2	11.1	9.5	1.6	.....
Paterson, N. J	10.0	10.4	9.6	0.8	.....
Reading, Pa	9.8	10.5	9.3	1.2	.....
New Orleans, La	9.6	9.9	9.4	0.5	.....
Jersey City, N. J	8.9	9.5	8.4	1.1	.....
Akron, Ohio	7.5	7.1	8.1	.....	1.0
Camden, N. J	6.5	6.9	6.2	0.7	.....

REMOVING THE INFLUENCE OF VARIED LEGISLATION.

While there is undoubtedly much to be gained from a general treatment of the data for specific urban centers, a far more profitable analysis is possible if only the cities of a single State be considered at one time. When this is done differences in legislation are eliminated and attendance may be studied without the disturbing influence of varied legal provisions. In the following treatment, this plan has been followed.

The original arrangement in order of attendance rates at 7 to 13 years has been supplanted in this part of the treatment by one based upon the rates in the later age classes. This change has been made for clarity of discussion, since the differences between cities are insignificant at the early years but striking in the late age classes. Such variations as appear at the compulsory age are mainly due to differing degrees of enforcement, the causes of which are beyond the scope of this study. On the other hand, in the classes 16 and 17 years and 18 to 20 years this variable is no longer a factor and the effect of economic and social forces can be studied without its interference.

Only a few of the States are considered.[4] For an adequate discussion of even a few, more space than can be given, and great familiarity with the economic and social structure and with the school systems of the localities would be necessary. All that can be attempted here is a brief preliminary analysis of a few of the localities, suggestive of the way in which further work can be done by those interested in careful study of this field.[5]

CITIES OF 100,000 POPULATION AND OVER IN OHIO.

Table 37, on the opposite page, shows the attendance rates of the native white of native parentage in the large cities of Ohio. It is arranged in descending order of rates at 16 and 17 years.

It will be noticed that at 7 to 13 and at 14 and 15 there is little variation among the cities in any of the rates—male, female, or total. This indicates that strict legislation rigidly enforced is in effect.[6] Some rather material differences between the attendance of males and females is seen at 14 and 15 years, all of which are

[4] The reader is again warned that the school-attendance rates *do not indicate the quality of instruction given*.

[5] Those who wish to pursue independent research should consult the tables of Vols. II and III of the Fourteenth Census, which contain other rates than those quoted in this monograph and the absolute figures from which all rates have been derived.

[6] See Ohio, Table 5.

in favor of females. The largest is in Cincinnati (6.0 points). All the rates are high, well above those for the urban population in the United States as a whole.

TABLE 37.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE, BY SEX AND AGE GROUPS, FOR CITIES IN OHIO HAVING 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	7 TO 13 YEARS.			14 AND 15 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Columbus	96.0	95.5	96.5	89.9	88.4	91.5
Youngstown	97.3	97.3	97.2	91.3	90.6	92.0
Cleveland	96.6	96.5	96.7	93.0	91.5	94.5
Dayton	97.1	97.3	97.0	90.9	89.2	92.6
Toledo	97.1	97.1	97.2	89.7	87.8	91.5
Cincinnati	97.3	97.4	97.1	91.1	88.1	94.1
Akron	96.7	96.6	96.8	91.3	89.1	93.4
UNITED STATES (urban)	94.9	94.9	95.0	84.9	84.3	85.4

CITY.	16 AND 17 YEARS.			18 TO 20 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Columbus	53.2	49.6	56.6	20.9	20.5	21.1
Youngstown	50.2	46.0	53.8	16.1	16.2	16.0
Cleveland	48.7	45.3	51.9	15.9	16.8	15.1
Dayton	45.4	43.7	47.1	15.1	17.9	12.6
Toledo	43.8	40.1	47.5	13.6	12.2	14.9
Cincinnati	40.4	38.7	42.0	14.9	17.0	13.2
Akron	36.6	32.5	41.7	7.5	7.1	8.1
UNITED STATES (urban)	46.2	43.5	48.7	17.5	18.2	16.9

At 16 and 17 the compulsory clauses of the laws cease to operate. Three of the cities have rates well above that for the United States—Columbus, Youngstown, and Cleveland. The rest are decidedly below that normal. Indeed, for this age class the cities might well be described: Very high, Columbus; normal, Youngstown and Cleveland; subnormal, Dayton, Toledo, and Cincinnati; very low, Akron.

At 18 to 20 all rates are relatively low except that for Columbus. In no other city does the rate for this age equal the corresponding rate for urban United States.

An attempt will be made to discover some of the factors underlying the high rates in Columbus and the very low rates in Akron in these age groups. Since the purpose of this analysis is merely to offer a suggestive example, no attempt will be made to deal with the other cities.

Columbus.

In Columbus the high rates of attendance from 16 to 20 years, inclusive, are due in part to the presence of Ohio State University, an institution which in 1920 had an enrollment of about 7,000 students. Since it is a public institution, charging no tuition to residents of the State, it raises materially the school attendance in the city. A further contributing factor is the type of population. Here is found the highest per cent negro (9.4) among the large cities of the State. This element does a large part of the unskilled and semiskilled work. There is a very small proportion of the population engaged in manufacturing,[7] and of these almost a third are engaged in highly skilled work in railway car shops and in machine shops. Not only do these industries imply a high grade of laboring population, but they offer little or no opportunity to the youth of the city. Further, they encourage attendance in trade schools, thus increasing the numbers reported as attending school in the later age groups. Recent data are not available to index the economic well-being of the population except the per capita public revenue in 1919.[8] In this respect Columbus does not stand very high. On the other hand, in 1919 its position among the other cities as regards the per capita expenditures for education is excellent.[9]

The per cent expended for schools out of the total revenue is also relatively high,[10] though this is by no means a good index of educational policy. Although Columbus, like all these cities of Ohio except Cincinnati, increased abnormally during the decade

[7] The per cent of the total population who are wage earners in manufactories (compiled from data in Vol. IX, Manufactures, Fourteenth Census, Ohio, Table 46, total wage earners, Dec. 15) is as follows in the several cities of this class: Columbus, 12.2; Youngstown, 15.5; Cincinnati, 19.4; Toledo, 19.6; Cleveland, 22.6; Dayton, 23.2; and Akron, 37.1.

[8] The per capita revenue receipts (Financial Statistics of Cities, 1919, Table 4, p. 140) of the several cities in 1919 were: Cincinnati, $42.04; Cleveland, $35.29; Dayton, $29.30; Columbus, $26.65; Toledo, $26.15; Youngstown, $21.65; and Akron, $20.80.

[9] The per capita expenditures (Financial Statistics of Cities, 1919, Table 12, p. 204) of the several cities for education in 1919 were as follows:

City.	Total.	Schools.	Libraries.	City.	Total.	Schools.	Libraries.
Cincinnati	$8.12	$7.78	$0.34	Toledo	$6.30	$6.09	$0.21
Cleveland	8.05	7.49	0.56	Dayton	5.57	5.30	0.27
Columbus	6.74	6.55	0.19	Akron	5.31	5.25	0.06
Youngstown	6.58	6.42	0.16				

[10] The per cent of total revenue (Financial Statistics of Cities, 1919, Table 13, p. 210) which was expended for schools in 1919 in the several cities was: Akron, 46.1; Youngstown, 45.2; Columbus, 40.9; Toledo, 38.8; Dayton, 37.0; Cleveland, 35.7; and Cincinnati, 31.0.

1910–1920, it showed a smaller increase than any of the others.[11] In consequence, a lighter burden was thrown on the school facilities than in other instances, as will be shown later.

It is evident, then, that many factors underlie the high attendance rates of Columbus; in the later age groups there are among others: A relative lack of opportunity for the employment of young people in industrial pursuits, as indicated by the small proportion of wage earners; a superior type of population, native white of native parentage, as shown by the predominant industries; a high standard of educational ideals, as indicated by the per capita expenditures for schools; a simpler problem of adjustment to a new population group, as shown by the relatively low rate of increase; and excellent facilities for inexpensive collegiate training.

Akron.

In Akron a very different situation is found.[12] Its growth during the decade was enormous,[13] mainly through the immigration of wage earners for work in the huge industrial plants that were forced into prominence by the World War. Many families were brought to the city and the schools were overcrowded. Though low in per capita expenditure for schools, Akron evidently made strenuous efforts to keep up with the need, at least for the compulsory age period. This is shown by the proportion of total expenditures which went for schools. Exceptional occupational opportunity was offered by the extensive rubber works of the city, which, in 1919, employed almost 85 per cent of the wage earners of the city, and which utilized large numbers of relatively un-

[11] The per cent increase in the total population (Vol. I, Population, Fourteenth Census, Tables 9, 48, pp. 22, 85) of the several cities during the decade 1910–1920 was: Cincinnati, 10.4; total United States, 14.9; total Ohio, 20.8; Columbus, 30.6; Dayton, 30.9; Cleveland, 42.1; Toledo, 44.3; Youngstown, 67.4; and Akron, 201.8.

[12] See footnotes, p. 134.

[13] Only nine other cities of 25,000 population or over in 1920 in the whole United States equaled or exceeded (other than by consolidation with other towns) the per cent increase in Akron. (Vol. I, Population, Table 48, p. 82.) These are shown below:

City.	1910	1920	Per cent of increase: 1910–1920	City.	1910	1920	Per cent of increase: 1910–1920
Akron, Ohio	69,067	208,435	201.8	Tulsa, Okla.	18,182	72,075	296.4
Clarksburg, W. Va.	9,201	27,869	202.9	Wichita Falls, Tex.	8,200	40,079	388.8
Cicero town, Ill.	14,557	44,995	209.1	Miami, Fla.	5,471	29,571	440.5
Long Beach, Calif.	17,809	55,593	212.2	Highland Park, Mich.	4,120	46,499	1,028.6
Gary, Ind.	16,802	55,378	229.6	Hamtramck village, Mich.	3,559	48,615	1,266.0

skilled young men and women. Both per capita revenue and expenditures for schools were comparatively low. Though Akron Municipal University is located in the city, in 1920 it had only 500 students. Attention is called to the fact that it is the male rate at 16 and 17 years that is particularly low, the rates for both sexes being very low at 18 to 20 years.

Here, then, we see that economic factors combine to introduce young men and women into industry, boys somewhat earlier than girls. Inadequate facilities and lower educational standards in the population, added to these, readily explain the relatively low rates.

CITIES OF 100,000 POPULATION AND OVER IN PENNSYLVANIA.

In Pennsylvania there are only four cities of this class. The rates, total, male, and female, of the native white of native parentage in the various age classes, arranged in descending order of rates at 16 and 17, and at 18 to 20 are as follows:

TABLE 38.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE, BY SEX AND AGE GROUPS, FOR CITIES IN PENNSYLVANIA HAVING 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	7 TO 13 YEARS.			14 AND 15 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Pittsburgh	95.2	95.2	95.1	89.3	90.4	88.2
Scranton	92.9	94.2	91.7	85.0	84.3	85.6
Philadelphia	94.4	94.5	94.3	85.8	87.1	84.5
Reading	95.5	95.4	95.6	86.9	88.8	85.2
UNITED STATES (urban)	94.9	94.9	95.0	84.9	84.3	85.4

CITY.	16 AND 17 YEARS.			18 TO 20 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Pittsburgh	42.7	41.5	43.8	16.9	18.5	15.4
Scranton	38.1	33.9	42.1	13.7	12.8	14.5
Philadelphia	33.6	33.1	34.1	11.0	11.6	10.4
Reading	31.3	31.2	31.4	9.8	10.5	9.3
UNITED STATES (urban)	46.2	43.5	48.7	17.5	18.2	16.9

While at 7 to 13, and 14 and 15, the rates are normal as compared with those for the United States, at 16 and 17 and at 18 to

20 all of the cities have rates considerably below that normal, with the exception of Pittsburgh in the latter age class, which is only slightly less. Enforcement of stringent legislation which includes in the compulsory period all ages up to 16, though working permits may be secured under that age, accounts for the high rates in the early age classes. The low rates at the later ages are not so easily explained. They are not interpretable in purely economic terms.

Although slightly below the United States rate at 16 and 17, and at 18 to 20, the school attendance of Pittsburgh may be considered up to average. The other cities, particularly Reading, are decidedly below average. Analysis of Pittsburgh and Reading from economic and social standpoints will be attempted in explanation of these diverse situations.

Pittsburgh.

While all the cities of Pennsylvania are industrial, with a population native white of native parentage which is essentially wage earning, Pittsburgh shows an unexpectedly high degree of school attendance during the period for which there are no compulsory requirements. It seems probable that the presence of the Carnegie Institute of Technology, Duquesne University, and the University of Pittsburgh, which three institutions had in 1920 an aggregate attendance of 12,000 students, accounts in large measure for the relatively favorable showing. It is true that in Philadelphia similar institutions show a collective enrollment of over 20,000, but a large proportion of this is drawn from other cities and States, and even foreign countries. Also, the total population of Philadelphia is three times that of Pittsburgh, which makes the proportional enrollment very much higher in the latter city.

Though Pittsburgh is a highly industrial center,[14] its industries are mainly iron and steel working, including foundries, car construction, and machine shops. In these the unskilled labor is performed by the foreign born, who constitute over 20 per cent of the total population, and the work is of such nature that it can not well be

[14] The industrial situation in the four cities (compiled from Vol. IX, Manufactures, Fourteenth Census, Table 52, pp. 1328 ff.) is shown by the following table:

Per cent wage earners in total population.		Per cent under 16 among wage earners.		Per cent females among wage earners.	
Reading	30.1	Reading	4.7	Scranton	42.9
Philadelphia	16.6	Scranton	4.7	Philadelphia	29.6
Pittsburgh	14.8	Philadelphia	1.9	Reading	27.2
Scranton	11.0	Pittsburgh	1.1	Pittsburgh	12.2

done by women, young men, or girls. The effect of this on school attendance among the native white of native parentage is obvious. Since the opportunities for employment which Pittsburgh offers are in skilled trades or in technical work, an unusually high attendance in trade schools and other institutions is natural. The effect of this is greater on males than females, as is shown by the higher rate for the former at the years 18 to 20.

Reading.

In Reading the rates are so low as to place that city far below the United States as a whole, tenth from the last in the list of cities of this class at the years 16 and 17, and fifth from the last at 18 to 20. (See Tables 35 and 36.) Reading has a far larger proportion of wage earners than any other of the cities, and a relatively high proportion less than 16 years of age. More than a quarter of the wage earners are female. The industries require large numbers of unskilled and semiskilled laborers—large proportions of women in the manufacture of knit goods, food products, boots and shoes, confectionery, and tobacco, and of men in foundries and car shops. On the other hand, the percentage foreign born in the total population is small, 8.9 per cent. In consequence many women, young men, and girls, native white of native parentage, are required to perform the tasks allotted to the foreign born in other centers.

There are no higher institutions in this city and little urge toward trade education. Small inducement then is offered for continuation in school beyond the legal requirements.

The native white of native parentage are very largely of "Pennsylvania Dutch" extraction. Among the females of this group early marriages are the rule. Of the females 15 to 19 in Scranton, 4.6 per cent are married; in Pittsburgh, 8.0 per cent; and in Philadelphia, 8.5 per cent; while in Reading the very abnormal rate of 11.1 per cent is found. Although marriage does not imply that the wife is not a wage earner, it is a material factor in reducing school attendance.

CITIES OF 100,000 POPULATION AND OVER IN CONNECTICUT.

Connecticut has three cities of 100,000 population and over—Hartford, New Haven, and Bridgeport. The following table shows the several rates at the various ages in each of these. It will be noticed that the order is the same for all age classes and for

the sexes, except for total and each sex at 14 and 15, when the order of Bridgeport and New Haven are reversed, and for total and females at 18 to 20, when New Haven is slightly higher than Hartford.

TABLE 39.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE, BY SEX AND AGE GROUPS, FOR CITIES IN CONNECTICUT HAVING 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census; Vol. II, Ch. XI, Table 17.]

CITY.	7 TO 13 YEARS.			14 AND 15 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Hartford	97.2	96.9	97.5	85.7	85.2	86.1
New Haven	92.6	92.7	92.5	79.1	78.1	80.0
Bridgeport	89.9	90.8	89.1	82.3	83.5	81.3
UNITED STATES (urban)	94.9	94.9	95.0	84.9	84.3	85.4

CITY.	16 AND 17 YEARS.			18 TO 20 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Hartford	50.9	50.1	51.6	18.3	21.3	15.8
New Haven	43.2	38.3	48.0	19.1	20.5	17.9
Bridgeport	39.0	33.8	44.2	12.6	13.7	11.6
UNITED STATES (urban)	46.2	43.5	48.7	17.5	18.2	16.9

Of the three, Hartford is the only one which exceeds the United States figures for practically all age classes. In New Haven and Bridgeport the rates are all below normal except in New Haven at 18 to 20. Great variation exists at 7 to 13, with exceedingly high rates for Hartford, and for Bridgeport the lowest rates of any city of this class in the United States. At 14 and 15 the rates approximate one another somewhat more closely, with New Haven rather low in the list. At 16 and 17 Hartford is very high, while at 18 to 20 New Haven and Hartford are well above normal and Bridgeport decidedly below.

Hartford.

Adequate explanation of the high proportion of attendance in this city is very difficult. The economic factors are here far less important than are the social factors. About two-thirds of the population are native white, most of the lower grade labor being performed by the foreign born or negro. It is the capital of the State, which considerably raises the culture of the native white of

native parentage above the general level for the State. There is but a small proportion of the total population engaged as wage earners in manufacturing,[15] and therefore little to attract the inferior elements of the native white population.

The industrial establishments employ a very small proportion less than 16 years of age and relatively few women. This conduces to high rates of attendance, in particular among the native white of native parentage.

That there is genuine interest in education is shown by the per capita expenditure for education, which is high.[16]

Two small institutions of higher education are located in this city with about 250 students, but large numbers of boys and girls take advantage of colleges and universities located in other Connecticut centers and in neighboring States. This applies particularly to males, for in Hartford the attendance rate for males 18 to 20 is high.

New Haven.

New Haven, with its large industrial population, is somewhat below normal in all age classes except from 18 to 20. While considerable interest is manifested in the schools of the city,[16] an unusually large proportion drop from school at the ages 14 and 15, most of them boys. At 16 and 17 the rate for boys is very low but that for girls is especially high. Large numbers of girls take advantage of the excellent facilities offered for normal school training in the large institutions located in this city. It would be expected that the presence of Yale University would make for a very high attendance rate among males at 18 to 20. This does not seem to be true,

[15] The following table (compiled from Vol. IX, Manufactures, Fourteenth Census) shows the proportion and type of wage earners in the three cities under discussion:

Per cent wage earners in total population.		Per cent under 16 among wage earners.		Per cent females among wage earners.	
Hartford	19.4	Hartford	1.4	Hartford	19.8
New Haven	20.4	Bridgeport	1.8	New Haven	27.7
Bridgeport	34.1	New Haven	3.2	Bridgeport	27.8

[16] Per capita public expenditures for education, including public schools and libraries (Financial Statistics of Cities, 1919, p. 204) are:

City.	Total.	Schools.	Libraries.	City.	Total.	Schools.	Libraries.
Hartford	$8.97	$8.76	$0.21	Bridgeport	$6.62	$6.30	$0.32
New Haven	7.66	7.37	0.29				

however, as the rate for males is lower in New Haven than in Hartford, though it is considerably higher than normal and much greater than the rate for females.

Bridgeport.

In the city of Bridgeport the situation is extremely bad.[17] As has been previously pointed out, native white of native parentage school attendance at 7 to 13 years is the lowest found in any of the cities of this class in the United States. Indeed, it is low throughout all classes.

The low rate during the compulsory years is difficult to explain. Relatively few of the wage earners are under 16 years. (See p. 140.) Many wage earners in industrial plants are female. This absence from home of a high percentage of the women would in all probability diminish the school attendance at the earlier ages through lack of a propelling influence on the children, and because of the need for the children in the homes to replace mothers away at work. This is substantiated by the very low rate for girls at 7 to 13 years. Though a large proportion of foreign born (32.3 per cent) is found in Bridgeport, many of the wage earners in the manufacturing plants are native white of native parentage and the population is subject in an unusual degree to the influence of economic drive.

Little is found in the social situation to offset the pull of the factory. No institutions of higher instruction are located here. There seems to be relatively little interest in education, for the per capita expenditure for schools is but $6.30, far less than in either New Haven or Hartford. The growth of the city has been extremely rapid, over 40 per cent in the decade, with a large part of this increase due to migration of the native stock. Under such conditions schools are overtaxed and enforcement of compulsory education legislation is difficult.

Thus we see considerable variation in the school attendance of the native white of native parentage in the larger cities of the same State, and we have noted some of the local causes for this variation. In California all the cities of 25,000 population and over will be compared in order to discover, if possible, the relationship between school attendance and the number of inhabitants.

[17] During the past year (1923) the schools were closed and salaries of teachers held up pending the settlement of a squabble between the board of apportionment and the board of education over differences of opinion on political matters. The latter body was itself disrupted by similar dissensions.

CITIES OF 25,000 POPULATION AND OVER IN CALIFORNIA.

California has but three cities of 100,000 and over and nine between 25,000 and 100,000 population. It may be imagined that the large cities have solved their educational problems more fully than have those with smaller populations, but the following table does not bear this out. The cities are arranged in descending order of total rates for the age group 18 to 20 years. The data are for the native white of native parentage only.

TABLE 40.—SCHOOL ATTENDANCE AMONG THE NATIVE WHITE OF NATIVE PARENTAGE, BY SEX AND AGE GROUPS, FOR CITIES IN CALIFORNIA HAVING 25,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17; unpublished data.]

CITY.	7 TO 13 YEARS.			14 AND 15 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Berkeley	95.0	95.1	95.0	94.7	92.6	96.8
Pasadena	95.3	95.5	95.1	92.9	92.9	93.0
San Jose	95.9	96.4	95.4	95.0	94.4	95.6
Alameda	97.1	97.1	97.2	93.6	93.5	93.8
Long Beach	95.3	95.3	95.4	90.6	89.1	91.8
San Francisco	92.5	92.2	92.8	89.3	88.8	89.7
Oakland	96.8	96.9	96.6	93.4	92.6	94.1
San Diego	93.7	94.1	93.4	90.8	89.9	91.6
Los Angeles	95.4	95.4	95.3	91.8	91.6	92.0
Fresno	95.1	95.2	95.0	90.4	90.0	90.7
Sacramento	95.8	95.7	96.0	91.7	91.0	92.4
Stockton	97.5	97.4	97.6	93.4	93.2	93.6
UNITED STATES (urban)	94.9	94.9	95.0	84.9	84.3	85.4

CITY.	16 AND 17 YEARS.			18 TO 20 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Berkeley	76.1	72.8	78.9	55.6	55.1	56.0
Pasadena	73.1	73.9	72.4	38.7	42.0	36.0
San Jose	66.3	65.3	67.1	37.5	34.3	39.5
Alameda	67.1	59.8	73.8	33.2	32.9	33.6
Long Beach	68.9	64.2	73.1	32.1	33.5	30.8
San Francisco	58.4	59.7	56.9	29.0	37.9	16.5
Oakland	61.0	57.0	64.7	26.8	26.7	27.0
San Diego	61.8	58.4	65.2	25.5	26.8	24.3
Los Angeles	59.4	57.0	61.6	23.9	23.8	23.9
Fresno	56.8	50.9	62.5	20.9	19.3	22.2
Sacramento	57.4	53.8	60.8	20.5	20.7	20.4
Stockton	55.0	47.6	62.3	18.0	18.3	17.7
UNITED STATES (urban)	46.2	43.5	48.7	17.5	18.2	16.9

From a consideration of Tables 40 and 41, it is evident that the larger cities, those over 100,000, stand midway in respect to school attendance of the native white of native parentage for the ages 16 to 20. The smaller cities of from 25,000 to 100,000 are divided into two groups, those considerably above the large cities and those materially below. The former group consists of Berkeley, Pasadena, San Jose, Alameda, and Long Beach; the latter of Fresno, Sacramento, and Stockton. It should be noticed that San Diego, the largest city under 100,000 population, approximates very closely in its school-attendance rates the larger cities. All of the cities, however, are well above the urban rates for the United States as a whole, in each of the age groups, except San Francisco and San Diego at 7 to 13.

TABLE 41.—COMPOSITION OF THE POPULATION OF CITIES IN CALIFORNIA HAVING 25,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. III, California, Table 10.]

CITY.	Total population.	PER CENT OF—			
		Native white.	Foreign-born white.	Negro.	Other colored.
Los Angeles	576,673	75.4	19.4	2.7	2.5
San Francisco	506,676	69.0	27.7	0.5	2.8
Oakland	216,261	73.4	20.9	2.5	3.2
San Diego	74,683	79.3	17.8	1.3	1.6
Sacramento	65,908	77.9	16.5	1.0	4.6
Berkeley	56,036	79.6	17.1	0.9	2.4
Long Beach	55,593	86.8	12.2	0.3	0.7
Pasadena	45,354	81.5	15.0	2.4	1.1
Fresno	45,086	76.0	19.0	1.1	3.9
Stockton	40,296	77.0	17.3	0.8	4.9
San Jose	39,642	78.1	19.7	0.5	1.7
Alameda	28,806	76.2	20.4	0.8	2.6

The economic factors which have been used in partial explanation of differences in rates in the cities of other States, do not seem to apply in California. Thus, in Alameda and San Jose, where the educational situation is exceptionally good, there is a large percentage of the population wage earners in industrial establishments. In Sacramento and Stockton children leave school early, yet there is a lower proportion of industrial workers. This anomaly may be due to the existence of trade schools and skilled

crafts in Alameda and San Jose. But in Sacramento and Stockton no satisfactory explanation on economic grounds is possible.[18]

A superior grade of native white population is found throughout California. Large numbers have been drawn from the Northeast and Middle West, where educational standards are high. Many educational institutions are found in the State, strategically placed as regards the population. Further, the junior college movement is far advanced and many of the cities are well equipped to carry high school pupils through freshmen and sophomore collegiate subjects. That good facilities play a large part in stimulating the extension of school attendance is shown in the extremely high attendance rates in Berkeley. This city is the home of the University of California, and here at 16 and 17 over three-quarters of the boys and girls are still in school, and at 18 to 20 over one-half continue to attend.

CITIES OF 100,000 POPULATION AND OVER IN TEXAS.

In the State of Texas in 1920 there were four cities of 100,000 population and over. These, in order of size, are San Antonio, Dallas, Houston, and Fort Worth. School-attendance rates for the several age and sex classes are presented on the next page, the cities being arranged in descending order of rates for the years 18 to 20.

[18] The industrial situation in the cities is shown by the following table (compiled from Vol. IX, Manufactures, Fourteenth Census, California, Table 36):

Per cent wage earners in total population.		Per cent under 16 among wage earners.		Per cent females among wage earners.	
Alameda	21.3	San Jose	2.7	San Jose	45.2
San Jose	13.7	Berkeley	2.4	Pasadena	30.1
Fresno	13.6	Sacramento	2.2	Fresno	26.1
Oakland	12.6	Pasadena	2.1	San Diego	25.3
Sacramento	11.0	Fresno	1.2	San Francisco	24.0
San Francisco	10.6	Stockton	1.1	Los Angeles	21.0
Stockton	10.3	Oakland	0.6	Long Beach	18.3
Los Angeles	9.0	San Francisco	0.5	Berkeley	17.6
Long Beach	5.7	San Diego	0.4	Sacramento	16.5
San Diego	5.0	Los Angeles	0.3	Stockton	14.1
Berkeley	5.0	Alameda	.....	Oakland	13.8
Pasadena	3.2	Long Beach	.....	Alameda	0.7

TABLE 42.—SCHOOL ATTENDANCE, BY SEX AND AGE GROUPS, FOR CITIES IN TEXAS HAVING 100,000 INHABITANTS OR MORE: 1920.

[Source: Fourteenth Census, Vol. II, Ch. XI, Table 17.]

CITY.	7 TO 13 YEARS.			14 AND 15 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Dallas	94.2	93.8	94.6	84.2	82.3	85.9
Houston	91.0	90.6	91.4	82.0	79.2	84.8
Fort Worth	91.1	90.9	91.3	82.1	78.9	85.1
San Antonio	90.2	89.9	90.5	82.2	82.3	82.2
UNITED STATES (urban)	94.9	94.9	95.0	84.9	84.3	85.4

CITY.	16 AND 17 YEARS.			18 TO 20 YEARS.		
	Total.	Male.	Female.	Total.	Male.	Female.
Dallas	48.2	46.9	49.4	16.2	19.2	13.8
Houston	43.5	40.8	45.9	14.8	16.3	13.7
Fort Worth	43.7	41.2	46.1	14.3	15.9	13.1
San Antonio	44.0	45.1	43.1	13.9	14.9	12.9
UNITED STATES (urban)	46.2	43.5	48.7	17.5	18.2	16.9

As previously noted (p. 132), the rates for the cities show a high degree of uniformity. At 7 to 13 years Dallas is considerably above the others for each of the sexes. But slight differences exist at 14 and 15 years, though it should be noted that the female rates are well above the male in all the centers. Dallas again leads by a considerable margin at 16 and 17 years. At these years the female rates are greater than the male in all but San Antonio. For the period 18 to 20 years approximate equality of rates between the cities is found, though the male rate for Dallas is relatively high. All of the rates for all age groups are much below those for the entire urban United States, except in Dallas for all rates at 16 and 17, and for males at 18 to 20 years.

Dallas.

As regards the school attendance of the native white of native parentage, Dallas, though superior to the other cities of Texas, is decidedly mediocre. Here the gainfully employed are consolidated in manufacturing, trade, and clerical pursuits, with trade

predominant.[19] In particular, women are extensively employed in clerical pursuits, while males are represented almost equally in manufacturing and trade. With so large a percentage engaged in occupations which require specialized training, it is not surprising that school attendance is comparatively high.

Per capita expenditures for education show Dallas far in the lead,[20] indicative of a high degree of interest in school affairs. The early age at marriage in Dallas is partly responsible for the decidedly low attendance rate for girls 18 to 20 years.[21] The large proportion of individuals of Mexican descent among the native white of native parentage undoubtedly diminishes the school-attendance rates at all ages, for the lack of interest in education manifest among the foreign-born Mexicans (see p. 67) is also found among the native born of native parentage, of Mexican stock.

[19] The following table has been prepared from Table 2, Ch. VII, of the report on Occupations of the Fourteenth Census:

City.	All occupations.	Agriculture, forestry, and animal husbandry.	Extraction of minerals.	Manufacturing and mechanical industries.	Transportation.	Trade.	Public service (not elsewhere classified).	Professional service.	Domestic and personal service.	Clerical occupations.
Dallas:										
Total	100.0	0.8	0.6	24.8	9.7	25.2	2.0	7.6	6.0	23.3
Male	100.0	1.1	0.8	28.9	10.1	28.6	2.7	6.2	3.8	17.9
Female	100.0	(1)	.....	13.4	8.5	15.6	0.1	11.6	12.3	38.3
Fort Worth:										
Total	100.0	1.1	2.5	31.4	12.7	20.3	1.9	6.6	7.2	16.3
Male	100.0	1.4	3.1	35.1	13.9	21.9	2.3	5.2	4.8	12.3
Female	100.0	0.2	0.1	16.2	7.7	13.9	0.1	12.6	16.8	32.5
Houston:										
Total	100.0	0.8	1.6	27.9	11.1	18.6	2.2	8.6	5.7	23.6
Male	100.0	1.0	2.1	32.1	12.1	20.2	2.8	7.0	3.4	19.3
Female	100.0	(1)	(1)	13.3	7.5	13.0	0.1	14.4	13.5	38.2
San Antonio:										
Total	100.0	1.9	0.7	22.7	11.5	20.2	11.4	9.4	6.8	15.4
Male	100.0	2.4	0.9	25.8	13.1	21.4	14.7	6.2	3.6	12.0
Female	100.0	0.2	.....	12.4	6.2	16.1	0.5	20.3	17.7	26.6

[1] Less than one-tenth of 1 per cent.

[20] Per capita public expenditures for education, including public schools and libraries (Financial Statistics of Cities, 1919, p. 204), are:

City.	Total.	Schools.	Libraries.	City.	Total.	Schools.	Libraries.
Dallas	$6.68	$6.56	$0.12	San Antonio	$4.95	$4.84	$0.11
Houston	5.31	5.21	.10	Fort Worth	4.00	3.88	.12

[21] The per cent married among women 15 to 19 years of age in the native white of native parentage population (Ch. IV, Marital Condition, Vol. II, Fourteenth Census), is as follows: Fort Worth, 21.1; Dallas, 17.2; San Antonio, 15.9; Houston, 15.5; United States, urban, 11.5; rural, 14.6; total, 13.3.

Other Cities.

But slight differences exist among the rates for the other Texas centers, Houston, Fort Worth, and San Antonio. It appears that general economic and social factors operate to about the same degree in each of the three. A noteworthy exception is found in San Antonio at 16 and 17 years, where the male rate materially exceeds the female, the reverse being true in the other cities, at this age. Superficial analysis of the situation in San Antonio discloses a low proportion of women in clerical pursuits and a relatively high proportion in domestic and personal service. The abnormally great proportion of men engaged in public service is due to the presence of several military camps in the vicinity and Fort Sam Houston within the city limits.

SUMMARY.

From this somewhat detailed analysis and comparison of school-attendance rates of the native white of native parentage in the large cities of several States, certain definite conclusions may be drawn.

Though industry has a material effect on school attendance, particularly after the compulsory attendance years, great differences exist in the influence of specific industries. It is evident that those which require mature physique do not draw children from schools. It further appears that the prevalence of industries requiring a high degree of skill not only does not cause early withdrawal from educational institutions, but tends to encourage continuation of attendance beyond the compulsory years.

Public service, clerical occupations, and professional service seem to encourage continued attendance. Domestic and personal service tends to remove girls from school. Trade to some degree curtails advanced formal training.

The local interest, as indexed by per capita expenditures for education, is in some degree related to attendance.

Early marriage materially influences female school attendance, and where that custom is prevalent the attendance rates are low.

The size of the city seems to have relatively little effect upon school attendance. There appears to be a segregation of parents with high educational ideals in certain small cities and those with lower standards in other small centers. In the large cities there is a mingling which results in mediocrity.

The presence of institutions which give instruction in higher branches (as the junior college, the college, and the university) encourage late attendance, particularly if supported by public contribution. Trade schools raise male rates in centers where the industries demand skilled workers.

The effect of these and many other factors can readily be traced and the degree of their influence estimated by the methods presented in Appendix A.