THE EFFECTS OF WORLD WAR II ON THE SCHOOLS FOR WHITE CHILDREN OF BALDWIN COUNTY, ALABAMA

By

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A THESIS

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<th>Description</th>
<th>Page</th>
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ACKNOWLEDGMENTS

The writer wishes to express his appreciation to Dr. George Howard of the College of Education, University of Alabama, for his sympathetic encouragement and invaluable criticism; to Mr. S. M. Tharp, Superintendent of Baldwin County Schools, Baldwin County, Alabama; to Mr. P. M. Mason, Supervisor of Transportation and Buildings, Baldwin County, Alabama; to Mr. C. F. Taylor, Principal of Robertsdale School; to many fellow workers in Baldwin County for their kind assistance in the collection of data; and to my wife, Mrs. Bertie Lee Moseley, for her inspiration and helpfulness in carrying on this study.
Chapter I

INTRODUCTION

Baldwin County, situated in the southernmost part of Alabama between Mobile and Perdido Bays, has a million acres of land and a long shoreline with both gulf coast and bay shore. Since it is semi-maritime in economy and culture, fishing and allied industries vie with naval stores and truck farming as major industries. Its long growing season and diverse population have made intensive mechanized truck farming highly profitable. Produce, moved by rail and truck, is carried almost exclusively above the Mason and Dixon line to assured markets. Within the past fifteen years poultry, dairy and beef cattle, and the resort business have become significant, and the naval stores and pulp industries are good "money" items. Baldwin is one of Alabama's high income counties; tenant farming, except among some of the Negro districts, is practically non-existent.

To the west of Baldwin County, directly across Mobile Bay, lies the city of Mobile, Birmingham's water outlet, a Latin American port, and a location of prime importance in a military aspect. Brookley Field, one of the country's largest air supply depots, the Aluminum Company of America, paper interests, shipbuilding and shipping, employ many persons and make for heavy pay rolls.
Pensacola, the "Annapolis of the Air", lies to the east of the county. The naval air base there has been the center of naval aviation instruction for many years.

At the onset of World War II the government selected Mobile as one of our nation's shipbuilding centers. Pensacola expanded and many airfields, acting as auxiliary units, were opened in surrounding areas. Top wage inducements in these industrial centers, government insistence on full agricultural participation, and selective service all came simultaneously with tremendous impact. These three outgrowths of World War II naturally affected Baldwin County's inhabitants. Mobile overnight changed from a leisurely port city to a melting pot of job seekers, from a city of sixty thousand inhabitants to a city of two hundred thousand. Mobile overflowed, Pensacola overflowed, and Baldwin County was wedged between the two.

Prior to the war, the year 1940-1941 had been one of much progress in education: teachers had attended summer school; a very effective in-service program had been carried on for a number of years. The county teachers had been welded into an effective unit, working cooperatively for common goals. Improvements in school facilities had been consistent, and public ownership of school transportation was begun.

In spite of these apparent improvements, tensions occasioned by the unusual world situation made previous
evaluations obsolete. Not only were these tensions reflected in the school system, but also farmers, laborers—the whole citizenry—knew that the holocaust in Europe was already affecting the economy and all of the institutions of the county. Baldwin farmers were "market-minded" and followed conditions closely enough to have a dim realization of the fact that the country was being forced into world citizenship. These people, with their knowledge of northern markets, realized the implications rather clearly.

Purpose

The purpose of this thesis is to show what effects World War II had on the schools for white children of Baldwin County. How well did teachers, administrators, students, and school facilities stand the test of a great war? It is hoped that some conclusions may be drawn which will point the way toward making the county schools stronger so that they can better withstand stresses and changes in future crises.

The year 1940-1941, for the purpose of this thesis, is the last pre-war school year. The last war year is 1944-1945. Data cover only white schools.

Can statistics reasonably be supposed to show all elements of dislocation during those hectic years? The answer is indubitably "no".

Interpretations drawn from figures presented in this
thesis certainly will not and cannot indicate heavy and unusual loads, teacher adjustment, and teacher and student stresses of varied characters. Figures here presented, however, do indicate significant factors and logical interpretations, and they are given herein with very conservative generalizations only. No attempt will be made to set up dogmatic interpretations as tendencies alone can be verified in a single county study of this character.

Sources of Data

Data on the certification of teachers were taken from the register of certification as of June 30, 1940, to July 1, 1946. The salary, the number and sex of teachers employed, and in-term changes were taken from the minutes of the Baldwin County Board of Education, found in the Superintendent's office. Information concerning pupil attendance, enrollment, withdrawals, and original entries from other states was taken from the Annual Reports of Attendance in Public Day Schools as of June 30, 1940, to July 1, 1946. Data on buildings and transportation were taken from records in the supervisor's office, Bay Minette, Alabama.

Official records of the State Department of Education of Alabama were used. These records were compiled from reports made by the different county superintendents to the State Department of Education. These were published
in Annual Reports, Statistical and Financial, from 1940 to 1946.

Data were secured on graduation of pupils, general facts, and opinions of school children's discipline from high school principals.

Some information was secured by letter.

Certain data were taken from reports in the field of educational research. The bibliography represents literature read and studied in an attempt to find material pertinent to the particular question at hand.

Methods of Collecting Data

Material for this study was gathered by personal visits to the County Superintendent's office, Bay Minette, Alabama. Interviews were held with the county superintendent, the attendance supervisor, building and transportation supervisor, and high school principals of the county. Literature dealing with the effects of the war on schools, transportation, and buildings was also used.

Obstacles Met in the Study and Methods Used to Overcome Them

The task of finding complete records on teachers and pupils was great, as some records were misplaced due to changes in office help during the war.

The effects of the war on pupil transfers, P.T.A., athletics, and school associations had to be dispensed
with because of insufficient records.

Data on a number of teacher changes were unobtainable, because a great many teachers worked just a short time; therefore the superintendent was unable to secure a certificate or place their names on the payroll.
Chapter II
THE EFFECTS OF WORLD WAR II ON TEACHERS
IN THE SCHOOLS FOR WHITE CHILDREN
OF BALDWIN COUNTY, ALABAMA

Certificate Changes During War Years
in Baldwin County

One of the means by which teachers are qualified or licensed is by their college preparation or training. In Alabama the State Department of Education, Division of Certification, recognizes this fact in granting certificates. Practically every state in the union uses this means as a measuring tool. Educators feel that a person who has pursued a prescribed course of study in an accredited college for teacher training is qualified and should be given a certificate to teach school. It is a known fact that training in college alone is not all that is necessary; there are other factors such as experience, character, and personality. However, as a basis of measurement for teacher qualifications, the outstanding factor is college training in prescribed courses.

In discussing the preparation of teachers, Pannell says that:

The total amount of schooling, or the number of years beyond high school graduation, is the best single available measure of pre-

paration. Although subject to certain limitations, it is the most commonly accepted index of the educational qualifications of the teaching personnel of a school system.

It is not the purpose of this section to go into a detailed analysis of the certification machinery of Alabama. The authorization for certification is granted in Section 41, Article IV, of the 1927 School Code which provides that the State Board of Education "... shall prescribe rules and regulations ... governing the training and certification of teachers in the public schools of the State." 2

The status of teacher training in the white schools of Baldwin County over the six-year period is revealed in Table 1.

---

Table 1
Certification of All White Teachers by Number and Per Cent in Baldwin County, Alabama, for the Six-Year Period 1940-41 through 1945-46

<table>
<thead>
<tr>
<th></th>
<th>1940-41</th>
<th>1941-42</th>
<th>1942-43</th>
<th>1943-44</th>
<th>1944-45</th>
<th>1945-46</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Number Employed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>207</td>
<td>230</td>
<td>222</td>
<td>225</td>
<td>239</td>
<td>245</td>
</tr>
<tr>
<td><strong>Rank I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>11</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>Per Cent</strong></td>
<td>5.31</td>
<td>5.65</td>
<td>4.95</td>
<td>4.00</td>
<td>3.77</td>
<td>4.08</td>
</tr>
<tr>
<td><strong>Rank II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>79</td>
<td>70</td>
<td>80</td>
<td>62</td>
<td>64</td>
<td>67</td>
</tr>
<tr>
<td><strong>Per Cent</strong></td>
<td>38.16</td>
<td>30.44</td>
<td>36.04</td>
<td>27.55</td>
<td>26.78</td>
<td>27.35</td>
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<td><strong>Rank III</strong></td>
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<td></td>
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<td><strong>Number</strong></td>
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<td>23</td>
<td>20</td>
<td>15</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td><strong>Per Cent</strong></td>
<td>6.76</td>
<td>10.00</td>
<td>9.00</td>
<td>6.67</td>
<td>5.02</td>
<td>5.31</td>
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<tr>
<td><strong>Rank IV</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
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<td>98</td>
<td>70</td>
<td>62</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td><strong>Per Cent</strong></td>
<td>46.38</td>
<td>42.60</td>
<td>31.53</td>
<td>27.55</td>
<td>25.10</td>
<td>21.22</td>
</tr>
<tr>
<td><strong>Rank V</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
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<td>26</td>
<td>41</td>
<td>77</td>
<td>94</td>
<td>103</td>
</tr>
<tr>
<td><strong>Per Cent</strong></td>
<td>3.38</td>
<td>11.30</td>
<td>18.47</td>
<td>34.22</td>
<td>39.33</td>
<td>42.04</td>
</tr>
</tbody>
</table>

Source of Data: Official Register of Certification of Teachers for Years 1940-41 through 1945-46.
A study of the table will show that the certificates of the teachers are classified into five divisions: designated as Rank I, Rank II, Rank III, Rank IV, and Rank V. A Rank I certificate is held by a teacher who has completed at least five years of college work in a curriculum for teacher training, and has obtained a master's degree. A Rank II certificate denotes that the holder of such has spent four years in college and has either an A. B. degree or a B. S. degree and has taken required teacher training curriculum. A Rank III certificate signifies that the teacher has credit for at least three years of college work, with prescribed teacher training courses. A Rank IV certificate means that the holder has had at least two years of teacher training. A Rank V certificate indicates that the teacher has less than two years of college work, some having finished only high school or in some cases even less. These were primarily emergency or defense certificates.

Frazier states that the nation as a whole had more emergency certificates in 1943-44. Baldwin County varied from this somewhat, as Table 1 shows a continuous drop from 1943-44 through 1945-46.

The percentage in Table 1 shows that there was a

slight drop in the per cent of Rank I certificates during the six-year period, the lowest per cent being in 1944-45. There was a decrease in the per cent of Rank II certificates in 1941-42 over the year 1940-41, but a slight increase of per cent for the year 1942-43 over the year 1941-42. There was a gradual decrease in the per cent of Rank II certificates in 1943-44 and 1944-45. The per cent climbed in the year 1945-46 but did not reach the 1940-41 standards.

The percentage of Rank III certificates increased from 6.76 per cent in 1940-41 to 10 per cent in 1941-42; thereafter the percentage took a gradual drop year by year through 1946.

The percentage of teachers holding a Rank IV certificate decreased year by year from 46.38 per cent in 1940-41 to 21.22 per cent in 1945-46.

The greatest increase in percentage of all ranks of certificates was in the Rank V certificates. They increased from 3.38 per cent in 1940-41 to 42.02 per cent in 1945-46.

The graph on page twelve, showing the percentage of the various ranks of certificates, gives a clear picture of the training of the teachers of Baldwin County, Alabama, for the years 1940-41 through 1945-46. The graph shows that the Rank V certificates climbed rapidly from 3.38 per cent in 1940-41 to 42.04 per cent in 1945-46,
Certification of White Teachers by Per Cent of Each Rank of Baldwin County, Alabama, 1940-41 through 1945-46
whereas the Rank I, Rank II, and Rank III certificates decreased.

A check of the status of teacher certification in Baldwin County for the years 1940-41 through 1945-46 and the data obtained from the minutes and register of certification reveals that the lowest certification percentage of qualifications occurred in 1943-44. These data are shown by per cent and graph.

By close analysis we find that the grade of teacher certification dropped year by year as long as the war lasted and the year after cessation of fighting. The greatest change was in the lower brackets of certification. The most significant situation arose in the group holding the Rank V certificate, which is a defense or emergency certificate. The number increased from seven in 1940 to ninety-four in 1945-46.

Teaching Experience

Table 2 gives data showing the experience of teachers, compiled from the Teachers' Institute list sent to the State Department of Education.
Table 2
TEACHING EXPERIENCE OF ALL WHITE TEACHERS
OF BALDWIN COUNTY, ALABAMA
1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Total by Steps of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1940-41</td>
<td>16</td>
</tr>
<tr>
<td>1941-42</td>
<td>18</td>
</tr>
<tr>
<td>1942-43</td>
<td>18</td>
</tr>
<tr>
<td>1943-44</td>
<td>15</td>
</tr>
<tr>
<td>1944-45</td>
<td>14</td>
</tr>
<tr>
<td>1945-46</td>
<td>29</td>
</tr>
</tbody>
</table>

Step
1 = 0 years experience.
2 = 1-4 years.
3 = 5 years or more.

Source of Data: Minutes of Baldwin County Board of Education, 1940-41 through 1945-46.
This table shows that the experience of teachers did not change to any great extent. This was perhaps true because the emergency and new teachers hired during the war were people who had taught for a number of years before and had dropped out of the teaching profession for various reasons. Teachers who had long been out of the profession were recalled to duty.

In one school (problems of similar nature were common to other schools) a teacher who was sixty-five years old was recalled. Her methods of teaching were antiquated; children were taught to spell by the spelling match method; work and health habits of the children were discarded; the appreciation period was not accepted as of any value to children. She adjusted the room temperature to her own needs, giving no thought to the needs of the lives of the more healthy and active children. As a result the children lost interest in their work, became rude, temperamental and fretful; therefore discipline became very poor. Learning practically ceased. This unquestionably was not the result of a careless and thoughtless teacher, but the result of one whose methods of teaching and living, were completely outmoded and out of place.

A number of these emergency teachers, including some of the best of the group, accepted positions only through patriotic motives, or through an unwillingness to see children suffer from lack of teachers. Others were house-
wives whose own children no longer needed their full-time care, or wives of servicemen who found their allotment inadequate or their lives dull and meaningless with their loved ones gone, and who would welcome the day when the return of regular teachers would permit them to resign with the satisfaction of an essential service well performed.

The total number of teachers shown on this list varies somewhat from the list taken from the information received from the register of teachers' certificates. The difference is due to the fact of in-term changes.

**Sex of Teachers**

Table 3 presents the data concerning the sex of teachers in the white schools of Baldwin County during the years 1940-41 through 1945-46.

---


5. In-term changes as used in this thesis means the number of teacher changes while school is in session.
Table 3

Sex of White Teachers by Number and Per Cent
Baldwin County, Alabama
1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Percent of Women</th>
<th>Percent of Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>155</td>
<td>52</td>
<td>207</td>
<td>74.88</td>
<td>25.12</td>
</tr>
<tr>
<td>1941-42</td>
<td>187</td>
<td>43</td>
<td>230</td>
<td>81.30</td>
<td>18.70</td>
</tr>
<tr>
<td>1942-43</td>
<td>194</td>
<td>28</td>
<td>222</td>
<td>87.39</td>
<td>12.61</td>
</tr>
<tr>
<td>1943-44</td>
<td>204</td>
<td>21</td>
<td>225</td>
<td>90.67</td>
<td>9.33</td>
</tr>
<tr>
<td>1944-45</td>
<td>215</td>
<td>24</td>
<td>239</td>
<td>89.96</td>
<td>10.04</td>
</tr>
<tr>
<td>1945-46</td>
<td>225</td>
<td>20</td>
<td>245</td>
<td>91.84</td>
<td>8.16</td>
</tr>
</tbody>
</table>

Source of Data: Minutes of Baldwin County Board of Education, 1940-41 through 1945-46.

During the year 1940-41 there were fifty-two men out of two hundred seven teachers or 25.12 per cent of the total. The number and percentage decreased year by year through 1943-44, which was the lowest of the war years. In 1943-44, of the two hundred twenty-five teachers employed, only twenty-one or 9.33 per cent were men. The year 1945-46, the year following the cessation of fighting, the number and per cent of men were even less than in 1943-44. Of two hundred forty-five teachers employed in 1945-46, only twenty or 8.16 per cent were men. Pre-
umably the men teachers were either serving in the Armed Forces, had accepted better paying positions, or were doing Civil Service work.

In 1940-41, of the two hundred seven teachers employed, one hundred fifty-five or 74.88 per cent were women. The number of women teachers increased yearly through the war era. The percentage of women teachers rose to the period's high in 1945-46. In that year 91.84 per cent of all teachers employed were women.

**In-Term Changes**

Table 4, on teacher changes, or in-term changes, as taken from the minutes of the Baldwin County Board of Education, shows that the greatest number of changes were in the years 1942-43 and 1944-45. A slight decrease occurred during the term 1945-46.
Table 4

Number of Teacher In-Term* Changes in the White Public Schools of Baldwin County

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>4</td>
</tr>
<tr>
<td>1941-42</td>
<td>23</td>
</tr>
<tr>
<td>1942-43</td>
<td>26</td>
</tr>
<tr>
<td>1943-44</td>
<td>20</td>
</tr>
<tr>
<td>1944-45</td>
<td>26</td>
</tr>
<tr>
<td>1945-46</td>
<td>24</td>
</tr>
</tbody>
</table>

Average Change 20.5

Source of Data: Minutes of Baldwin County Board of Education, 1940-41 through 1945-46.

*See page 18.

The in-term change factors which operate in war times seem to affect men educational workers to a much greater extent than they do the women teachers. The evidence also indicates that war conditions drive more men than women from the teaching profession.

The in-term changes of educational workers in Baldwin

County was of such magnitude in the years 1943-44 and 1944-45 that it undoubtedly ranked in the forefront as an obstacle to the county's educational program.

The principals and superintendents of the schools had a great task in securing teachers to keep the schools open. The children were on hand and perhaps a student in the school was the best teacher that could be secured for a day, a week, or a month, until some mother could be persuaded to return to teach after having been out of the profession for a number of years.

Between Term Changes

Table 5 shows the number of teachers resigning their positions as teachers in Baldwin County during the summer vacation. The number increased from ten during the summer of 1940 to eighty-two in 1942, the first summer after Pearl Harbor. The losses were heavy throughout the war period, as the table shows.
Table 5

Number of Teachers Resigning Their Positions as Teachers in Baldwin County Schools During the Summer Vacation for the Years 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>10</td>
</tr>
<tr>
<td>1941-42</td>
<td>39</td>
</tr>
<tr>
<td>1942-43</td>
<td>82</td>
</tr>
<tr>
<td>1943-44</td>
<td>60</td>
</tr>
<tr>
<td>1944-45</td>
<td>47</td>
</tr>
<tr>
<td>1945-46</td>
<td>76</td>
</tr>
</tbody>
</table>

Average Number Resigning 52.33

Source of Data: Minutes of Baldwin County Board of Education, 1940-41 through 1945-46.

The immediate causes for the continuance of severe shortage conditions include a combination of unusually heavy withdrawals of teachers from the schools and an increasing shortage of replacements for those lost. The most important factor in bringing about these conditions is the unfavorable competitive position of teaching in the unemployment market. This is plainly indicated by the relatively higher wages and salaries paid in industry
and in other non-teaching occupations which demand college preparation.

**Teacher Load**

Table 6 shows that in the year 1940-41 each elementary teacher had an average enrollment of 30.4 pupils and each high school teacher an average of 25.8 pupils. The table shows that in the year 1943-44 the average enrollment per elementary teacher increased to 34.7 pupils, whereas the high school average increased to an enrollment of 27.1 pupils per teacher.

---

7. Frazier, _loc. cit._, 5-7.
### Table 6

Average Daily Attendance and Average Enrollment Per White Teacher in Baldwin County, Alabama 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary Enrollment</th>
<th>A.D.A.</th>
<th>High School Enrollment</th>
<th>A.D.A.</th>
<th>Total Enrollment</th>
<th>A.D.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>30.4</td>
<td>25.6</td>
<td>25.8</td>
<td>22.3</td>
<td>28.5</td>
<td>24.3</td>
</tr>
<tr>
<td>1941-42</td>
<td>30.5</td>
<td>25.5</td>
<td>26.0</td>
<td>22.1</td>
<td>28.6</td>
<td>24.1</td>
</tr>
<tr>
<td>1942-43</td>
<td>34.5</td>
<td>28.1</td>
<td>27.0</td>
<td>21.7</td>
<td>31.3</td>
<td>25.4</td>
</tr>
<tr>
<td>1943-44</td>
<td>34.7</td>
<td>28.5</td>
<td>27.1</td>
<td>22.6</td>
<td>31.6</td>
<td>26.1</td>
</tr>
<tr>
<td>1944-45</td>
<td>34.2</td>
<td>29.1</td>
<td>31.0</td>
<td>23.5</td>
<td>31.6</td>
<td>26.9</td>
</tr>
<tr>
<td>1945-46</td>
<td>33.9</td>
<td>28.6</td>
<td>27.0</td>
<td>22.8</td>
<td>31.1</td>
<td>26.2</td>
</tr>
</tbody>
</table>


The enrollment factor does not indicate all the teacher load. The teachers helped with selective service, gasoline rationing, food rationing, various drives, such as Red Cross, clothing, and War Chest, and with many other duties. These factors all strove to increase the teacher's load. The extra duties at night, such as recreational leadership, war activities, speeches, drills for air-raids and fires, and many other activities helped to tax the load of the teachers.
Comparison of Salaries of White Teachers of Baldwin County, Alabama, with the Cost of Living

Baldwin County teachers, elementary and high school, excluding administrators and vocational teachers, were paid an average salary of $770.50 in 1939-40. In 1940-41 their average salary dropped to $708.37. Beginning with the school term 1941-42 salaries increased year by year to $1236.43 in 1945-46. The true value of the teacher's salary (which is the average salary divided by the rising cost of living) for the year 1945-46 was only $922.71. These data are revealed in table 7.
Table 7

Comparison of Salaries of White Teachers of Baldwin County, Alabama, with Cost of Living 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost of Living Index 9</th>
<th>Average Salary 10</th>
<th>True Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939-40</td>
<td>100</td>
<td>770.50</td>
<td>770.50</td>
</tr>
<tr>
<td>1940-41</td>
<td>104</td>
<td>708.37</td>
<td>681.12</td>
</tr>
<tr>
<td>1941-42</td>
<td>110</td>
<td>720.27</td>
<td>654.79</td>
</tr>
<tr>
<td>1942-43</td>
<td>113</td>
<td>994.12</td>
<td>757.81</td>
</tr>
<tr>
<td>1943-44</td>
<td>124</td>
<td>1021.98</td>
<td>824.17</td>
</tr>
<tr>
<td>1944-45</td>
<td>128</td>
<td>1077.59</td>
<td>826.24</td>
</tr>
<tr>
<td>1945-46</td>
<td>134</td>
<td>1236.43</td>
<td>922.71</td>
</tr>
</tbody>
</table>

Table 7 shows that teachers' salaries increased throughout the six-year period, 1940-41 through 1945-46. When we compare the true value of the teacher's salary with the real value, we find that the true value was lower than the real value, even though the teacher's salary had increased.

10. Superintendent's Annual Reports, 1940-41 through 1945-46.
Such conditions should challenge the profession and the public to vigorous action. Competent teachers are attracted to their work by many considerations other than salary. But that is no excuse for not facing the fact that teachers have to pay cash for bread, clothes, houses, medicine, schooling, books, travel, and security. Society lacks vision if it asks teachers to eke out a meager existence below the economic level necessary to develop their full strength and effectiveness.

A graph is herewith shown to give a more vivid picture of the salaries paid Baldwin County teachers during the period under study. The data revealed in this graph show that the average teacher's salary increased but the true value of the salary did not increase in the same proportion.

Average and True Value of White Teachers' Salaries of Baldwin County, Alabama, 1939-46
Summary

That the effects of World War II on the teaching personnel were unsatisfactory can be seen from the following:

1. There was an alarming drop in the number of trained teachers. Rank V certificates increased from 3.38 per cent to 42.04 per cent.

2. The change in experienced teachers was not so great, as a number of replacements were made with people who had taught a number of years previously.

3. The percentage of men teachers dropped from 25.12 per cent in 1940-41 to 8.16 per cent in 1945-46.

4. The number of teacher in-term changes remained a great problem during the last five years of the period.

5. The number of teachers who resigned their positions from schools of Baldwin County during the summer vacation was alarming. Eighty-two left during the first summer after war was declared. Replacements were made primarily with people holding emergency certificates.

6. Each teacher taught approximately three more pupils in 1943-44 than in 1940-41.

7. In addition to the extra pupil load, the teachers were called upon to administer the war drives for money and clothing, rationing and selective service.

8. The annual teacher salary increased from $770.50
in 1940-41 to $1236.43 in 1945-46, but due to the rising cost of living, the true value of the 1945-46 salary was only $922.21.
Chapter III

THE EFFECTS OF WORLD WAR II ON THE PUPIL
IN THE WHITE SCHOOLS OF BALDWIN COUNTY

The pupil population in Baldwin County changed rapidly during the war years 1940 to 1946. The large turn-over was caused mainly by families leaving the rural areas to seek work in the defense plants. In return the families living in the overcrowded areas around the defense plants moved to the rural areas to live.

One of the most distressing problems facing the schools was the constant turn-over of pupil population. Hardly a school day passed during the war years without new students being enrolled and as many others being withdrawn. The effects of the war on school enrollments and expenditures was felt throughout the country.

In an article by William C. Bagley, David T. Blose, Assistant Specialist in Educational Statistics, the Office of Education, summarizes the principal comparisons as follows:

1. Enrollment and attendance decreased on an average of ten per cent.

2. The average length of the school term was slightly shorter.

3. The high school graduates decreased by about seventeen per cent.

4. The number of persons on the educational staff declined on the average of five per cent, though this varied greatly among states, changes follow-
ing wartime population shifts.

5. Expenditures and teachers' salaries were high at war peaks. This reflected the general rise of price levels. Increases in teachers' salaries, however, were not commensurate either with increases in wage levels in industry, or with increases in cost of living. While salary payments increased eleven per cent, other current expenditure items increased twenty-five per cent.

6. Increased expenditures gave rise to an increase in cost of approximately thirty per cent per pupil. No evidence has been assembled to show whether or not the increased cost has resulted in improved educational service. There is little doubt that much of this increase may be charged to higher costs for identical quality of service, again reflecting the general rise in price levels during the war.

7. Capital outlay in 1943-44 was only one-fifth the amount spent for this purpose in 1939-40. This represents a wartime suspension of construction of school plants and the purchase of equipment, the suspension resulting in an accumulated shortage to be made up during the months and years ahead. 1

The data shown in this chapter deal mainly with pupil enrollment and average daily attendance of pupils in the white schools of Baldwin County. It also shows by grades the percentage of pupils leaving school at the beginning of the war, as well as during the war years, and the number of pupils graduated from senior high school at the beginning of the war and during the war years. Tables are used to clarify the data secured.

Enrollment and Attendance of Pupils

The school census shows a gain of 575 white pupils in Baldwin County from the year 1940 through the year 1946. In 1940 there were 7,642 white pupils; in 1942 there were 7,892 and in 1946 there were 8,217.

Table 8

Enrollment of Pupils in Baldwin County for the Years 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>3,768</td>
<td>1,384</td>
<td>756</td>
<td>5,908</td>
</tr>
<tr>
<td>1941-42</td>
<td>3,662</td>
<td>1,465</td>
<td>824</td>
<td>5,951</td>
</tr>
<tr>
<td>1942-43</td>
<td>4,169</td>
<td>1,566</td>
<td>806</td>
<td>6,541</td>
</tr>
<tr>
<td>1943-44</td>
<td>4,274</td>
<td>1,554</td>
<td>720</td>
<td>6,548</td>
</tr>
<tr>
<td>1944-45</td>
<td>4,340</td>
<td>1,562</td>
<td>774</td>
<td>6,676</td>
</tr>
<tr>
<td>1945-46</td>
<td>4,406</td>
<td>1,569</td>
<td>832</td>
<td>6,807</td>
</tr>
</tbody>
</table>


Enrollment

Table 8 shows the enrollment of pupils in Baldwin County for the period 1940 to 1946. During this period the white elementary enrollment increased 638; the junior high enrollment increased 185, and the senior high en-
rollment increased 76. This gives a total increase of 899. Upon close examination, the table shows that the enrollment dropped in 1941-42, the first year of the war. This was perhaps due to the movement of families to defense areas before the areas overflowed.

The table indicates a steady increase in pupil enrollment during the six-year period, 1940 to 1946. The decrease in the senior high school enrollment in the year 1943-44 is an interesting fact. The reasons for the decrease are that boys were entering service; both boys and girls were working in defense plants and other industries; many girls were getting married.

Table 9 shows the average daily attendance of pupils in the Baldwin County schools during the period 1940-41 through 1945-46. A careful comparison of this table with Table 8 shows practically the same trends.
<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>3,178</td>
<td>1,184</td>
<td>666</td>
<td>5,028</td>
</tr>
<tr>
<td>1941-42</td>
<td>3,059</td>
<td>1,229</td>
<td>716</td>
<td>5,004</td>
</tr>
<tr>
<td>1942-43</td>
<td>3,396</td>
<td>1,261</td>
<td>660</td>
<td>5,307</td>
</tr>
<tr>
<td>1943-44</td>
<td>3,503</td>
<td>1,262</td>
<td>633</td>
<td>5,398</td>
</tr>
<tr>
<td>1944-45</td>
<td>3,693</td>
<td>1,306</td>
<td>667</td>
<td>5,666</td>
</tr>
<tr>
<td>1945-46</td>
<td>3,715</td>
<td>1,320</td>
<td>713</td>
<td>5,748</td>
</tr>
</tbody>
</table>

Table 10 shows the enrollment and per cent of attendance of children in the elementary schools of Baldwin County, Alabama, for the years 1940-41 through 1945-46.

Table 10

Elementary School Enrollment and Per Cent of Attendance in the Public White Schools of Baldwin County for the Six-Year Period 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent of Attendance of Boys</th>
<th>Per Cent of Attendance of Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>1948</td>
<td>1820</td>
<td>3768</td>
<td>88.4</td>
<td>89.3</td>
<td>88.8</td>
</tr>
<tr>
<td>1941-42</td>
<td>1899</td>
<td>1763</td>
<td>3662</td>
<td>86.8</td>
<td>88.4</td>
<td>87.6</td>
</tr>
<tr>
<td>1942-43</td>
<td>2194</td>
<td>1975</td>
<td>4169</td>
<td>86.1</td>
<td>88.7</td>
<td>87.4</td>
</tr>
<tr>
<td>1943-44</td>
<td>2124</td>
<td>2150</td>
<td>4274</td>
<td>86.9</td>
<td>88.4</td>
<td>87.6</td>
</tr>
<tr>
<td>1944-45</td>
<td>2329</td>
<td>2011</td>
<td>4340</td>
<td>89.1</td>
<td>90.0</td>
<td>89.5</td>
</tr>
<tr>
<td>1945-46</td>
<td>2369</td>
<td>2037</td>
<td>4406</td>
<td>88.5</td>
<td>90.1</td>
<td>89.3</td>
</tr>
<tr>
<td>Average</td>
<td>2143.8</td>
<td>1959.3</td>
<td>4103.1</td>
<td>87.6</td>
<td>89.1</td>
<td>88.3</td>
</tr>
</tbody>
</table>


The enrollment and per cent of attendance of the elementary school as shown in Table 10 reveal the following trends: the male enrollment increased from 1,948 in 1940-41 to 2,369 in 1945-46 and the female enrollment
increased from 1,820 in 1940-41 to 2,037 in 1945-46. The total enrollment increased from 3,768 to 4,406 for the six-year period. Even though the enrollment increased over the whole period there was a loss in 1941-42 in both sexes.

The per cent of attendance dropped from 88.4 per cent to 86.1 per cent in 1942-43. It then gradually improved during the next three years.

The per cent of female attendance dropped from 89.3 per cent to 88.4 per cent in 1941-42; it then increased in 1942-43, three tenths per cent, dropped three tenths per cent the following year, then increased to 90.1 per cent in 1945-46.

The average per cent of female attendance was 1.5 per cent more than the male average.
The data on enrollment and per cent of attendance of pupils in the junior high schools of Baldwin County, Alabama, are shown in Table 11.

Table 11
Junior High School Enrollment and Per Cent of Attendance in the Public White Schools of Baldwin County for the Six-Year Period 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent of Attendance</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>693</td>
<td>691</td>
<td>1384</td>
<td>90.2</td>
<td>92.4</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>1941-42</td>
<td>764</td>
<td>701</td>
<td>1465</td>
<td>88.2</td>
<td>91.7</td>
<td>89.9</td>
<td></td>
</tr>
<tr>
<td>1942-43</td>
<td>784</td>
<td>782</td>
<td>1566</td>
<td>86.8</td>
<td>89.7</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>1943-44</td>
<td>774</td>
<td>780</td>
<td>1554</td>
<td>88.8</td>
<td>89.9</td>
<td>89.3</td>
<td></td>
</tr>
<tr>
<td>1944-45</td>
<td>745</td>
<td>817</td>
<td>1562</td>
<td>91.2</td>
<td>91.7</td>
<td>91.4</td>
<td></td>
</tr>
<tr>
<td>1945-46</td>
<td>752</td>
<td>817</td>
<td>1569</td>
<td>94.0</td>
<td>89.7</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>752.0</td>
<td>764.6</td>
<td>1516.6</td>
<td>89.8</td>
<td>90.8</td>
<td>90.3</td>
<td></td>
</tr>
</tbody>
</table>


The junior high school enrollment increased from 1,384 in 1940-41 to 1,569 in 1945-46, as shown in Table 11. The largest male enrollment was in the year 1942-43, while the largest female enrollments were in the years 1944-46.
The per cent of female attendance was higher than the male throughout the six-year period. The per cent of attendance of both sexes was at the lowest point of the war period during the school term of 1942-43. The average per cent of female attendance was one per cent higher than the male.

Table 12 shows the enrollment and per cent of attendance of the senior high schools of Baldwin County, Alabama.

Table 12

Senior High School Enrollment and Per Cent of Attendance in the Public White Schools of Baldwin County for the Six-Year Period 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Per Cent of Attendance</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>352</td>
<td>404</td>
<td>756</td>
<td>92.5</td>
<td>92.7</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>1941-42</td>
<td>347</td>
<td>477</td>
<td>824</td>
<td>91.2</td>
<td>93.2</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>1942-43</td>
<td>329</td>
<td>477</td>
<td>806</td>
<td>89.9</td>
<td>92.4</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>1943-44</td>
<td>288</td>
<td>432</td>
<td>720</td>
<td>91.7</td>
<td>92.7</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>1944-45</td>
<td>336</td>
<td>438</td>
<td>774</td>
<td>92.6</td>
<td>94.2</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>1945-46</td>
<td>373</td>
<td>459</td>
<td>832</td>
<td>93.2</td>
<td>93.2</td>
<td>93.2</td>
<td></td>
</tr>
</tbody>
</table>

Average: 337.5 | 447.8 | 785.3 | 91.8 | 93.0 | 92.4

An analysis of Table 12 showing the senior high school enrollment and per cent of attendance reveals the following information: the male enrollment dropped from 352 in 1940-41 to 288 in 1943-44. In 1945-46, the first school term after the war, the increase in enrollment raised the total enrollment to 373, which was twenty-one more than the number enrolled in 1940-41.

The female enrollment increased from 404 in 1940-41 to 477 for the next two years and then dropped to 432 in 1943-44, the same year that the male enrollment showed the greatest drop.

The total enrollment for both sexes increased from 756 in 1940-41 to 832 in 1945-46.

The average per cent of female attendance was 1.2 per cent higher than that for the boys. The lowest per cent of attendance for both sexes was 91.1 per cent in 1942-43.
Data on the twelfth grade graduates of Baldwin County, Alabama, for the years 1940-41 through 1945-46 are shown on Table 13.

Table 13

A Comparison of the Number and Per Cent of Twelfth Grade Graduates in the Baldwin County White Schools in the Years 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment of Schools</th>
<th>Twelfth Grade Enrollment</th>
<th>Number of Pupils Graduating</th>
<th>Per Cent Graduating of Total Enrollment</th>
<th>Per Cent of Twelfth Grade Pupils Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>5,908</td>
<td>206</td>
<td>203</td>
<td>3.43</td>
<td>98.54</td>
</tr>
<tr>
<td>1941-42</td>
<td>5,951</td>
<td>214</td>
<td>190</td>
<td>3.19</td>
<td>88.78</td>
</tr>
<tr>
<td>1942-43</td>
<td>6,541</td>
<td>227</td>
<td>207</td>
<td>3.16</td>
<td>91.18</td>
</tr>
<tr>
<td>1943-44</td>
<td>6,548</td>
<td>216</td>
<td>192</td>
<td>2.93</td>
<td>88.88</td>
</tr>
<tr>
<td>1944-45</td>
<td>6,676</td>
<td>183</td>
<td>173</td>
<td>2.51</td>
<td>94.59</td>
</tr>
<tr>
<td>1945-46</td>
<td>6,807</td>
<td>213</td>
<td>204</td>
<td>2.99</td>
<td>95.77</td>
</tr>
</tbody>
</table>

Source of Data: Baldwin County School Principals' Registers.

Table 13 shows the following facts: the pupil enrollment of 6,807 in the year 1945-46 was the highest recorded in Baldwin County in the six-year period included in this study.
The largest twelfth grade enrollment of this period was 227 in 1942-43. Two hundred and seven pupils or 91.18 per cent graduated from high school.

The smallest twelfth grade enrollment was 183 pupils in 1944-45. One hundred seventy-three pupils or 94.59 per cent graduated from high school.

Approximately three per cent of the total pupil enrollment of Baldwin County in 1945-46 graduated from high school, as compared with 3.43 per cent in 1940-41.

The record of the school year 1945-46 shows an increase in twelfth grade enrollment from a low of 183 in 1944-45 to 213 pupils. There were 204 graduates of the 213 pupils enrolled or about ninety-six per cent that graduated from senior high school.
Table 14 reveals the number of white pupils withdrawn from the schools of Baldwin County, Alabama, for the years 1940-41 through 1945-46.

Table 14

The Total Number of White Pupils Withdrawn from the Baldwin County Schools in the Years 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Grades 1-6</th>
<th>Grades 7-9</th>
<th>Grades 9-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>625</td>
<td>220</td>
<td>89</td>
<td>934</td>
</tr>
<tr>
<td>1941-42</td>
<td>675</td>
<td>291</td>
<td>99</td>
<td>1065</td>
</tr>
<tr>
<td>1942-43</td>
<td>1156</td>
<td>372</td>
<td>173</td>
<td>1701</td>
</tr>
<tr>
<td>1943-44</td>
<td>862</td>
<td>302</td>
<td>123</td>
<td>1287</td>
</tr>
<tr>
<td>1944-45</td>
<td>702</td>
<td>270</td>
<td>121</td>
<td>1093</td>
</tr>
<tr>
<td>1945-46</td>
<td>837</td>
<td>248</td>
<td>112</td>
<td>1197</td>
</tr>
<tr>
<td>Average</td>
<td>809.5</td>
<td>282.16</td>
<td>119.5</td>
<td>1046.16</td>
</tr>
</tbody>
</table>


In the year 1942-43, as shown by Table 14, there were 1156 pupils withdrawn in the elementary grades, 372 in the junior high school, and 173 in senior high school, the greatest number of withdrawals of any year during the war.
This was one of the most critical years of pupil changes. The year 1943-44 showed the next heaviest pupil withdrawals.

During the school year 1940-41, the year before the war, there were only 625 elementary pupils, 220 junior high pupils, and eighty-nine senior high pupils withdrawn from school. In 1945-46, the year following the fall of Japan, there were still more withdrawals than in 1940-41. That was perhaps a result of parents moving back to their original homes.

The average number of pupils withdrawn is as follows: elementary grades, 809.5; junior high school, 282.16; senior high school, 119.5; a total average of 1046.16 per year for the six-year period.

**Pupil Entries from Other States**

The pupils from other states enrolled in the Baldwin County schools are shown in Table 15.
Table 15

Out of State Entries in Baldwin County
Public White Schools for the Years
1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Grades</th>
<th>Total</th>
<th>Grades</th>
<th>Total</th>
<th>Grades</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>1940-41</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1941-42</td>
<td>23</td>
<td>17</td>
<td>22</td>
<td>18</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>1942-43</td>
<td>48</td>
<td>32</td>
<td>50</td>
<td>21</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>1943-44</td>
<td>20</td>
<td>21</td>
<td>13</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1944-45</td>
<td>15</td>
<td>8</td>
<td>16</td>
<td>22</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>1945-46</td>
<td>29</td>
<td>19</td>
<td>17</td>
<td>26</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

A total of 306 pupils were registered in the schools for the school term 1942-43. Of this number 217 entered elementary school, fifty-eight entered junior high school, and thirty-one became a part of the senior high schools. In the year 1944-45 there was a decided drop in the number of pupils entering the Baldwin County schools from out of state. There were only 115 entries. In 1945-46 the enrollment increased from 115 entries in 1944-45 to 172 pupils registered from other states. One hundred nineteen of the 172 entered elementary schools, thirty-four entered junior high schools, and the remaining nineteen registered in senior high schools.

Effects of the War on Discipline and Behavior of Children

From a personal interview with each of the five junior and four senior high school principals, the following information on discipline and pupil behavior was gathered. The pupils were very restless, discontented, and oftentimes very disorderly. Several cases of pregnancy occurred among the high school girls. Boys were known to take up drinking and gambling habits, and some cases of theft and destruction of public property were reported. All of those factors were not due to the lack of training by the school. Many parents were working in war plants, thereby leaving the children to shift for themselves. Many children had too much money to spend. Some did not know how to handle
an oversupply of money.

The lack of trained teachers had its influence. In many instances the children had so many different teachers they did not learn their names. That being the case, the teachers were not able to give very much character training.

Summary

From the study of all the tables dealing with enrollment and per cent of attendance of white pupils in Baldwin, the analyses or trends revealed are as follows:

1. The enrollment of the schools of Baldwin County as a whole increased.
   A. Male enrollment was greater in the elementary schools.
   B. Female enrollment was greater in the high schools.

2. The girls had better percentage of attendance than the boys.

3. The greatest irregularity of enrollment was found to be during the years 1941-42-43.

4. The loss of boys was greatest in the senior high school.

5. The greatest number of pupils withdrawn was in the year 1942-43.

6. The greatest number of out-of-state children enrolled was in the year 1942-43.
7. The lack of trained teachers, the fact that many parents worked in war plants, leaving their children unsupervised, and that students had more money to spend caused unusual disciplinary problems.

8. The enrollment of the twelfth grade was at its lowest during the school year 1944-45.
Chapter IV

THE EFFECTS OF WORLD WAR II ON SCHOOL PLANTS
FOR WHITE CHILDREN IN BALDWIN COUNTY

The school plant is an educational tool whereby the community, through the county board of education as its acting agency, fulfills its responsibility of educating the child.

Buildings constitute one of the most essential factors in any school system. Educational programs have changed considerably within the past generation, and these changes have brought about the need for better school facilities.

Today the educational program contains many and varied activities. These activities demand ample ground, well drained and properly graded, for carrying out needed school programs in connection with modern life. To meet the demands of modern communities, buildings should be well planned, properly heated, made fully sanitary, properly located, well equipped, and attractively landscaped.

Baldwin County school plants, as a whole, were in fair condition at the beginning of the war. Most of the buildings were painted and in first class repair.

The County Board of Education had proposed several steam plants and sanitation projects as soon as the money was available. The government stopped such improvements
because of the war. The only replacements allowed were those for burned buildings and temporary classrooms as approved under the Lanham Act.

Since there was no available record of the condition of these buildings, Mr. Tharp, Superintendent of Education, and Mr. Mason, Supervisor of Buildings, were asked to make a statement in regard to the condition of buildings in 1940-41 and maintenance of buildings during the period under study. These men from their intimate knowledge of schools of the county were the best qualified to make statements about this matter.

The letter from Mr. Tharp reveals the general conditions of the school buildings of Baldwin County as of 1940 through 1946.

At the beginning of the war the school buildings of Baldwin County, as a rule, were in fair condition, since materials and labor were rather reasonable in price up to the beginning of the war. When the war began, prices for materials and labor rose very, very rapidly and even though we spent a considerable bit of money each year for the repair and maintenance of our school buildings, it was not possible to keep them in as good condition as they were at the beginning of the war.

Practically all of the additions and repairs that were made during the war were done through Lanham Act funds, since it was necessary to use most all of our local funds for the purchase and operation of school buses and for teachers' salaries and other expenses which had to be met by the Board of Education.

The letter from Mr. Mason was more specific and described the condition of each building in the county.
From these two statements the following facts were obtained in regard to the school buildings for white children in Baldwin County.

**Barnwell:** In 1940-41 this building had begun to buckle on the sides due to improper spacing of 2 x 4 14' studs when the building was built. This building also suffered for lack of paint inside and outside. During the years of the war the condition of the buckled wall was repaired, some improvements were made on chimney stacks, and the building was painted inside and out. Also during the war years an electric pump was installed in an old hand drawn well. Condition of toilets at the end of the war was bad. The steps were not in very good repair.

**Bay Minette:** In 1940-41 the condition of floors and roof at Bay Minette Grammar and High School were not good, and at the end of the war very little improvement was noted. Some inside painting was done at both of these schools and changes were made to prevent the basement boiler room from overflowing, a condition which was very bad prior to the war and during the first two years of the war. The condition of gutters and down spouts deteriorated in the Baldwin County High School and paint was very badly needed on sash and trim at Grammar School. The condition of the floors at the vocational building was improved during the war, and gas was installed for heating this building.

**Belforest:** This building was new in 1940-41 and
in excellent condition, and at the end of the war it was still in good condition.

**Cross Roads:** In 1940-41 this school had been recently painted and re-roofed and the condition of toilets and steps was excellent. However, during the war years this building developed some more leaks on the flat deck; steps and toilets were in bad repair at the end of the war. Also the grounds were washed badly.

**Daphne:** In 1940-41 this school was new and in excellent condition. The end of the war found the building needing outside paint and some work on the roof.

**Elberta:** This building in 1940-41 needed a new roof; during the war years a new roof was put on the building; the main building was in better condition than before the war. Condition of the foundations of the small two-room building at Elberta deteriorated considerably. A cafeteria was built during 1945 at Elberta.

**Eleanor:** In 1940-41 the building at Eleanor needed a number of minor repairs. These repairs were made and some painting was done during the war years.

**Fairhope:** In 1940-41 the building at Fairhope, except for termites in some portions and the need for repair of gutters, was in excellent condition. The gutters were replaced or repaired during the war and termites kept under control. A number of additional rooms were built at Fairhope during the war to take care of the crowded
conditions. The walls of the teachers' home at Fairhope underwent extensive repairs.

**Foley:** In 1940-41 the condition of the old elementary building at Foley was fair before and after the war. The outside at Foley school received no paint during the war years and much paint was needed by the end of the war. Several buildings were remodeled and some rooms were added at Foley due to the crowded condition during the war years. A cafeteria and clinic were added in addition to classrooms.

**Frisco-Consolidated:** This building had just been renovated with new windows and paint outside and inside. Very little additional work was done at this school during the war years, but it remained in fair condition.

**Halls Fork:** In 1940-41 this school was in a fair state of repair before the war but deteriorated greatly inside and out during the war years.

**Langham-Lottie:** In 1940-41 this building was in excellent condition at the beginning of the war. During the war some leaks developed which did some damage. The condition of the toilets became very bad.

**Lillian:** This school needed much repair prior to the war but received practically none during the war. It needed paint inside and out, new toilets, and work on its foundation.

**Loxley:** Loxley building was kept in excellent repair
during the war years. It received paint inside and out when needed. Condition of toilets did not improve.

**Magnolia Springs:** Basically this building was in excellent shape in 1941 except for needed repairs on the toilets and the need of paint; it came through the war in good condition. Some changes were made in the building during the war to provide a cafeteria.

**New Life:** Foundations and steps at the New Life School were in bad state of repair before and during the war; however, they were repaired immediately after the war.

**Perdido:** In 1940-41 the building was repainted on the outside and necessary repairs were made. Two new rooms, a cafeteria and shop, were built. At the end of the war the building needed to be painted inside and out; otherwise it was in fair condition.

**Point Clear:** At the beginning of the war this building was in good condition except for the need of paint inside. During the war a permanent roof was put on auditorium and drinking fountains and lavatories along with electric pump were added to the school.

**Robertsdale:** Robertsdale school needed paint inside and out at the beginning of the war; it received paint inside and out during the war. A kitchen was added and many repairs made on stoves. Condition of floors was bad in the corridors before and after the war.
Rosinton: Rosinton school needed paint inside and out and some repair on foundation at the beginning of the war. During the war it received paint on the outside, and some repairs were made to the toilets.

Silverhill: This school was in good condition inside and out before the war: during the war it was painted and the kitchen was remodeled. It needed paint badly on the outside at the end of the war.

Stapleton: Condition of roof foundation and paint at this school was very bad at beginning of war. During the war the building received new paint, an added classroom, and some repairs on foundations and a new roof.

Stockton: Condition of Stockton school was good before the war except for need of paint, toilets, and some leaks in roof. During the war toilets were repaired but remained in rather poor condition. The building was painted on the outside during the war.

Summerdale: Condition of Summerdale school, except for floors in corridor, toilets, and the roof, was good in 1940-41. During the war fire destroyed the old school building which housed the cafeteria, so some remodeling was made in the main building. This building received paint on the outside during the war and several repairs were made on the toilets, but the condition of toilets at the end of the war was bad. Some inside paint was applied as needed during the war.
Swift-Consolidated: In 1940-41 this school needed paint and roof before the war; during 1944 extensive repairs, painting, and so on were done; in 1945 the building was remodeled for a cafeteria. By the end of the war this building was much improved.

White House Fork: This building needed paint inside and out before the war and the condition of steps and toilets was bad. At the end of the war some repairs were made on the steps and toilets; the roof and the inside of the building were painted.

The two men mentioned, Mr. Tharp and Mr. Mason, the Board of Education, and the principals tried to keep the plants in the best possible condition during this crisis. In many cases the principals, pupils, and janitors had to act as plumbers, carpenters, electricians, and general repairmen when breakdowns occurred or emergencies arose. In many cases there was not a lack of money but the lack of labor and materials.

The following typical incidents occurred in Perdido School. In 1943 the main water line broke; the principal and the students had to make the repairs, as no plumbers were available. The automatic clock which rings the bells broke; it took one week to get an electrician to make necessary repairs. In 1944 a drain line became clogged during the night of a heavy rainstorm; the basement filled with a foot of water. The only labor available to make the re-
pairs and to get the water out was the principal and school children. Lightning struck a tree close by, burning out a number of electrical circuits and switches. Again the principal and boys had to make repairs. It took one month to get a pump repaired so that it might be automatically rather than manually operated.

School Plant Operation

Difficulties in attracting qualified men or women to custodial positions have been occasioned by the competition offered by defense plant employers and others who have been able to pay higher wages than the schools. As a result, standards and qualifications for new employees have been greatly lowered or disregarded. Baldwin County employed seven regular janitors during the years 1940-41, all of whom were men over sixty years old. Three schools had several new janitors during the period 1940-41 through 1945-46. All replacements were old men. These men did the best they could, but the positions should have been held by younger men who had been trained in custodial work. Those men were untrained in operating automatic machinery and many breakdowns occurred because of improper maintenance.

Wartime School Plant Facilities

School facility needs precipitated by the shifting and concentration of population as a result of the war program were reported to Congress in a study by the United States Office of Education. This preliminary study reveal-
ed that hundreds of local communities were unable to provide adequate school facilities and services; it also served to point out the obligation of the federal government to lend financial assistance where these concentrations of need occurred. Because of the serious shortage of critical materials and manpower, the federal government was forced with both facilitating and restraining school construction—facilitating and providing it in war areas where influxes of population overtaxed existing facilities, but restraining it in non-war areas. Desired effects were achieved through the passage and implementation of community facility amendments to the Lanham Act; curtailment of non-essential building resulted from the priorities system established under the War Production Board.

The Lanham Act was administered by the Federal Works Agency. Buildings erected under this act were to replace burned buildings or to provide temporary school buildings limited to one and two-story masonry and one-story wooden structures.

Many buildings became overcrowded; Fairhope and Foley had to use church buildings to house part of their pupils. Chapter III reveals the increase of enrollment, a condition which caused great handicap in some areas. The

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schools tried to meet the needs of the children in all phases of the educational program. Most of the school principals tried to get the federal lunch program. Since many schools did not have kitchens or cafeterias, the County Board had to build lunch rooms in order for these schools to participate. Due to restrictions of the Lanham Act only a few were built.

**Buildings and Additions, 1940-41 through 1945-46**

Table 16 shows the construction carried on in Baldwin County during the six-year period under study.
# Table 16

**New School Buildings and Additions in Baldwin County During the Years 1940-41 through 1945-46**

<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
<th>Building or Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>Perdido</td>
<td>Two classrooms, a cafeteria and a shop.</td>
</tr>
<tr>
<td>1941-42</td>
<td>Foley</td>
<td>Three rooms, enlarged cafeteria and clinic.</td>
</tr>
<tr>
<td>1942-43</td>
<td>Fairhope</td>
<td>Four rooms.</td>
</tr>
<tr>
<td>1944-45</td>
<td>Robertsdale</td>
<td>A cafeteria.</td>
</tr>
<tr>
<td></td>
<td>Elberta</td>
<td>A cafeteria.</td>
</tr>
<tr>
<td>1945-46</td>
<td>Stapleton</td>
<td>A cafeteria.</td>
</tr>
<tr>
<td></td>
<td>Foley</td>
<td>One classroom.</td>
</tr>
<tr>
<td></td>
<td>Fairhope</td>
<td>Four rooms.</td>
</tr>
</tbody>
</table>


The table shows the following: two classrooms, a cafeteria, and a shop were built at Perdido in 1940-41. In 1941-42 three classrooms and a clinic room were built and the cafeteria was enlarged at Foley. In 1942-43 four rooms were built at Fairhope. In 1944-45 a cafeteria was built at Robertsdale and at Elberta. In 1945-46 a cafeteria was built at Stapleton, a classroom at
Foley, and four classrooms at Fairhope. In 1945-46 four classrooms were built at Fairhope, a classroom at Foley, and a cafeteria at Stapleton.

**Inventory of Building Needs**

The annual report reveals the following inventory of needs and the approximate cost for Baldwin County white school plants. It proposed four auditoriums, seven cafeterias, at an estimated cost of equipment and buildings of $118,763; ten heating systems, ten sanitation systems, at an estimated cost of $140,600; eighty-five classrooms, at an estimated cost of $463,225 for rooms and equipment.

The Board of Education proposes to carry out at an early date the following program of improvement in the county schools.

1. **Elberta:** A junior high school building with nine classrooms, auditorium, library, shop, and so on; heating and sewerage. $75,000

2. **Foley:** Elementary building, library, cafeteria, and fourteen classrooms. $100,000

3. **Fairhope:** New high school building with auditorium, library, vocational department, for both home economics and agriculture, and so on. $150,000

4. **Robertsdale:** A new elementary building or the addition of several rooms to the present

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school building with cafeteria, steam heat for the entire building, and additional toilet facilities. $ 75,000

5. Summerdale: A heating system for the entire school and sanitary toilets. $ 15,000

6. Loxley: Addition of four classrooms, cafeteria, heating and sewerage systems. $ 40,000

7. Silverhill: Heating and sewerage systems. $ 10,000

8. Rosinton: Auditorium, heating and sewerage systems. $ 15,000

9. Swift-Consolidated: Auditorium, heating and sewerage systems. $ 15,000

10. Perdido: Addition of three or four rooms, heating and sewerage systems. $ 40,000

11. Stockton: Heating and sewerage systems. $ 10,000

12. Bay Minette: The addition of eight or ten classrooms or the building of a separate senior high school, a cafeteria, and a central heating system. $100,000

13. A school bus garage and equipment for same. $ 25,000

14. Other buildings and repairs not listed above. $ 25,000

Total $695,000

Maintenance

The following information shows the trend in maintenance of the county for the six-year period. The county
spent over three times as much in 1945-46 as it did in 1940-41. Even though more was spent, the cost of materials and labor advanced about fifty to fifty-five per cent as given by Harold Clark.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>$8830.33</td>
</tr>
<tr>
<td>1941-42</td>
<td>$8926.65</td>
</tr>
<tr>
<td>1942-43</td>
<td>$22077.48</td>
</tr>
<tr>
<td>1943-44</td>
<td>$24090.02</td>
</tr>
<tr>
<td>1944-45</td>
<td>$23695.07</td>
</tr>
<tr>
<td>1945-46</td>
<td>$32361.61</td>
</tr>
</tbody>
</table>

Summary

The information revealed in this chapter indicates the following effects of the war on school plants.

1. The buildings and campuses were not as well sustained as in normal times.

2. The janitorial staff was composed of older, more poorly trained men than before the war.

3. Some classrooms were overcrowded and many classes were taught in church buildings and undersized sub-standard classrooms.

4. Principals and students often acted as plumbers, carpenters, and maintenance men. Principals spent time making repairs when they should have been using their time

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on the instructional program.

5. The buildings erected during the war were constructed under the Lanham Act.

6. The Supervisor of Buildings outlined a program, which the County Board approved, to take care of most of the needs. The program was sanctioned by the State Survey Committee, the principals, the teachers, and the local trustees. The estimated cost of these proposed improvements was $695,000.
Chapter V

THE EFFECTS OF WORLD WAR II ON TRANSPORTATION OF WHITE SCHOOL CHILDREN IN BALDWIN COUNTY

The purpose of this chapter is to show the number, ownership and type of conveyances used in Baldwin County during the war years, 1940 to 1946, to convey pupils to school and to show the seating capacities of those conveyances, as well as the average number of pupils transported daily.

Baldwin County

Baldwin County is the largest county in the state of Alabama. It has an area of 1,595 square miles. From the north to the south the distance is roughly seventy-five miles, and from the east to the west, at the widest point, thirty miles. The county has 1,020,800 acres of land, of which 90,000 acres are in farms.

The size of the county creates a problem of transportation of children to large school centers. The County Board of Education has tried to offer every child an opportunity to attend a good elementary and high school. In 1940 the county contracted for forty-seven conveyances to transport the school children. Great progress has been made in the transportation of school children in Baldwin

1. Baldwin County Commissioners, Facts on Baldwin County, a pamphlet, undated.
County since transportation was begun in the early twenties.

Since complete records of transportation facilities for white school children of Baldwin County were not available, Mr. Mason, Supervisor of Transportation, was asked to make a statement in regard to the condition of transportation of children during the period under study. Mr. Mason, from his intimate knowledge of transportation in the county, was the best qualified to make the statement about this matter.

Information from Supervisor of Transportation

The Baldwin County Board of Education purchased during the summer of 1941 nineteen new school buses and began for the first time county ownership. As funds were available the Board planned to purchase a number of other units on December 8, 1941, for 1941-42 operations. Pearl Harbor changed that picture. Many private operators wanted to put their buses on routes carrying war workers to the shipyards in Mobile; in many instances it was necessary to purchase obsolete equipment in order to have any school transportation at all. In 1944, with Lanham Act Funds and other funds approved by the O. D. T., the Board was able to buy some new chassis to relieve deplorable conditions. This was done again in 1945, so the end of the war found the Board with a fleet of buses in operation, very few of which were of models prior to 1941.
The county changed to public ownership of its fleet almost entirely during the war years.

O. D. T. restrictions on transportation were rigidly enforced by the Board, but due to the large increase in school population additional buses were needed. Some buses were terribly overcrowded.

No children were injured in school bus accidents during the war years. One child was killed by an automobile as the car passed a bus which had been stopped to discharge passengers.

There were some shifts in population, but very little additional mileage was added to the routes during the war years.

The fleet of buses owned by the Board at the end of the war had forward facing seats and all steel bodies. There was about an equal number of Fords and Chevrolets.

**Definition of Terms**

For clarity in this chapter the following definition of terms is given herewith.

1. **Public**. Complete unit purchased from public funds.
2. **Joint**. Body owned by school, chassis by an individual, or vice versa.
3. **Private**. Complete unit owned by individual.
4. **Contract**. Bus hire. Transporting unit is property of individual who is responsible for its maintenance and operation.
5. **Cost per pupil per day** means the cost of transporting one pupil one day. It is found by dividing the cost per day by the average daily load.

**Change of Ownership**

In 1940-41 all the children were transported by private contractors who owned all types of school bus bodies and seating arrangements. The contracts were let on bid to people who were of good moral character. The County Board of Education under the leadership of its able superintendent, Mr. S. M. Tharp, studied the possibilities of the County Board owning and maintaining its own fleet of buses. Dr. A. R. Meadows, who had made a study of public ownership of school buses, recommended this plan to the County Superintendent and the County Board.

Some advantages or motivating factors for this trend are:

1. Greater control over the type of equipment in use is possible.

2. Elimination of competitive bidding for bus route permits a wider range of selection of bus drivers.

3. Ownership operation insures the opportunity for close and adequate supervision which should provide flexibility and other vital needs of the service.

4. The local school administrative unit may be more certain of the safety of its buses by insistence upon proper inspection, repair, and maintenance.

5. Routes and schedules can be more easily adjusted to needs.
6. A wider use of buses is possible.

7. Definite studies in Alabama, Arkansas, Florida, Ohio, North Carolina, Oklahoma, Texas, Utah, and in other states furnish conclusive evidence that public school ownership is more economical than private contract.

In some states it costs fifty per cent more to operate buses privately than publicly. There have been instances in which school boards have purchased buses for half the price paid by individuals for the same type bus. Some of the possible areas for saving under public school ownership are as follows: the profit normally earned by the contractor may be saved; the Board may effect saving on both body and chassis through fleet purchases, through reduction of interest or carrying charges, through quantity purchases of gasoline, oil, tires, parts and accessories, through elimination of federal taxes on buses, gasoline, and oil. Possibilities for saving also exist through wise provision for centralized maintenance and repair.

Qualifications of School Bus Drivers

When the County Board of Education began purchasing its own fleet of buses, it began to make plans to operate the buses. One of the essential tasks was the hiring of bus drivers. A study was made of the Meadow's book on

Safety and Economy in School Bus Transportation. The superintendent set forth the following qualifications for selecting bus drivers. The individual must be of good moral character, non-alcoholic; must not have any physical handicaps to affect driving, vision, arms and legs (this did not include limping), must have a minimum age of sixteen years, and must be recommended by the local board of trustees, the people in the community, or by local officials.

This movement was a great improvement over the qualifications of the private contract drivers.

Dr. Meadows in his book *Safety and Economy in School Bus Transportation* discusses the advantages of all steel bodies over the other types of construction for safety features and protection of children. The County Board of Education began to buy all steel bodies with all the national standard safety features. Even the private contractors were required to obtain standard safety specifications in buses.

National Safety Standards

National safety standards for school buses as set forth by Dr. Meadows are: all steel bodies of sufficient strength to hold up bus when overturned; the maximum length

should be thirty-three feet; the width ninety-six inches; the inside height six feet six inches; there should be forward facing seats; an aisle width of twelve inches; shape-rounded corners; a safe service door; a safety bar; an emergency door of at least fifty-four inches; windows of safety glass twenty-two inches by twelve inches. The windshield should be large enough, sufficiently slanted, and so placed as to afford clear vision ahead for the bus driver. The floor should be constructed to prevent exhaust gases from entering the bus. There should be satisfactory window ventilation; an artificial light in top of the bus; a gas tank mounted with opening on outside; a battery mounted near the motor; dual windshield wipers; and an adjustable driver's seat. The lighting should consist of headlights, tail light, stoplight, and clearance lights. There should be an inside rear view mirror four inches by fifteen inches and an exterior non-glare mirror. The bus should have a speedometer; an identification mark; a recommended color (federal yellow and black); a chassis-engine powerful enough to climb a three per cent grade at twenty miles per hour with a load on a continuous hill; four wheel brakes and also hand emergency brakes. The bus should also have battery of ample power and capacity; front and rear bumpers; a one-piece frame; an eighteen-gallon capacity gasoline tank; twenty-five amperes or greater generator approved steering gear; and proper tire
specifications to meet load needs.

Ownership and Type of Bodies

Table 17 reveals the trend and movement in this direction during the years 1940-41 through 1945-46. This chart gives the ownership and type of body. The table shows that all buses were privately owned in 1940-41, but by 1945-46 the county owned forty-two national standard, all steel body buses and was using only three private contracted buses, two of which were all steel and one a composite.

4. Ibid., pp. 107-114.
Table 17

Ownership and Body Construction of Buses in Baldwin County Schools for the Years 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Public</th>
<th></th>
<th>Private</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Composite</td>
<td>Wood</td>
<td>Total</td>
<td>All</td>
<td>Composite</td>
</tr>
<tr>
<td>1940-41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>1941-42</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>1942-43</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>1943-44</td>
<td>26</td>
<td>2</td>
<td>0</td>
<td>28</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>1944-45</td>
<td>36</td>
<td>1</td>
<td>0</td>
<td>37</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>1945-46</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>42</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Source of Data: Annual Reports, Statistical and Financial, 1940-41 through 1945-46.
Table 17 seems to indicate that great progress was being made in transportation, but an examination of Table 18, showing the increased enrollment, reveals the serious effects of the war. The county was not able to obtain publicly or privately owned buses to meet the required needs.

Civilian Transportation

Civilian transportation facilities were severely curtailed because of military needs. Existing motor equipment and fuel had to be shared in such a way that factory and farm products could be moved to their destinations. Adults had to be taken to and from work, and children had to be transported to and from school. All of these needs had to be satisfied without interruption.

School transportation felt the curtailment of motor equipment and gasoline to such an extent that it became necessary to adopt stringent measures to conserve buses, tires, and fuel.

Efforts to conserve motor vehicles are dependent to large measure upon their drivers. It has often been said that a bus, a truck, or a car is only as good as the man who drives it.

Careless or incompetent drivers have no place in a transportation program which depends for its success on utmost conservation. Every driver must be trained to get
the maximum mileage from his engine, his tires, and his gasoline. He must be convinced of the need for regular and meticulous inspection of his motor and his tires and must be willing to take care, which means extra life for his equipment.

The driver who follows the rules for motor conservation is a good civilian soldier.

Overcrowded Conditions

Table 18 gives the number and kind of conveyances, the seating capacity of those conveyances, and the number of school children transported from 1940-41 through 1945-46.
Table 18
Transportation in the Baldwin County Schools
1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools Served</th>
<th>Number of Conveyances</th>
<th>Seating Capacity</th>
<th>No. of Pupils Transported</th>
<th>Av. Cost per Pupil Transported</th>
<th>Cost per A.D.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>24</td>
<td>1</td>
<td>45</td>
<td>2,300</td>
<td>2,751</td>
<td>61.13</td>
</tr>
<tr>
<td>1941-42</td>
<td>25</td>
<td>1</td>
<td>46</td>
<td>2,026</td>
<td>2,575</td>
<td>56.00</td>
</tr>
<tr>
<td>1942-43</td>
<td>25</td>
<td>5</td>
<td>48</td>
<td>2,623</td>
<td>2,815</td>
<td>58.43</td>
</tr>
<tr>
<td>1943-44</td>
<td>24</td>
<td>3</td>
<td>44</td>
<td>2,502</td>
<td>2,916</td>
<td>66.27</td>
</tr>
<tr>
<td>1944-45</td>
<td>22</td>
<td>3</td>
<td>46</td>
<td>2,148</td>
<td>3,057</td>
<td>66.45</td>
</tr>
<tr>
<td>1945-46</td>
<td>22</td>
<td>1</td>
<td>45</td>
<td>2,136</td>
<td>3,176</td>
<td>70.56</td>
</tr>
</tbody>
</table>

Table 18 reveals the overcrowded conditions on the buses. In 1940-41 the buses which had a seating capacity of forty-eight had an average daily attendance of 61.13 pupils per bus. During the years 1941-42 and 1942-43, the crowded conditions grew worse, reaching a peak in 1945-46. The average for the white pupils was 70.56 pupils per bus, an average of 22.44 more pupils than seating capacity. The average does not show the true picture, as some buses which had a seating capacity of forty-seven loaded from 100 to 110.

That was a dangerous situation indeed. The National Safety Council recommended that not more than sixty children should be carried in a school bus except in very unusual cases. However, because of wartime conditions, the County Board could not secure additional buses to alleviate the situation.

Table 19 shows the distance traveled one way daily for the conveyances used to transport the children.
Table 19

Number of Miles Traveled Daily by Baldwin County Conveyances 1940-41 through 1945-46

<table>
<thead>
<tr>
<th>Year</th>
<th>Cars</th>
<th>Trucks</th>
<th>Buses</th>
<th>All Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>5</td>
<td>5</td>
<td>841</td>
<td>851</td>
</tr>
<tr>
<td>1941-42</td>
<td>4</td>
<td>4</td>
<td>802</td>
<td>810</td>
</tr>
<tr>
<td>1942-43</td>
<td>84</td>
<td>0</td>
<td>924</td>
<td>1,008</td>
</tr>
<tr>
<td>1943-44</td>
<td>32</td>
<td>102</td>
<td>881</td>
<td>1,015</td>
</tr>
<tr>
<td>1944-45</td>
<td>28</td>
<td>5</td>
<td>883</td>
<td>916</td>
</tr>
<tr>
<td>1945-46</td>
<td>10</td>
<td>4</td>
<td>883</td>
<td>857</td>
</tr>
</tbody>
</table>


The data revealed in Table 19 show that the distance changed to a small degree during the war, as certain areas became populated and additional routes had to be made. The total distance was curtailed forty-one miles by using larger buses and consolidating routes.

In 1942-43 the distance one way increased to 1,008 miles and increased still further to 1,015 miles in 1943-44 from newly populated areas.
Summary

The data revealed in this chapter show several trends:

1. School bus ownership was transferred from private to public hands.
2. The chassis and bodies of the buses were practically all new, meeting the national safety standards at the end of the war.
3. The qualifications for drivers were raised.
4. The average daily attendance of transported children increased.
5. The buses were overcrowded and of insufficient number.
Chapter VI

SUMMARY

The purpose of this study is to show the effects of World War II on the schools for white children in Baldwin County, Alabama.

These effects have been shown to be as follows:

Chapter II: Effects on Teachers

1. Many trained teachers left the field, especially men teachers.

2. The number of in-term changes created a great problem during the last five years of this period.

3. The number of teachers who resigned their positions during the summer was alarming. Eighty-two resigned the first summer after war was declared.

4. There was an increase in the teacher load in both pupils and extra curricular activities.

5. The increase in teachers' salaries was not in proportion to the teacher load, the salaries of paid labor, or the rise in cost of living.

Chapter III: Effects on Pupils

1. Enrollment increased as a whole.

2. Girls had better attendance than boys.

3. The greatest irregularity of enrollment was in 1942-43-44.

4. The greatest number of pupil withdrawals was in 1942-43.

5. The enrollment of the twelfth grade was at its lowest in 1944-45.

6. The greatest number of out of state enrollments was in 1942-43.
7. War conditions caused unusual disciplinary problems.

Chapter IV: Effects on School Plants

1. School buildings and campuses were not as well sustained as in normal times.

2. Janitor service was poor.

3. Many classes were overcrowded and some were taught in undesirable places.

4. The instructional program was neglected, since principals and students frequently acted as plumbers, carpenters and maintenance men.

5. The Lanham Act governed the erection of school buildings during the war.

6. The supervisor of buildings outlined a program, approved by the County Board, to take care of needs.

Chapter V: Effects on School Transportation

1. School bus ownership was transferred from private to public hands.

2. Practically all of the county buses met national safety standards.

3. Qualifications for bus drivers were raised.

4. The average daily attendance of transported children increased.

5. Buses were overcrowded and of insufficient number.
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Candidates Name:  Mr. Stephen Henry Mossey

Thesis Title:  THE EFFECTS OF WORLD WAR II ON THE SCHOOLS FOR
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Approved by:

Professor in Charge:

Acing Head of Department

Dean of Graduate School:

Librarian:

Date: 19 August 1948