The impact of the enrollment and average daily attendance upon the finances and services at Luthersville Elementary School, Luthersville, Georgia for a five year period 1960-1965

Hurtis Randolph Ricks

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THE IMPACT OF THE ENROLLMENT AND AVERAGE DAILY ATTENDANCE
UPON THE FINANCES AND SERVICES AT LUTHERSVILLE
ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA
FOR A FIVE YEAR PERIOD
1960 - 1965

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MAJOR OF ARTS

BY
HURTIS RANDOLPH RICKS

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST, 1965
DEDICATION

To My Mother
Mrs. Bertha A. Hicks

and

To My Father
Mr. Arthur Marlow Hicks

I Dedicate This Thesis

H.R.R.
ACKNOWLEDGEMENTS

The writer wishes to express his sincere gratitude to the Superintendent of Schools of Meriwether County, Georgia Mr. Samuel F. Morris for his assistance and interest in this study.

He wishes to express direct gratitude to his Advisor, Dr. Laurence E. Boyd and Co-Advisor Dr. Linwood D. Graves for their criticism and suggestions in the preparation of this study and their invaluable assistance in the preparation of the final copy.

Other gratitudes are expressed to Miss Mildred Ricks, Miss Almedia E. Sanders and Mr. George Rogers for their long hours of assistance and encouragement.

H.R.R.
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CHAPTER I

INTRODUCTION

Rationale.--Three of the most perplexing problems faced by public schools today concern student enrollment, attendance and funds. All school personnel that recognize the effective discharge of their professional responsibilities present many problems and challenges, even when their students are not at school. These problems can become extremely depressing unless the school and community do everything in their power to promote good school attendance and by so doing finances and services will increase in proportion to enrollment and attendance.\(^1\)

Most states have compulsory enrollment and attendance laws to aid the school in keeping children in school. Such laws also predicate the school's program.

Present enrollment and attendance laws in most states require attendance of children between the beginning age of six to eight years of age through fourteen to eighteen before a child can legally quit school. In Georgia the compulsory attendance age is seven to sixteen years of age.

Each child is a very important part of the school's program. Each and every child weighs the same when it comes to earning services and

supplies within a school or school system.

Early trends of enforcement called for the arrest of the parents and/or the child and that they be taken into court and fined for the offense. This practice is still in use in many areas today.

Today's philosophy on enforcement expresses the idea that there is no place for attendance by fear in today's school. The role of the present day attendance officer is concerned with helping the child to get the most out of school for his own benefit rather than that of arrest and fines.

Harry N. Rivlin writes thusly concerning low enrollment and poor attendance:

Low enrollment and poor attendance are often symptoms of inefficient classroom teaching. Students rarely stay away from school in which the work seems either important or interesting to them.¹

There are several reasons for inefficient teaching but one major reason for ineffective teaching many times is due to the lack of financial supplies and services. A lack of these might make the child dislike the work or feel that the work is not important anyway. Under the existing attendance laws of Georgia, the average daily attendance has a very strong impact upon the personnel, services, finances and supplies allotted to a school's program.

Mr. Samuel F. Morris, Superintendent of Meriwether County Schools, Greenville, Georgia, stated that, "Many parts of a good school's program are locked up in enrollment and attendance, therefore we cannot over

emphasize the importance of good average daily attendance on the part of all students, however, attendance is more important than enrollment when it comes to earning services and supplies to operate the school."

Many families keep their children out of school to do farm work and other odd jobs. If some children earn three or four dollars for a days work the parents and the children many times feel that much has been earned. They fail to look at what is lost by staying out of school. There seems to be a bit of blindness on the part of the parents and children.

It is often stated that better schools make better communities. The writer believes this is true. The writer also believes that the school is a big business. If a school is to operate as a big business, it must have big money to back up such business. A business cannot operate without an adequate budget very long.

A budget has been called, "A program expressed in dollars."

Georgia already has an educational program which has been developed over a period of many years. The total revenue from all sources to support this educational program in 1962–63 was $369,202,802 of which $302,130,000 was for the public schools and $67,072,802 was for higher education.¹

Many citizens know that Georgia has a very striking educational budget, but they do not seem to realize that the money is allotted on the basis of enrollment and attendance of each local system and further broken down into local units. Funds give the energy to function. Enroll-

¹Governors' Commission to Improve Education, Educating Georgia's People, "Finance", State Capitol, Atlanta, Georgia, 1963, p. 60.
ment and attendance affect the energy that flows into the general program of each school.

**Evolution of the problem.**—The writer became interested in this problem in 1964 while discussing the importance of good attendance with the Superintendent of Schools of Meriwether County. The writer feels that attendance will increase if the general public is made aware of the impact which enrollment and average daily attendance has upon the finances and services involved in their schools.

**Contribution to educational knowledge.**—It is hoped that this study will pin-point the fact that the schools' program is greatly predicted on enrollment and attendance on the part of all the students in a given school situation.

**Specific contributions:** The Average Daily Attendance indicates the average number of students who must be provided with services daily. Some services, supplies and funds are allotted on enrollment, and some funds are allotted on the A.D.A. This method is used in order to focus the importance of attendance and enrollment on the local people.

**Statement of the problem.**—The problem involved in this study was to determine to what extent the allotment of finance to such programs and services as: (a) personnel, (b) library service, (c) textbook, (d) transportation, (e) instructional materials and (f) maintenance and operation, is or has been affected by the enrollment and A.D.A. index for each of the five-year periods for the Luthersville Elementary School, Luthersville, Georgia, 1960-1965.

**Major purpose of the study.**—The major purpose of this study was to ascertain to what extent the enrollment and A.D.A. Index affects the
allotment of finance, varied programs and services of the Luthersville Elementary School, Luthersville, Georgia for a five-year period.

The specific purposes of this study was to determine for a five-year period (1960-1965):

1. The number of teachers earned and lost based upon enrollment and attendance.
2. The amount of money earned for textbooks based upon enrollment.
3. The amount of money earned and lost for maintenance and operation based upon enrollment and attendance.
4. The amount of money earned for transportation based upon enrollment.
5. The amount of money earned for library books based upon enrollment.
6. The loss of allotment for the varied programs and services as indicated by the A.D.A. index for each given year and the five year period.

Definition of terms.—The four major terms used in this study are defined as follows:

1. "Enrollment" refers to the total number of different pupils on roll at Luthersville Elementary School.
2. "Attendance" refers to the presence of a pupil on days school was in session.
3. "Non-Attendance" refers to the absence of a pupil on days school was in session.
4. "Average Daily Attendance" refers to the average number of pupils present each day during the period of a year.

Limitation of the study.—This study was limited as to source of data principals' annual enrollment and average daily attendance reports for the five year period between 1960 and 1965.

Locale of the study.—The locale of this study was the Luthersville Elementary School, Meriwether County. Agriculture provided income for
most of the families that send children to the Luthersville School. There are five churches and one community house for Negroes. One railroad and two main highways run through Luthersville. There are four service stations and several general stores. There is a small post office with two employees. Two rural mail routes operate from this post office. Public health services and police protection are obtained from Greenville, Georgia, the county seat which is thirteen miles from Luthersville.

The subjects.— The subjects were composed of the total school population at the Luthersville Elementary School, Luthersville, Georgia for the five-year period, 1960-1965.

The materials.— The materials were the official records and related records, reports and material found in the principal’s office and the superintendent’s office.

Method of research.— The Descriptive-Survey Method of research was used in collecting and treating of the data of this study.

Research procedure.— The following procedural steps were used in order to achieve the purposes of this study:

1. The investigator obtained permission to conduct this study from the proper school officials.

2. The investigator surveyed the pertinent literature related to the study and present it in a summarized form.

3. The data were collected from records in the county school superintendent’s office.

4. The data were tabulated, analyzed, and interpreted.

5. The findings, conclusions, implications, and recommendations were derived from the analysis and interpretation of the data collected and will constitute the contents of the finished thesis.
Criterion of reliability.— The criterion of reliability of the data was the authenticity and accuracy of the data - items abstracted from the reports and records used, together with that of the reactions gained through interviews with key individuals.

Survey of related literature.— The related literature subsumed in this study came from the following classifications of literature; public documents, books, articles and periodicals and unpublished materials. Also, the survey has been grouped and reported in the following order: attendance requirements, enrollment, and history of financial assistance.

The state of Georgia requires that, "Every parent, guardian or other person residing within the state of Georgia having control or charge of any child or children between age seven and sixteen, shall enroll and send such child or children to a public or private school. The minimum session of annual school attendance shall be 175 school days. Such attendance shall not be required where the child has finished all high school grades and of physically and mentally handicapped children. It is left up to the local systems to determine who is physically or mentally handicapped."  

Most states in the United States have similar laws but the researcher found that there may be a difference of one or two years in the age requirements between states, for example, the public school laws of Texas reveals that, "Every child in this state who is eight years and not more than fourteen years shall be required to attend the public

1School Laws Relating to the Public School Systems of the State of Georgia, 1950, p. 31.
school in the district to which it may be transferred as provided by law. The period of compulsory school attendance at each school begin at the opening of the school term unless otherwise authorized by the district trustees.¹

As quoted earlier in this survey, each child should be in school attendance for at least 175 days during each school year. Pierce Grieder states that, "Irregular attendance is a definite loss to the individual child. A child must identify himself with the class of which he is a member before he can achieve success in school. This cannot be done while absent from school. The child who has been absent and returns does not possess 'the sense of belonging to the group' which is necessary in his education progress. The child who returns after several days absence usually finds that the school work is harder and he becomes frustrated. The result of such frustration is often failure."²

James W. Witherspoon stated the following three conclusions relative to attendance in his study:

1. Many students leave school because of failure.

2. Dropouts are more numerous among students in their middle teens.

3. Students who fail are good dropout suspects.³

¹Public School Laws of the State of Texas, 1929, S. M. N. Marrs, Superintendent, L. W. Rogers, Assistant Superintendent, "School Attendance Required," Published by the State Department of Education, Austin, Texas, p. 128.


In some communities school attendance is on the increase yet enrollment is on the decrease and the opposite is true in other communities. In an enrollment and attendance study made by George Edward Washington, it was revealed that:

1. The A.D.A. of Negroes in Meriwether County is on the increase.
2. The enrollment of Negroes in Meriwether County Schools is on the decrease.
3. The enrollment of White students is on the increase.
4. The A.D.A. patterns for White students were about the same over a five year period.¹

Poor attendance is caused by several factors, but as soon as poor attendance leads to failure the only thought in the child's mind is to drop out of school. Of course, state laws make it difficult for a child to drop out before he reaches the age limit thus making it possible for the school to continue to receive financial aid. In Georgia the age limit is 16 years and Frederick D. Brown, in a survey of pupil attendance in Booker T. Washington High School of Atlanta, Georgia, during the school year of 1945-1946, found that a greater percentage of non-attendance appeared among 16 year old pupils.²

In most states the average daily attendance and enrollment determine the amount of financial aid a school district receives. A lack of this financial aid will make it impossible for some schools to provide


all the services needed to make a first rate school or school district.

Ward G. Buede states that, "The belief that their children should have an education was deeply ingrained in the consciousness of our forefathers. This was particularly the belief of the settlers of the New England Colonies. As early as 1642 which was only thirty-five years after the founding of the first permanent English settlement at Jamestown, Virginia, Massachusetts Colony enacted the first compulsory education law in America. This law, which was the first carrying out the conception of the state that all children should have a certain guarantee of education, must be regarded as one of the most significant educational laws of all time."¹

Benjamin F. Pittenger states that, "American society has placed the responsibility for providing adequate public education upon the shoulders of the various states. In meeting this responsibility, all the states have set up local units of support and control and have delegated to them a portion of the states, duties and powers.

The states have largely discontinued use of the general property tax as a source of state school revenue. The chief sources today are (1) income from the invested permanent school funds, (2) receipts from earmarked taxes, including business taxes, severance taxes, and sometimes a general sales tax; and (3) legislative appropriations from the general revenue.²


Albert R. Munse reports that, "Early assistance in financing public elementary and secondary education in most of the states was provided through the permanent endowment funds. However, aid that could be provided from these endowments; arising chiefly from federal land grants, was small, and state legislatures found it necessary to appropriate additional funds for the support of schools. Frequently, this kind of assistance was for the specific purpose of helping a community establish and begin the operation of public school services.

Later when schools were established, wide differences were apparent in levels of support. Despite existing programs for providing state funds for schools, some communities were found to be financially unable to finance the finest program with very little effort. In response to this need in low-ability communities, many state legislatures appropriated funds for allocation to the extremely weak school districts. This kind of aid was allotted to a small fraction of the school administrative units and included those units regarded as financially unable to provide sufficient local tax funds to operate a public school program."¹

Laws compelling parents and other taxable persons have been in existence for years, also, laws have been approved that will force parents to keep their children in school. John D. Russell states that, "Laws compelling parents to provide education for their children and laws compelling children to attend school are among the most fundamental expressions of the will of society. The states have enacted laws at dif-

ferent times and in different forms according to their particular
interest. Furthermore, some of the southern states enacted laws com-
pelling school attendance for only a comparative few days in the year,
because the dominant agricultural pursuit of the people in those states
were suppose to require the favor of children. 

R. M. Kaper states that, "The concept of maintaining good atten-
dance through fear is outmoded and has no place in the modern school
philosophy. The attendance worker is no longer an officer of the law
whose sole and main purpose is that of enforcement and punishment of
offenders. He is now a representative of the school and his primary
concern is to help the child to get to school under conditions which
will enable him to make the most of his own abilities and the educa-
tional opportunities offered him."

Summary of related literature.— The writer finds that the litera-
ture surveyed reveals the following:

1. Much literature has been written on the school enrollment and
   attendance.

2. Enrollment and attendance are problems for many states.

3. The average daily attendance plays a major role in the school's
   program; for it is the basis for the financial allotment and
   support of all facets of the program and services in the school.

4. Enrollment plays an important role in the school's program.

5. Some states spend more per child than others.

---

1John Dale Russell and Charles H. Judd, The American Education

2R. M. Kaper, "The Meaning of School Attendance," National
Association of Secondary School Principals, Bulletin XLII (October,
1959), p. 84.
6. The government is taking a great interest in the welfare of the American youth.

7. People in top positions can do much to improve our present day system of education.

8. The education of our youth is everybody's business.

9. Huge sums of money are being spent for education.

10. Enrollment and A.D.A. are on the increase due to the rising population and compulsory school attendance laws.
CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Organization and Treatment of Data

The data in this chapter presents, analyzes and interprets the data pertinent to the overall problem of this research which deals with the impact of enrollment and average daily attendance upon finance and varied services at the Luthersville Elementary School, Luthersville, Georgia for the five year period, 1960-1965.

The data of this research were collected and organized for the purpose of analysis and interpretation under the following areas (a) Personnel, (b) Transportation, (c) Maintenance and Operations, (d) Text Books, (e) Library Books, and (f) Teaching Aids. Each of the above six areas was treated as follows:

1. An index formula was developed and used to identify central trends for each area of the data.

2. A table was organized to graphically portray the pertinent data for each area.

3. The data were statistically treated with reference to the number and per cent of data-items derived from official school reports and records.

Operational procedures are further explained through the use of the listed formulas and symbols for each area. The following formula and symbols were used to compute the data relative to personnel at the Luthersville Elementary School, Luthersville, Georgia for the years 1960-1965:
The following formula and symbols were used in computing the data relative to transportation at the Luthersville Elementary School, Luthersville, Georgia for the five year period, 1960-1965:

<table>
<thead>
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<th>Symbols</th>
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<tr>
<td>$R \div En = T$</td>
<td>$R = \text{Rate}$</td>
</tr>
<tr>
<td>$R \div ADA = E$</td>
<td>$En = \text{Enrollment}$</td>
</tr>
<tr>
<td>$T - E = L$</td>
<td>$T = \text{Total}$</td>
</tr>
<tr>
<td>$E = \text{Earnings}$</td>
<td></td>
</tr>
</tbody>
</table>

$ADA = \text{Average Daily Attendance}$

The following formula and symbols were used to compute the data relative to maintenance and operation at the Luthersville Elementary School, Luthersville, Georgia for the five year period, 1960-1965:

<table>
<thead>
<tr>
<th>Formula</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>$En \div R = E$</td>
<td>$R = \text{Rate}$</td>
</tr>
<tr>
<td>$TEn \div NOY = AEOTrS$</td>
<td>$En = \text{Enrollment}$</td>
</tr>
<tr>
<td>$TR \div NOY = ARPC$</td>
<td>$T = \text{Total}$</td>
</tr>
<tr>
<td>$TE \div NOY = AE$</td>
<td>$E = \text{Earnings}$</td>
</tr>
<tr>
<td>$NOY = \text{No. of years (5)}$</td>
<td></td>
</tr>
<tr>
<td>$AT = \text{Average Total}$</td>
<td></td>
</tr>
<tr>
<td>$AE = \text{Average Enrollment}$</td>
<td></td>
</tr>
<tr>
<td>$ARPC = \text{Average Rate Per Child}$</td>
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</tr>
<tr>
<td>$AEOTrS = \text{Average Enrollment of Transported Students}$</td>
<td></td>
</tr>
</tbody>
</table>

The following formula and symbols were used to compute the data relative to maintenance and operation at the Luthersville Elementary School, Luthersville, Georgia for the five year period, 1960-1965:
The following formula and symbols were used in computing the data relative to text books at the Luthersville Elementary School, Luthersville, Georgia for the five year period, 1960-1965.
The following formula and symbols were used in computing the data relative to library books at the Luthersville Elementary School, Luthersville, Georgia for the five year period, 1960-1965:

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<th>Formula</th>
<th>Symbols</th>
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<td>R \cdot En = E</td>
<td>TR = Total Rate</td>
</tr>
<tr>
<td>TR ÷ NOY = AR</td>
<td>AR = Average Rate</td>
</tr>
<tr>
<td>TEn ÷ NOY = AEn</td>
<td>R = Rate</td>
</tr>
<tr>
<td>TE ÷ NOY = AE</td>
<td>TEn = Total Enrollment</td>
</tr>
<tr>
<td></td>
<td>NOY = No. of years (5)</td>
</tr>
</tbody>
</table>

The following formula and symbols were used in computing the data relative to teaching aids at the Luthersville Elementary School, Luthersville, Georgia for the five year period, 1960-1965:

<table>
<thead>
<tr>
<th>Formula</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>R \cdot En = E</td>
<td>Rate = R</td>
</tr>
<tr>
<td>TR ÷ NOY = AR</td>
<td>Enrollment = En</td>
</tr>
<tr>
<td>TEn ÷ NOY = AEn</td>
<td>Earnings = E</td>
</tr>
<tr>
<td>TE ÷ NOY = TE</td>
<td>Total Enrollment = TEn</td>
</tr>
<tr>
<td></td>
<td>No. of years (5) = NOY</td>
</tr>
<tr>
<td></td>
<td>Average Rate = AR</td>
</tr>
<tr>
<td></td>
<td>Average Enrollment = AE</td>
</tr>
<tr>
<td></td>
<td>Total Earnings = TE</td>
</tr>
</tbody>
</table>

The Data on Enrollment at the Luthersville Elementary School

The data on the enrollment of the Luthersville Elementary School, Luthersville, Georgia, 1960-1965 are presented in Tables 1-6 and summary Table 7 in subsequent order.
### TABLE 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>22</td>
<td>32</td>
<td>54</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>35</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>32</td>
<td>17</td>
<td>49</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>23</td>
<td>25</td>
<td>48</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>19</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>19</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>18</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total (1-7)</strong></td>
<td><strong>168</strong></td>
<td><strong>143</strong></td>
<td><strong>311</strong></td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>20</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td><strong>Totals (1-8)</strong></td>
<td><strong>188</strong></td>
<td><strong>158</strong></td>
<td><strong>346</strong></td>
</tr>
</tbody>
</table>

**1960-1961 enrollment.**— Table 1, above, presents the data on the enrollment in the Luthersville Elementary School for the 1960-1961 School year as to be found and analyzed below.

The enrollment for the grades ranged from a low of 19 boys in grades five and six and 14 girls in the second grade to a high of 35 boys in the second grade and 32 girls in the first grade.

The largest enrollments for the boys were concentrated in the second and third grades, whereas, for the girls the largest enrollments were in the first and fourth grades.
### TABLE 2
YEARLY ENROLLMENT OF THE STUDENTS AT THE LUTHERSVILLE ELEMENTARY SCHOOL FOR THE 1961-62 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>17</td>
<td>23</td>
<td>40</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>24</td>
<td>30</td>
<td>54</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>27</td>
<td>12</td>
<td>39</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>28</td>
<td>19</td>
<td>47</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>22</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>17</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total (1-7)</strong></td>
<td>150</td>
<td>140</td>
<td>290</td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>14</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td><strong>Totals (1-8)</strong></td>
<td>165</td>
<td>157</td>
<td>322</td>
</tr>
</tbody>
</table>

The total enrollment ranged from a low of 35 in the sixth grade to a high of 54 in the first grade. The other largest enrollments were 49, 49, and 48 in the second, third, and fourth grades, respectively. There was a total of 168 boys and 143 girls to indicate a total of 311 pupils enrolled for 1960-1961.

**1961-1962 enrollment.**—Table 2, above, presents the data on the
enrollment in the Luthersville Elementary School for the 1961-1962 school term as to be found analyzed below.

The enrollment for the grades ranged from a low of 14 boys in the eighth grade and 12 girls in the third grade to a high of 30 girls in the second grade and twenty-eight boys in the fourth grades.

The largest enrollments for the boys were concentrated in the fourth and third grades; whereas, the largest enrollments for the girls were in the second, fifth, and first grades.

The total enrollment ranged from a low of 32 in grades six and seven to a high of 54 in the second grade. The other largest enrollments were 47 in the fourth and fifth grades and 40 in the first grade. There was a total of 165 boys and a total of 157 girls to indicate a total of 311 pupils enrolled for 1961-1962.

1962-1963 enrollment.—Table 3, page 21 presents the data on the enrollment in the Luthersville Elementary School for the 1962-1963 school year as to be found analyzed below.

The enrollment for the grades ranged from a low of 14 boys in the second grade and 14 girls in the eighth grade to a high of 33 boys in the first grade and twenty-eight girls in the third grade.

The largest enrollments for the boys were concentrated in the first and fourth grades; whereas, for the girls the largest enrollments were in the third, first, and sixth grades.

The total enrollment ranged from a low of 35 in the second grade to a high of 58 in the first grade. There was a total of 186 boys and 162 girls to indicate a total of 348 pupils for 1962-1963.

1963-1964 enrollment.—Table 4, page 22 presents the data on
TABLE 3
YEARELY ENROLLMENT OF THE STUDENTS AT THE LUTHERSVILLE
ELEMENTARY SCHOOL FOR THE 1962-1963 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Enrollment By Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>First (1st)</td>
<td>33</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>14</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>24</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>32</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>25</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>22</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total (1-7)</strong></td>
<td><strong>317</strong></td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>17</td>
</tr>
<tr>
<td><strong>Totals (1-8)</strong></td>
<td><strong>186</strong></td>
</tr>
</tbody>
</table>

The enrollment in the Luthersville school for the 1963-1964 school term as to be found analyzed below.

The enrollment for the grades ranges from a low of 13 girls in the fifth grade and 14 boys in the third grade to a high of 28 boys in the second grade and 28 girls in the fourth grade.

The largest enrollments for the boys were concentrated in the second and fifth grades; whereas, the largest enrollments for girls were in the fourth grade and first grade.
TABLE 4

YEARLY ENROLLMENT OF THE STUDENTS AT THE LUTHERSVILLE ELEMENTARY SCHOOL FOR THE 1963-1964 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Enrollment By Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>First (1st)</td>
<td>18</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>28</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>14</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>27</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>31</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>21</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total (1-7)</strong></td>
<td><strong>159</strong></td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>18</td>
</tr>
<tr>
<td><strong>Totals (1-8)</strong></td>
<td><strong>177</strong></td>
</tr>
</tbody>
</table>

The total enrollments ranged from a low of 35 in the eighth grade to a high of 55 in the fourth grade. The other largest enrollments were 50 in the second grade, 45 in the first grade, and 45 in the seventh grade. There was a total of 177 boys and 172 girls to indicate a total of 349 pupils enrolled for 1963-1964.

1964-1965 enrollment.—Table 5, page 23 presents the data on the enrollment in the Luthersville school for the 1964-1965 school term as to be found analyzed below.
TABLE 5
YEARLY ENROLLMENT OF THE STUDENTS AT THE LUTHERSVILLE ELEMENTARY SCHOOL FOR THE 1964-65 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>20</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>19</td>
<td>22</td>
<td>41</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>28</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>14</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>27</td>
<td>26</td>
<td>53</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>30</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>21</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td><strong>Totals (1-7)</strong></td>
<td><strong>159</strong></td>
<td><strong>153</strong></td>
<td><strong>312</strong></td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>18</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td><strong>Totals (1-8)</strong></td>
<td><strong>177</strong></td>
<td><strong>178</strong></td>
<td><strong>355</strong></td>
</tr>
</tbody>
</table>

The enrollment for the grades ranged from a low of 14 boys in the fourth grade and 16 girls in the sixth grade to a high of 30 boys in the sixth grade and 26 girls in the fifth grade.

The largest enrollments for the boys were concentrated in the sixth and third grades; whereas, the largest enrollments for girls were concentrated in grades five, one and eight.

The total enrollments ranged from a low of 38 in the fourth grade to a high of 53 in the fifth grade. The other largest enrollments were
TABLE 6
FIVE YEAR ENROLLMENT OF THE STUDENTS AT THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>188</td>
<td>158</td>
<td>346</td>
</tr>
<tr>
<td>1961-62</td>
<td>165</td>
<td>157</td>
<td>322</td>
</tr>
<tr>
<td>1962-63</td>
<td>186</td>
<td>162</td>
<td>348</td>
</tr>
<tr>
<td>1963-64</td>
<td>177</td>
<td>172</td>
<td>349</td>
</tr>
<tr>
<td>1964-65</td>
<td>177</td>
<td>178</td>
<td>355</td>
</tr>
</tbody>
</table>

| Five Year Totals | 893 | 827 | 1720 |

50 in the third grade, 46 in the sixth grade and 45 in the first grade. There was a total of 177 boys and 178 girls to indicate a total of 355 pupils enrolled for 1964-1965.

Summary of Enrollment at the Luthersville Elementary School, 1960-1965

The data on the enrollment in the Luthersville School, Luthersville, Georgia for the 1960-1965 school terms are presented in Table 6, above, and are analyzed in the separate paragraphs below.

Boys' enrollment.—The enrollment of the boys ranged from a low of 165 in 1961-1962 to a high of 188 in 1960-1961 with an average enrollment of 178.6 for the five year period. The second highest enrollment was 186 pupils in 1962-1963.

Girls' enrollment.—The enrollment of the girls ranged from a
low of 157 in 1961-1962 to a high of 178 in 1964-1965, to indicate an average enrollment of 165.8 for the period. The second largest enrollment was 172 pupils in 1963-64.

Total enrollments.—The total enrollments for the 1960-1965 period ranged from a low of 322 in 1960-1962 to a high of 355 in 1964-1965 to indicate an average enrollment of 344 for the five-year period.

The data on the Average Daily Attendance
At the Luthersville Elementary School

The data on ADA, days present and days absent are presented in Tables 7 - 12, and summary Table 13 in subsequent order.

The data on the average daily attendance, days absent, days present, and yearly total in the Luthersville Elementary School, 1960-1961 are presented in Table 7, page 26, and are analyzed and interpreted in the separate paragraphs below.

Days absent.—The days absent ranged from a low of 1003 in the sixth month to a high of 1911 in the first month.

Days present.—The days present ranged from a low of 4234 in the second month to a high of 5619 in the fifth month.

Average daily attendance.—The average daily attendance ranged from a low of 211.70 in the second month to a high of 280.95 in the fifth month. The average for the year was 253.45.

Total for indices.—The total for indices was 13519 days absent and 45622 days present, giving a total of 59141 days for the school term of 1960-1961.

Average daily attendance - 1961-1962.—The data on the average
TABLE 7

YEARELY DAILY ATTENDANCE OF THE STUDENTS AT LUTHERSVILLE ELEMENTARY SCHOOL FOR THE 1960-1961 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Days Absent</th>
<th>Days Present</th>
<th>Days Taught</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>1941</td>
<td>4748</td>
<td>20</td>
<td>237.40</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>2521</td>
<td>4234</td>
<td>20</td>
<td>211.70</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>2093</td>
<td>4672</td>
<td>20</td>
<td>233.60</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>1314</td>
<td>5434</td>
<td>20</td>
<td>271.70</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>1050</td>
<td>5619</td>
<td>20</td>
<td>280.95</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>1003</td>
<td>5587</td>
<td>20</td>
<td>279.35</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>1176</td>
<td>5119</td>
<td>20</td>
<td>255.95</td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>1134</td>
<td>5176</td>
<td>20</td>
<td>258.80</td>
</tr>
<tr>
<td>Ninth (9th)</td>
<td>1287</td>
<td>5033</td>
<td>20</td>
<td>251.65</td>
</tr>
<tr>
<td>Totals</td>
<td>13519</td>
<td>45622</td>
<td>180</td>
<td>253.45*</td>
</tr>
</tbody>
</table>

*The ADA for the 1960-1961 school year.

daily attendance, days absent, days present, and yearly total in the Luthersville Elementary School, 1961-1962 are presented in Table 8, page 27 and are analyzed in the separate paragraphs below.

Days absent.—The days absent ranged from a low of 1113 in the seventh month to a high of 2616 in the second month.

Days present.—The days present ranged from a low of 3563 in the second month to a high of 5143 in the seventh month.
TABLE 8
YEARNL DAILY ATTENDANCE OF THE STUDENTS AT LUTHERSVILLE ELEMENTARY SCHOOL FOR THE 1961-1962 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Days Absent</th>
<th>Days Present</th>
<th>Days Taught</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>1136</td>
<td>5050</td>
<td>20</td>
<td>252.50</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>2616</td>
<td>3563</td>
<td>20</td>
<td>178.15</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>1904</td>
<td>4262</td>
<td>20</td>
<td>213.10</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>1305</td>
<td>4895</td>
<td>20</td>
<td>244.75</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>1400</td>
<td>4799</td>
<td>20</td>
<td>239.95</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>1186</td>
<td>5099</td>
<td>20</td>
<td>254.95</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>1113</td>
<td>5143</td>
<td>20</td>
<td>257.15</td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>1331</td>
<td>4889</td>
<td>20</td>
<td>244.65</td>
</tr>
<tr>
<td>Ninth (9th)</td>
<td>1469</td>
<td>4781</td>
<td>20</td>
<td>239.05</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>13460</td>
<td>42481</td>
<td>180</td>
<td>236.00</td>
</tr>
</tbody>
</table>

*ADA for the 1961-1962 school year.

Average daily attendance.—The average daily attendance ranged from a low of 178.15 in the second month to a high of 257.15 in the seventh month. The average for the year was 236.00.

Total for Indices.—The total for Indices was 13460 days absent and 42481 days present, giving a total of 55941 days for the school term of 1961-1962.

Average daily attendance - 1962-1963.—The data on the average daily attendance, days absent, days present, and yearly total in the
TABLE 9
YEARNLY DAILY ATTENDANCE OF THE STUDENTS AT LUTHERSVILLE
ELEMENTARY SCHOOL FOR THE 1962-1963 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Days Absent</th>
<th>Days Present</th>
<th>Days Taught</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>2009</td>
<td>4485</td>
<td>20</td>
<td>224.25</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>2497</td>
<td>4114</td>
<td>20</td>
<td>205.70</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>1387</td>
<td>5282</td>
<td>20</td>
<td>264.10</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>1291</td>
<td>5439</td>
<td>20</td>
<td>271.95</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>1284</td>
<td>5470</td>
<td>20</td>
<td>278.50</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>1568</td>
<td>5141</td>
<td>20</td>
<td>257.05</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>1343</td>
<td>5383</td>
<td>20</td>
<td>269.15</td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>1565</td>
<td>5027</td>
<td>20</td>
<td>251.35</td>
</tr>
<tr>
<td>Ninth (9th)</td>
<td>1760</td>
<td>4748</td>
<td>20</td>
<td>237.15</td>
</tr>
</tbody>
</table>

Totals       | 14704       | 45089        | 180         | 250.49   |

*The ADA for the 1962-63 school year.

Luthersville Elementary School, 1962-1963 are presented in Table 9, above, and are analyzed in the separate paragraphs below.

Days absent---The days absent ranged from a low of 1284 in the fifth month to a high of 2009 in the first month.

Days present---The days present ranged from a low of 4114 in the second month to a high of 5470 in the 5th month.

Average daily attendance---The average daily attendance ranged
### TABLE 10

YEARNLY DAILY ATTENDANCE OF THE STUDENTS AT LUTHERSVILLE
ELEMENTARY SCHOOL FOR THE 1963-1964 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Days Absent</th>
<th>Days Present</th>
<th>Days Taught</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>1966</td>
<td>4332</td>
<td>20</td>
<td>216.60</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>2175</td>
<td>4236</td>
<td>20</td>
<td>211.80</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>1298</td>
<td>4955</td>
<td>19</td>
<td>260.70</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>1070</td>
<td>5539</td>
<td>20</td>
<td>276.95</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>1113</td>
<td>5616</td>
<td>20</td>
<td>280.80</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>1065</td>
<td>5715</td>
<td>20</td>
<td>285.75</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>1253</td>
<td>5541</td>
<td>20</td>
<td>277.05</td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>1356</td>
<td>5449</td>
<td>20</td>
<td>272.45</td>
</tr>
<tr>
<td>Ninth (9th)</td>
<td>1447</td>
<td>5333</td>
<td>20</td>
<td>266.65</td>
</tr>
<tr>
<td>Totals</td>
<td>12743</td>
<td>46716</td>
<td>179</td>
<td>#261.00</td>
</tr>
</tbody>
</table>

*The ADA for the 1963-64 school year.

from a low of 205.70 in the second month to a high of 278.50 in the fifth
month. The average for the year was 250.49.

**Total for indices.**—The total for indices was 14,704 days absent and
45,089 days present, giving a total of 59,793 days for the school term of

**Average daily attendance - 1963-1964.**—The data on the average daily
attendance, days absent, days present, and yearly total in the Luthers-
ville Elementary School, 1963-1964 are presented in Table 10, page 29, and are analyzed below.

**Days absent.**—The days absent ranged from a low of 1065 in the sixth month to a high of 2175 in the second month.

**Days present.**—The days present ranged from a low of 4236 in the second month to a high of 5715 in the sixth month.

**Average daily attendance.**—The average daily attendance ranged from a low of 211.80 in the second month to a high of 285.75 in the sixth month. The average for the year was 261.00.

**Total for indices.**—The total for indices was 12713 days absent and 86716 days present, giving a total of 59459 days for the 1963-1964 school term.

**Average Daily Attendance - 1964-1965.**—The data on the average daily attendance, days absent, days present, and yearly total in the Luthersville Elementary School, 1964-1965 are presented in Table 11, page 31, and are analyzed below.

**Days absent.**—The days absent ranged from a low of 881 in the seventh month to a high of 1948 in the third month.

**Days present.**—The days present ranged from a low of 4858 in the third month to a high of 5908 in the seventh month.

**Average daily attendance.**—The average daily attendance ranged from a low of 242.90 in the third month to a high of 290.05 in the seventh month. The average for the year was 271.57.

**Total for indices.**—The total for indices was 11860 days absent and 48882 days present, giving a total of 60742 for the 1964-1965 school term.
### Average Daily Attendance By Months

<table>
<thead>
<tr>
<th>Month</th>
<th>Days Absent</th>
<th>Days Present</th>
<th>Days Taught</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>1363</td>
<td>5436</td>
<td>20</td>
<td>271.80</td>
</tr>
<tr>
<td>Second (2nd)</td>
<td>1821</td>
<td>4976</td>
<td>20</td>
<td>248.80</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>1948</td>
<td>4858</td>
<td>20</td>
<td>242.90</td>
</tr>
<tr>
<td>Fourth (4th)</td>
<td>1589</td>
<td>5234</td>
<td>20</td>
<td>261.70</td>
</tr>
<tr>
<td>Fifth (5th)</td>
<td>952</td>
<td>5758</td>
<td>20</td>
<td>287.90</td>
</tr>
<tr>
<td>Sixth (6th)</td>
<td>1010</td>
<td>5682</td>
<td>20</td>
<td>284.10</td>
</tr>
<tr>
<td>Seventh (7th)</td>
<td>881</td>
<td>5801</td>
<td>20</td>
<td>290.05</td>
</tr>
<tr>
<td>Eighth (8th)</td>
<td>1116</td>
<td>5573</td>
<td>20</td>
<td>278.65</td>
</tr>
<tr>
<td>Ninth (9th)</td>
<td>1180</td>
<td>5564</td>
<td>20</td>
<td>278.20</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>11860</strong></td>
<td><strong>48882</strong></td>
<td><strong>180</strong></td>
<td><strong>271.57</strong></td>
</tr>
</tbody>
</table>

*The ADA for the 1964-65 school year

### Summary on Attendance at the Luthersville Elementary School, 1960-1965

The data on the attendance of students in the Luthersville School, Luthersville, Georgia for the school years 1960-1965 are presented in Table 12, page 32, and are analyzed below.

1. The average daily attendance was 254.50 per year.
2. The average number of absent students per day was 132.57.
TABLE 12

FIVE YEAR ATTENDANCE OF THE STUDENTS AT THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA

<table>
<thead>
<tr>
<th>Year</th>
<th>Days Absent</th>
<th>Days Present</th>
<th>Days Taught</th>
<th>ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>13519</td>
<td>45622</td>
<td>180</td>
<td>253.45</td>
</tr>
<tr>
<td>1961-62</td>
<td>13460</td>
<td>42481</td>
<td>180</td>
<td>236.00</td>
</tr>
<tr>
<td>1962-63</td>
<td>14704</td>
<td>45089</td>
<td>180</td>
<td>250.49</td>
</tr>
<tr>
<td>1963-64</td>
<td>12743</td>
<td>64716</td>
<td>179</td>
<td>261.00</td>
</tr>
<tr>
<td>1964-65</td>
<td>11860</td>
<td>43882</td>
<td>180</td>
<td>271.57</td>
</tr>
</tbody>
</table>

Five Year Totals: 66286, 228790, 899, 1272.51

3. Total days absent was 66286.
4. Total days present was 228790.
5. Total days taught was 899 for the five year period.
6. The highest A.D.A. for a single year was 271.57 for the year 1964-1965.
7. The A. D. A. for the last three years increased about 10 per year.
8. The lowest A. D. A. per year was 236.
9. The minimum days taught within the five years was 179 due to the National Day of Mourning (Kennedy's Death).
10. The maximum number of days taught per year was 180.
The data on the enrollment of transported students at the Luthersville Elementary School, Luthersville, Georgia for the school years 1960-1965 are presented in Table 13, page 34, and are analyzed below.

1. The lowest number of transported students appeared in 1961-1962, which was 2,739.
2. The highest number of transported students appeared in 1964-1965 which was 2,921.
3. For the year 1963-1964 there were 2,906 transported students.
4. For the year 1960-1961 there were 2,871 transported students.
5. All the students living within 1 1/2 miles are not accounted for in the data computed on transportation in Table 13, due to the fact no finance is allotted for these students.
6. The average enrollment for the five year period as abstracted for the general transported enrollment report was 286.6.
7. Total transported enrollment for the five year period 1960-1965 was 14,338.

Indices on Personnel at the Luthersville Elementary School, 1960-1965

The data on the personnel of students in the Luthersville Elementary School, Luthersville, Georgia for the school years of 1960-1965 are presented in Table 14, page 35, and are analyzed below.

1. Nine teachers were earned per year for a five year period.
2. Three-plus teachers were lost each year.
3. A total of 16 plus teachers were lost for the five year period.
4. The total possible number of earned personnel was 63 plus
TABLE 13
DISTRIBUTION OF THE DISTANCE FROM SCHOOL - DISTANCE TRAVELLED BY THE STUDENTS IN THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA

<table>
<thead>
<tr>
<th>Year</th>
<th>Distance Traveled</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
<th>Ninth</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>1 1/2 miles</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>More than 1 1/2</td>
<td>327</td>
<td>320</td>
<td>328</td>
<td>327</td>
<td>325</td>
<td>323</td>
<td>305</td>
<td>308</td>
<td>308</td>
<td>2871</td>
</tr>
<tr>
<td>1961-62</td>
<td>1 1/2 miles</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>More than 1 1/2</td>
<td>304</td>
<td>303</td>
<td>301</td>
<td>302</td>
<td>302</td>
<td>307</td>
<td>308</td>
<td>305</td>
<td>307</td>
<td>2739</td>
</tr>
<tr>
<td>1962-63</td>
<td>1 1/2 miles</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>More than 1 1/2</td>
<td>316</td>
<td>320</td>
<td>324</td>
<td>326</td>
<td>326</td>
<td>327</td>
<td>321</td>
<td>314</td>
<td></td>
<td>2901</td>
</tr>
<tr>
<td>1963-64</td>
<td>1 1/2 miles</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>More than 1 1/2</td>
<td>310</td>
<td>311</td>
<td>320</td>
<td>321</td>
<td>321</td>
<td>330</td>
<td>330</td>
<td>329</td>
<td>328</td>
<td>2906</td>
</tr>
<tr>
<td>1964-65</td>
<td>1 1/2 miles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>More than 1 1/2</td>
<td>327</td>
<td>327</td>
<td>325</td>
<td>327</td>
<td>327</td>
<td>321</td>
<td>321</td>
<td>322</td>
<td>324</td>
<td>2921</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>1584</td>
<td>1581</td>
<td>1598</td>
<td>1603</td>
<td>1607</td>
<td>1608</td>
<td>1591</td>
<td>1585</td>
<td>1581</td>
<td>14,338</td>
</tr>
</tbody>
</table>
TABLE 111

DISTRIBUTION OF THE INDICES ON THE PERSONNEL OF THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA, 1960-1965

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Teacher Earned Rate</th>
<th>Enrollment</th>
<th>ADA</th>
<th>Personnel Earned</th>
<th>Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>27 Students Per Teacher</td>
<td>346</td>
<td>253.45</td>
<td>9.38</td>
<td>3.45</td>
</tr>
<tr>
<td>1961-62</td>
<td>&quot;</td>
<td>322</td>
<td>236.00</td>
<td>8.74</td>
<td>3.18</td>
</tr>
<tr>
<td>1962-63</td>
<td>&quot;</td>
<td>348</td>
<td>250.49</td>
<td>9.27</td>
<td>3.61</td>
</tr>
<tr>
<td>1963-64</td>
<td>&quot;</td>
<td>349</td>
<td>261.00</td>
<td>9.33</td>
<td>3.59</td>
</tr>
<tr>
<td>1964-65</td>
<td>28 Students Per Teacher</td>
<td>355</td>
<td>271.57</td>
<td>9.69</td>
<td>2.91</td>
</tr>
</tbody>
</table>

| Totals | 5 Year Totals | 1720 | 1,272.51 | 45.41 | 16.74 | 63.13 |

for the five year period.


7. The enrollment for other years were:
   - 349, 1963-1964
   - 348, 1962-1963
   - 346, 1960-1961

8. The enrollment progressively increased yearly from 1962-1964.
TABLE 15

DISTRIBUTION OF THE INDICES ON TRANSPORTATION IN THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA, 1960-1965

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Child Earned Rate</th>
<th>Enrollment</th>
<th>Earned</th>
<th>Possible Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>$38.87</td>
<td>319</td>
<td>$12,080.53</td>
<td>$12,080.53</td>
</tr>
<tr>
<td>1961-62</td>
<td>36.35</td>
<td>305</td>
<td>11,086.75</td>
<td>11,086.75</td>
</tr>
<tr>
<td>1962-63</td>
<td>35.97</td>
<td>323</td>
<td>11,618.31</td>
<td>11,618.31</td>
</tr>
<tr>
<td>1963-64</td>
<td>33.88</td>
<td>323</td>
<td>10,943.24</td>
<td>10,943.24</td>
</tr>
<tr>
<td>1964-65</td>
<td>38.40</td>
<td>325</td>
<td>12,480.00</td>
<td>12,480.00</td>
</tr>
<tr>
<td><strong>Five Year Totals</strong></td>
<td><strong>$182.47</strong></td>
<td><strong>1595</strong></td>
<td><strong>$58,208.83</strong></td>
<td><strong>$58,208.83</strong></td>
</tr>
</tbody>
</table>

Indices on Transportation at the Luthersville Elementary School, 1960-1965

The data on the transportation of students in the Luthersville School, Luthersville, Georgia for the school years 1960-1965 are presented in Table 15, above, and are analyzed in the separate statements below.

1. The earning rate ranged from $38.87 to $38.40.
2. The average rate per child for the five year period was $36.49.
3. The average amount spent per year for the total number transported was $11,618.31.
4. The total amount spent for the five year period was $58,208.83.
5. For the five year period $182.47 was spent for each child.
6. There was a decrease in the earning rate from $38.87 in 1960-1961 to 33.88 in 1963-1964.
TABLE 16
DISTRIBUTION OF THE INDICES ON THE MAINTENANCE AND OPERATION IN THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA, 1960-1965

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Teacher Earning Rate</th>
<th>Enrollment</th>
<th>Earnings</th>
<th>Loss</th>
<th>Number of Teachers</th>
<th>Possible Earnings Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>$1,000.00</td>
<td>346</td>
<td>$3,600</td>
<td>$1,200</td>
<td>9</td>
<td>$4,800</td>
</tr>
<tr>
<td>1961-62</td>
<td>$1,000.00</td>
<td>322</td>
<td>$3,600</td>
<td>$1,200</td>
<td>9</td>
<td>$4,800</td>
</tr>
<tr>
<td>1962-63</td>
<td>$1,000.00</td>
<td>348</td>
<td>$3,600</td>
<td>$1,200</td>
<td>9</td>
<td>$4,800</td>
</tr>
<tr>
<td>1963-64</td>
<td>$1,000.00</td>
<td>349</td>
<td>$3,600</td>
<td>$1,200</td>
<td>9</td>
<td>$4,800</td>
</tr>
<tr>
<td>1964-65</td>
<td>$1,000.00</td>
<td>355</td>
<td>$3,600</td>
<td>$1,200</td>
<td>9</td>
<td>$4,800</td>
</tr>
<tr>
<td>5 Year Totals</td>
<td>$2,000.00</td>
<td>1720</td>
<td>$18,000</td>
<td>$6,000</td>
<td>45</td>
<td>$24,000</td>
</tr>
</tbody>
</table>

7. The enrollment and earnings coincide with the rate of earning.

Indices on Maintenance and Operation at the Luthersville Elementary School 1960-65

The data on the maintenance and operation for students in the Luthersville Elementary School, Luthersville, Georgia for the school years 1960 - 1965 are presented in Table 16, above, and analyzed in the separate statements below.

1. Four hundred dollars ($400.00) was spent per teacher per year.
2. A total of $3,600.00 was spent per year.
3. One thousand and two hundred ($1,200.00) was lost per year.
4. Two thousand ($2,000.00) was spent for the five year period per teacher.
TABLE 17
DISTRIBUTION OF THE INDICES ON THE TEXTBOOKS IN THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA, 1960-1965

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Child Earned Rate</th>
<th>Enrollment</th>
<th>Earnings</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-1961</td>
<td>$3.00</td>
<td>346</td>
<td>$1,038.00</td>
<td>$1,038.00</td>
</tr>
<tr>
<td>1961-1962</td>
<td>3.00</td>
<td>322</td>
<td>966.00</td>
<td>966.00</td>
</tr>
<tr>
<td>1962-1963</td>
<td>3.00</td>
<td>348</td>
<td>1,014.00</td>
<td>1,014.00</td>
</tr>
<tr>
<td>1963-1964</td>
<td>3.00</td>
<td>349</td>
<td>1,047.00</td>
<td>1,047.00</td>
</tr>
<tr>
<td>1964-1965</td>
<td>3.00</td>
<td>355</td>
<td>1,065.00</td>
<td>1,065.00</td>
</tr>
<tr>
<td>Five Year Totals</td>
<td>$15.00</td>
<td>1720</td>
<td>$5,160.00</td>
<td>$5,160.00</td>
</tr>
</tbody>
</table>

5. Based on attendance pattern, $6,000 was lost for the five-year period.

6. Eighteen thousand dollars ($18,000) was earned for the five years.

7. The allotment remained the same for the five-year period per teacher.

8. The total earnings for maintenance and operations compares with the number of teachers.

Indices on Textbooks at the Luthersville Elementary School 1960-1965

The data on textbooks of students in the Luthersville Elementary School, Luthersville, Georgia for the school years 1960-1965 are presented
in Table 17, page 38, and are analyzed in the separate statements below.

1. Three dollars ($3.00) per child per year was spent for text-books.

2. The earnings for text books was on the increase from 1962 - 1965.

3. The lowest amount spent for text books was in 1961-1962 which was $566.00 for the total school.

4. The text books earning coincided with the enrollment yearly.

5. Thirteen hundred and twenty ($1,320.00) dollars was the average amount spent per year.

6. The total amount spent for the five year period was $5,160.00.

**Indices on Library Books at the Luthersville Elementary School 1960-1965**

The data on the library books of students in the Luthersville School, Luthersville, Georgia for the school years of 1960-1965 are presented in Table 18, page 40, and are analyzed below.

1. The rate ranged from .38 to .45 per child.

2. The average rate spent per child per year was .44.

3. For the years 1962-1963 the rates were .38 per child.

4. For the 1964-1965, .42 per child was spent.

5. From 1961 to 1965 the earnings increased yearly to some extent.

6. The total amount spent per year was $1141.10.

7. The total spent for the five year period was $705.51.

8. The total rate earned per child for the five year period was $2.02.
TABLE 18

DISTRIBUTION OF THE INDICES ON THE LIBRARY BOOKS IN THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA, 1960-1965

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Child Earned Rate</th>
<th>Enrollment</th>
<th>Earnings</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>$ .45</td>
<td>346</td>
<td>$165.70</td>
<td>$165.70</td>
</tr>
<tr>
<td>1961-62</td>
<td>.38</td>
<td>322</td>
<td>122.36</td>
<td>122.36</td>
</tr>
<tr>
<td>1962-63</td>
<td>.38</td>
<td>348</td>
<td>132.24</td>
<td>132.24</td>
</tr>
<tr>
<td>1963-64</td>
<td>.39</td>
<td>349</td>
<td>136.11</td>
<td>136.11</td>
</tr>
<tr>
<td>1964-65</td>
<td>.42</td>
<td>355</td>
<td>149.10</td>
<td>149.10</td>
</tr>
</tbody>
</table>

Five Year Totals

<table>
<thead>
<tr>
<th>Per Child Earned Rate</th>
<th>Enrollment</th>
<th>Earnings</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2.02</td>
<td>1720</td>
<td>$705.51</td>
<td>$705.51</td>
</tr>
</tbody>
</table>

Indices on Teaching Aids at the Luthersville Elementary School 1960-1965

The data on the teaching aids for students in the Luthersville Elementary School, Luthersville, Georgia for the school years of 1960-1965 are presented in Table 19, page 41, and are analyzed below.

1. The rate per child ranged from a low of $1.17 to a high of $1.80.
2. The average spent per year for the entire school was $510.11.
3. The amount spent for the five year period was $2,550.59.
4. The total earning per child for the five year period was $7.34 per child.
5. One dollar and forty-two cents ($1.42) was spent per child for
**TABLE 19**

DISTRIBUTION OF THE INDICES ON THE TEACHING AIDS IN THE LUTHERSVILLE ELEMENTARY SCHOOL, LUTHERSVILLE, GEORGIA, 1960-1965

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Child Earned Rate</th>
<th>Enrollment</th>
<th>Earnings</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>$1.42</td>
<td>346</td>
<td>$491.32</td>
<td>$491.32</td>
</tr>
<tr>
<td>1961-62</td>
<td>1.72</td>
<td>322</td>
<td>553.84</td>
<td>553.84</td>
</tr>
<tr>
<td>1962-63</td>
<td>1.17</td>
<td>348</td>
<td>407.16</td>
<td>407.16</td>
</tr>
<tr>
<td>1963-64</td>
<td>1.23</td>
<td>349</td>
<td>459.27</td>
<td>459.27</td>
</tr>
<tr>
<td>1964-65</td>
<td>1.80</td>
<td>355</td>
<td>639.00</td>
<td>639.00</td>
</tr>
<tr>
<td>Five Year Totals</td>
<td>$7.34</td>
<td>1,720</td>
<td>$2,550.59</td>
<td>$2,550.59</td>
</tr>
</tbody>
</table>

the year 1960-1961.

6. One dollar and twenty-three cents ($1.23) was spent in 1963-1964 per child.

7. One dollar and seventy-two ($1.72) cents was spent in 1961-1962 per child.
CHAPTER III

SUMMARY AND CONCLUSIONS

Introductory statement.— The writer has been very much concerned about the enrollment average daily attendance and finance in the public school of Meriwether County for several years. Large enrollment and low ADA patterns have caused the school to lose many very important services and funds such as: personnel, teaching aids, maintenance and operation, textbooks, library books, and transportation.

As long as the present pattern of enrollment and ADA exist, education for the local children will remain inadequate or substandard. If we continue to allow the attendance pattern to exist, we are going to be guilty of turning out inferior products. We as leaders and teachers must take a more positive stand on the impact of enrollment and ADA upon the finance and services of the total school's programs.

This study was conducted because the writer felt that the general attitude of parents and others would change if hard facts were collected compiled and analyzed in an understandable manner about the impact of enrollment, and ADA upon the general program in our present day schools.

Statement of the problem.— The problem involved in this study was to determine to what extent the allotment of finance to such programs and services as: (a) personnel, (b) transportation, (c) maintenance and operation, (d) textbooks, (e) library books and (f) teaching aids
The major purpose of this study was to ascertain to what extent the enrollment and ADA index affects the allotment of finance, varied programs and services of the Luthersville Elementary School, Luthersville, Georgia for a five-year period.

The specific purposes of this study was to determine for a five-year period:

1. The number of teachers earned and lost based upon enrollment and attendance.
2. The amount of money earned for textbooks based upon enrollment.
3. The amount of money earned and lost for maintenance and operation based upon enrollment and attendance.
4. The amount of money earned for transportation based upon enrollment.
5. The amount of money earned for library books based upon enrollment.
6. The reconciliation of the earned share of county and state allotment as compared to allotment received for the school.
7. The lost of allotment for the varied programs and services as indicated by the ADA index for each given year and the five-year period.

Definition of terms.— The four major terms used in this study were defined as follows:

1. "Enrollment" refers to the total number of different pupils on the school roll.
2. "Attendance" refers to the presence of a pupil on days school was in session.
3. "Non-Attendance" refers to the absence of a pupil on days school was in session.
4. "Average Daily Attendance" refers to the average number of pupils present each day during the period of a year.

Limitation of the study.— This study was limited as to source of data to the principals' annual enrollment and average daily attendance reports for the five-year period between 1960 and 1965.

Locale and research-design of study.— Significant aspects of the research-design are outlined in summary below.

1. Locale— The locale of this study was at Luthersville Elementary School, Meriwether County, Georgia.

Luthersville is located in the northwest section of Meriwether County. Agriculture provides income for most of the families that send children to the Luthersville School. There are five churches and one community house for Negroes. One railroad and two main highways run through Luthersville. There are four service stations and several general stores. There is a small post office. Public health services and police protection are obtained from Greenville, Georgia, the County Seat which is thirteen miles from Luthersville.

2. Method of research— The Descriptive-Survey Method of research was used in collecting and treating of the data of this study.

3. The subjects— The subjects were composed of the total school population at the Luthersville Elementary School, Luthersville, Georgia for the five-year period, 1960-1965.

4. The materials— The materials were the official records and related literature found in the principal's office and the superintendent's office.

5. Criterion of reliability— The criterion of reliability of the data was the authenticity and accuracy of the data-items abstracted from the reports and records used, together with that of the reactions gained through interviews with key individuals.

6. Procedural steps— The following procedural steps were used in order to achieve the purposes of this study:

a. The investigator obtained permission to conduct this study from the proper school officials.
b. The investigator surveyed the pertinent literature related to the study and present it in a summarized form.

c. The data were collected from records in the county school superintendent's office.

d. The data were tabulated, analyzed and interpreted.

e. The findings, conclusions, implications, and recommendations were derived from the analysis and interpretation of the data collected and will constitute the contents of the finished thesis.

Summary of survey of related literature.— The writer found that the literature surveyed reveals the following:

1. Much literature has been written on the school enrollment and attendance.

2. Enrollment and attendance are problems for many states.

3. The average daily attendance plays a major role in the school's program.

4. Enrollment plays an important role in the school's program.

5. Some states spend more per child than others.

6. The government is taking a great interest in the welfare of the American youth.

7. People in top positions can do much to improve our present day system of education.

8. The education of our youth is everybody's business.

9. Huge sums of money are being spent for education.

10. Enrollment and ADA are increasing due to rise in population and attendance laws.

Summary of the basic findings.— The summation of the basic findings of this research is here presented in a verbal resume of the data collected.

Verbal resume.— The verbal summation of findings of this study are organized under six main headings: (1) personnel, (2) transportation,
(3) maintenance and operation, (4) textbooks, (5) library books, and (6) teaching aids.

Personnel.— In this situation personnel refers to eight teachers and one teaching principal. Based on ADA of 27 pupils per person for the years 1960-1964 and an ADA of 28 for the year of 1964-1965, we find that: an average of nine personnels were earned per year. An average of three were lost per year. We earned a total of 45 for the five-year period and lost 17 due to the attendance pattern.

Transportation.— The data on transportation is concerned primarily with those students traveling more than 1 1/2 miles and the amount of finance allotted or earned for the transportation program at the Luthersville Elementary School for a five-year period. The findings show the lowest amount spent for transportation was $33.38 per child and the highest amount was $38.40. The average spent per year was $11,641.76 and $58,208.38 was the total spent for the five-year period.

Maintenance and operation.— For maintaining and operating the school plant for a five-year period 1960-1965 based on the number of teachers employed, we find that: $400.00 per teacher per year was spent. The total amount earned was $18,000 and the total possible earnings based on enrollment is $24,000.00 for the five-year period.

Textbooks.— In computing the data relative to textbook allotments and expenditures for the students at the Luthersville School for a five-year period we find that: The amount spent for textbooks per child per year was $3.00 for the five-year period. $1,032.00 was the five-year average. The total spent for the five-year period was $5,160.00.
Library.—In dealing with the pertinent data on library books allotments and the earnings we find that: the lowest amount spent per person was $.38, and $.45 was the highest amount spent. The total yearly amount for the school was $117.10 and $705.51 was the total amount spent for the five-year period.

Teaching aids.—The data on teaching aids or teacher helpers shows that: the smallest amount spent was $1.17 and the largest amount spent was $1.80 for the five-year period. The average amount spent per child during this period was $1.44. The average amount per year for the entire school was $512.11 and $2,550.59 was the total amount spent for the five-year period.

Totals expenditures, except personnel.—

$58,208.38 - Transportation
18,000.00 - Maintenance and operation
5,160.00 - Textbooks
705.51 - Library books
2,550.59 - Teaching aids
$814,624.48 - Total

Average expenditures or allotments were $16,924.89. Average loss was $1,200 per year. Total loss was $4,300 for the five-year period.

Conclusions.—The findings of this study appear to warrant the following conclusions:

1. The personnel as allotted by state regulations was properly received and utilized.
2. The transportation system was properly financed utilizing allotted allotments.
3. The area of maintenance and operation is adequately financed.
4. The allotment for textbooks does not coincide with the rise in cost from year to year.

5. In observing the amount allotted for library books, the funds are inadequate to meet the present needs.

6. Due to the fluctuation in the allotment for teaching aids, it is an unstable area.

Implications.--The implications that grew out of this study for educational theory and practice are given below:

1. It appears that the personnel is adequate when the ADA is carefully examined at the Luthersville School for a five-year period.

2. It appears that the maintenance and operation department of the school is one of the best financed parts of the school's program.

3. It appears that the pupil allotment for textbooks is too stagnant due to the rise in cost.

4. It appears that it will be years before the Luthersville Elementary School will have enough books to meet the Georgia Accrediting Standards, when one examines the amount spent for library books.

5. It appears that teaching aids are considered a very important part of the school's program when we note the amount of money earned and spent in this area for a five-year period.

6. It appears that attendance laws at the Luthersville Elementary School need enforcing.

7. It appears that the general public shows very little concern about attendance.

8. It appears that the school community is not aware of the sum of money lost due to the attendance pattern of the students.

Recommendations.--The conclusions, findings, and implications warrant the following recommendations:

1. That the school board should inaugurate a positive stand on school attendance through the visiting teacher's office.

2. That the school teachers make more effort to inform the general public on the importance of regular attendance on the
part of all children of school age in a given situation.

3. That the personnel be allotted on the enrollment and not on ADA.

4. That the amount spent for teaching aids and library books be increased at least 10% of the present allotment.
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