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### Amount and significance of the transiency of elementary school children at Ekalaka Montana during the 1921-1955 period

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THE AMOUNT AND SIGNIFICANCE OF THE TRANSIENCY OF  
ELEMENTARY SCHOOL CHILDREN AT EKALAKA, MONTANA  
DURING THE 1921-1955 PERIOD

A Professional Paper  
Presented to  
The Faculty of the School of Education  
Montana State University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

by  
Hans Wischmann  
August 1955

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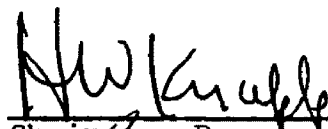
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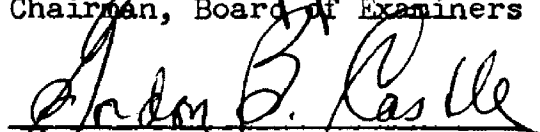
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Master of Education

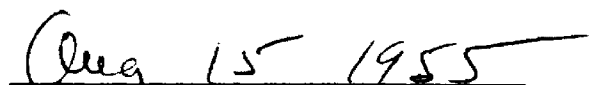
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1955

Approved by:

  
Chairman, Board of Examiners

  
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Date

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Transiency, or migration of children in school has long been a problem to educators. Children move from school to school because of seasonal labor, failures, more promising jobs, health, war, and many other causes. The problem here is to find out the amount of this transiency and its effect on one Montana community.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to find out what percent of the pupils of selected districts in Carter County, Montana moved in or out of school during a calendar year; (2) to find out whether this percentage was increasing or decreasing; (3) to find out if the children in the upper grades moved more or less than those in the lower grades; and (4) to attempt to find the significance of this transiency. Information for this study was gained largely from the teachers' registers on file in the County Superintendent's office.

Importance of the study. Educational literature indicates that there is a need for research in the field of transiency of grade school children. Here are some excerpts on the problem: Gordan<sup>1</sup>

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<sup>1</sup> Leslie O. Gordan, "Breeding Grounds for Social Unrest," School Executive, 57:23-4, September, 1937.



says: "'No other problem should rivet such educational concern as that of the migratory child.'"

Corbally, who made a similar but more extended study of the state of Washington states:

It has not been possible in this study to draw any definite conclusions regarding the importance of pupil mobility in the state because all administrators were not agreed on the extent to which mobility is an administrative problem.<sup>2</sup>

There is a possibility that administrators do not realize the significance of transiency because there are always some children coming into a school system and about the same number leaving the school district.

Relative to the importance of the problem of transiency Engelhardt declares:

One of the most difficult problems which school administrators are called upon to solve is that of forecasting population change. It has been considered an important problem for many years, especially in connection with planning school-building programs, purchasing sites, and erecting permanent structures.

In more recent years, however, the problem has presented a much broader issue, namely, the implications for education to be found in the motivation of population change. Why does birth rate decrease in one area and increase in another? Why do people migrate from one city to another? What are the factors of living which are related to shifts within cities and rural areas? What types of people migrate? Do these migrations improve living conditions? Should the schools encourage or discourage migration, and, if so in what areas?<sup>3</sup>

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<sup>2</sup> John E. Corbally, "Pupil Mobility in the Public Schools of Washington," University of Washington Publications in the Social Sciences, Volume V. Seattle: University of Washington Press, 1928-1935. p. 176.

<sup>3</sup> N. L. Engelhardt Jr., "Child Migration in a City," American School Board Journal, 102:51, February, 1941.

Kirkendall summarizes:

From these three factors--shifting and increasing enrollments, mounting educational expenditures, and the need for different legislative provisions--grows the need for comprehensive, long term planning on a sectional if not national scale. Though much local planning needs to be done, these problems can never be met by a single community. Conferences of school officials, labor officials and representatives, legislators, and others closely associated with the migrant situation for a study of all phases of the problem are needed. Fortunately some of this work is already being done.<sup>4</sup>

Bigelow, commenting on war transiency observes:

The discussion of transiency in the account (School and Society, June 12) of the NEA's research report on the war's effects upon the schools justly stressed the need for more serious study of this problem. Anyone acquainted with children whose parents' mobility has made it necessary for them to move from school to school--and, as the article points out, such children are legion--is aware of the special and often quite serious difficulties that beset these youngsters. Certainly it is important that both educators and parents become more sensitive to such strains and more active in studying and doing something about them.<sup>5</sup>

As progressive education, with its unit type of learning, is accepted more and more, transiency will become an even greater problem because of the interruptions to the schools and to the pupils. A transient pupil entering or leaving a school with a unit well in progress disrupts the school and his own learning. There is also a chance of repeating or missing a unit or drills in certain basic skills. The integration of learning will be lacking in the transient child's education.

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<sup>4</sup>L. A. Kirkendall, "Education and Recent Western Migration," Journal of Educational Sociology, 14:488-501, April, 1941.

<sup>5</sup>K. W. Bigelow, "Note on Educational Consequences of Population-Mobility," School and Society, 58:75-6, July, 1943.

Continued transiency may indicate (1) a need for a degree of standardization of work among various schools; (2) a standardized file of records to follow the children who move about; and (3) a realization on the part of teachers that they need to adjust their teaching to fill the needs of a certain percentage of transient children.

## II. DEFINITIONS OF TERMS USED

Transiency. Transiency was interpreted as meaning (1) the entering the school studied from another school; (2) leaving the school studied and going to another school; (3) entering the school studied one month late; and (4) leaving the school studied one month early. Due to the agricultural conditions in Carter County, people are busy during planting and harvest seasons. Sometimes children have to help in the fields and in the case of small children there is sometimes no time to take them to school.

Calendar year. The calendar year was interpreted as meaning from January first to December thirty-first. This would be, for example, from about the middle of the first grade to about the middle of the second grade. This was used instead of the regular school year (usually September to May) to fit better with other statistics and to get more information to arrive at a percentage of transiency where there was a lack of records. Where there were records only for two successive school years a calendar year would be contained therein knowing that the children were in the school the calendar year before and the calendar year after. This also eliminated the automatic new

entry into the school in the first grade and leaving in the last half of the eighth grade which would contaminate the percentages of transiency.in question with moves that should not be counted.

## CHAPTER II

### REVIEW OF THE LITERATURE

Transiency as it is found under average school conditions is not discussed much in educational literature; however, a considerable amount has been written about circumstances where there is a great deal of transiency such as harvesting certain crops, dam construction, new industry, depression, and war. Large amounts of transiency are the most noticeable because they may require many more books, or more teachers, or even more school buildings. Routine transiency is not as noticeable because usually about as many new children come into a school as there are children that leave.

Literature on large amounts of transiency. There are many articles in the periodicals on large amounts of transiency. Larson<sup>6</sup> tells of a school in Arizona that had 7000 pupils in October, 11,000 pupils in February, and 6000 pupils at the close of school. Walton<sup>7</sup> says that teachers are sometimes surprised with the large numbers of extra children in harvest areas or where construction work is done. Harmon<sup>8</sup> tells about conditions at Grand Coulee Dam. A country school

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<sup>6</sup> E. L. Larson, "Migration and Its Effect on Schools," Elementary School Journal, 41:283-97, December, 1940.

<sup>7</sup> Roger Walton, "Educating the Asphalt Arab," Nations Schools, 19:34, April, 1937.

<sup>8</sup> W. J. Harmon, "The Dam Builders and Their Children," School and Society, 55:418-20, April, 1942.

at the dam site had about five pupils in 1933, in 1939 the same school had 1339 pupils. There existed a school run by the government and a school run by a contractor, but these two institutions together enrolled only two or three hundred pupils. This placed a huge tax burden on the school district because governmental property could not be taxed.

Goulding<sup>9</sup> writes of a migrant problem as a consequence of winter tourists in Florida. Another unusual situation was reflected among transient children in the Panama Canal Zone who had a higher scholastic average than nontransients. This was perhaps to be expected because the transients were mostly technicians and professional people. Moreover, this was the only case of its kind found in all of the literature surveyed.<sup>10</sup>

In reference to the nature of some of the transient children there is this excerpt from the White House Conference of 1930:

One branch of the study has to do with the child who leaves school a month or two early in the spring to go to another state to harvest crops and comes back a month or two late in the fall. This migratory child is the despair of school authorities for he disrupts the school schedule, increases the expenses of the township, is usually backward and has a casual attitude towards the importance of education which tends to affect the rest of the pupils. He is a pathetic figure because the migratory life he lives leads to nothing better. He is caught in a treadmill of long hours, stunting labor and blind routine.<sup>11</sup>

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<sup>9</sup> R. L. Goulding, "Florida's Tourist Pupils," Nations Schools, 19:25-8, March, 1937.

<sup>10</sup> E. B. Sackett, "Effect of Moving on the Educational Status of Children," Elementary School Journal, 35:517-26, March, 1935.

<sup>11</sup> Anne W. Buffum, "The White House Conference and the Migratory Child," American Federationist, 38:39-42, January, 1931.

Literature on routine amounts of transiency. Beach and Beach<sup>12</sup>

say, " . . . there are few occupations in our modern way of living which do not entail some degree of movement from place to place."

They also say:

What is presented as a whole . . . is a picture of a gradual changing of older behavior attitudes typical of stationary life. The influence of migratory forces begins to appear, not in complete removal of some aspects of the older patterns of life and behavior, but in lighter shading, or less emphasis upon certain of these aspects. How far this gradual change may go it is impossible, of course to know. But there seems to be real ground for concluding that the increasing migratory nature of our modern life affects to some degree the behavior patterns of families, especially children in their formative years. The study of most migrating of the families in our research indicates that they are not broken families to any greater extent than more stable families; nor does family transiency tend toward the breaking of family relationships. If anything, the contrary seems to be the case. But the values of many phases of life associations are in process of change, as adjustment is made to more or less continuous movements. A further conclusion drawn from this study is that transiency is not confined at all to the poverty level of society; it is evident also in the middle and upper strata. Indeed, there seems reason to believe that it may become characteristic of these social layers even more than among the poorer families.

Thus, while the laborious study of these families and their children points the real difficulty of judging the social and mental efforts of so involved a phase of modern life as migratoriness or place mobility, it leaves the impression that the problem is a real one of decided social significance and worthy of further and more extended examination.<sup>13</sup>

Bagley tells about some of the findings of the California

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<sup>12</sup> A. W. Beach and W. G. Beach, "Family Migratoriness and Child Behavior," Sociology and Social Research, 21:503-23, July, 1937.

<sup>13</sup> Ibid., p. 523.

## Curriculum Study of 1925.

On several occasions I have called attention to the effect upon American education of the very great mobility of the American population. Probably the most extended investigation of this problem was made in connection with the California Curriculum Study in 1925. This investigation found that barely one-third of the children in the eighth grade of the California schools had attended school in the same community during the eight years of their elementary school life. It was also found that mobility was a significant factor in retardation.

In the same year (1925) I had a study made of mobility from a somewhat different point of view. It attempted to answer this question: Of the children enrolled in the schools in a small city in 1900, how many were living in that city and the immediate vicinity in 1925? The study found that three-fourths of the enrollment in 1900 represented persons who were not living in the city or its immediate vicinity twenty-five years later. This community is in Montana . . . . In Illinois it was found: An examination of the enrollment figures indicates that, on the average and with slight variations over a period of years, fifty-one percent of the children entering the first grade move away from the community within the following eight years.<sup>14</sup>

Carpenter and Capps made a study in Missouri which gave indications that there is a great deal of transiency in this country and that the fact needs to be more generally recognized.

A study was made in three towns in Missouri: Moberly, Mexico, and Boonville . . . . It was discovered that pupils now enrolled in these three towns had, at some time in their school careers attended schools located in eighty-five of the 114 Missouri counties and in thirty-nine of the forty-eight states of the Union. This information was so startling that additional studies were made of the following towns in Missouri: Columbia, Rolla, and Springfield. It was discovered that pupils now enrolled in Columbia had at some time attended school in eighty of the counties in Missouri and in thirty-four of the states.

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<sup>14</sup> William C. Bagley, "Mobility of the Population As a Factor in School Efficiency," Educational Administration and Supervision, 19:473, September, 1933.



It was only natural that since Springfield is larger than these towns that the number of counties and the number of states in which children have attended school should be larger than in the studies previously made. It was discovered that the children now in Springfield have attended schools located in 100 of the 114 counties and in forty-two of the different states. Rolla is a smaller town, but still students who are now enrolled in Rolla have attended school in fifty-three of the Missouri counties and twenty-seven of the states in the Union. When all pupils in all the studies were considered it was discovered that these 19,820 pupils now located in these towns have been to school at some time in all the counties of the state of Missouri and in forty-five states.

The larger the town the greater, of course, is the distribution of movements both within the state and in other states than Missouri, but the percent moving and the percent total moves as the total enrollment, are practically constant. If the same ratios hold true for the entire state as for the towns studied, then the total public school students who are now enrolled in our public schools in the state of Missouri, who have at some time attended school elsewhere may be estimated.

As the total enrollments in the towns studied are 19,820, and the total number of students who made at least one move was 6,198, the total percent who moved was 31.2 percent. As the total number of moves was 12,603 the ratio of moves to enrollment was 63.5 percent. According to the last report of the State Department of Schools the total number of pupils enrolled in the public schools of Missouri was 717,391. The total number of pupils moving may be estimated as 223,826 and the total moves as 455,543.

Probably the migration of school children is greater in some states than in others. To the extent that Missouri is typical of the other states, we can estimate that nearly 8,000,000 of the 25,000,000 school children of the United States have moved at least once, and that we can estimate that the total number of the moves will reach 15,875,000.<sup>15</sup>

These figures, though they are not for one year, seem to be rather high for what could be just routine transiency.

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<sup>15</sup> W. W. Carpenter and A. G. Capps, "Uncle Sam and His Children," School Executive's Magazine, 54:70-1, November, 1934.

Thorntwaite also made a study of migration during the depression of the 1930s. He observes:

. . . . since the beginning of the depression, migration has assumed the form of bewildered aimlessness. The city-ward movement of population has been reversed, and people have been leaving the cities in large numbers. This recent migration was made to escape economic conditions which were growing increasingly adverse. Much of the movement from industrial areas has been to submarginal land where subsistence agriculture provides temporary refuge, but there has also been a limited movement to the villages and in some cases to better farm land.<sup>16</sup>

Kraenzel made a study of farm population mobility in selected Montana communities. The communities he selected were: the Circle-Brockway and Vida areas in McCone County, an area in Powder River County, the Highwood-Waltham and Geraldine areas in Chouteau County, the Big Fork and Boorman-Batavia areas in Flathead County, and an area in Lake County. His study covered the 1925-37 period. He comes to the conclusion that:

Mobility of farm population has been very high since 1925. This has been a continuation of the past migration trends in the Great Plains Region.<sup>17</sup>

Gaumnitz gives some figures on migration at the end of World

War II:

. . . . The Farm Security Administration estimates that at least 350,000 families annually wander from place to place seeking to eke out an existence through migratory labor, chiefly following the crops. Authorities agree that the average migrant family of this type has two or three children

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<sup>16</sup> C. Warren Thorntwaite, Internal Migration in the United States (Philadelphia: University of Pennsylvania Press, 1934), p. 3.

<sup>17</sup> Carl F. Kraenzel, Farm Population Mobility in Selected Montana Communities (Bulletin 371; Bozeman, Montana: Montana State College Agriculture Experiment Station, April, 1939), p. 16.

of elementary-school age. These estimates indicate that nearly one million children, six to sixteen years of age, annually move from one school district to another, more or less temporarily in order that they and their families may find various types of seasonal employment. Because of the seasonal nature of the employment sought, these children often move many times during the year, thus becoming in rotation the responsibility of a number of school districts.<sup>18</sup>

Evans<sup>19</sup> states that crop migrants are necessary, therefore we need to provide for them. Gresham<sup>20</sup> said that there was still a great need for seasonal workers in agriculture. Shotwell<sup>21</sup> says that the estimated farm migratory workers in 1947 was 600,000. Including the families of these workers, the total figure would represent about 2,500,000 persons. There is hope, nevertheless, that the machine age will encompass more and more of man's work and the need for hand labor will decrease, which will in turn decrease the need for migratory workers. Stocton<sup>22</sup> comments, "The introduction of cotton-picking machinery has stabilized our population a great deal."

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<sup>18</sup> Walter H. Gaumnitz, "American Education in the Postwar Period," Forty-fourth Yearbook of the National Society for the Study of Education, Part II. Chicago: The University of Chicago Press, 1945. pp. 44-5.

<sup>19</sup> E. K. Evans, "Uncle Sam's Migrant Children," Childhood Education, 18:362-6, April, 1942.

<sup>20</sup> L. W. Gresham, "Agricultural Nomads Along the Atlantic Coast," Journal of Educational Sociology, 21:78-87, October, 1947.

<sup>21</sup> L. R. Shotwell, "Young Migrants in School," Survey, 85:67-70, May, 1949.

<sup>22</sup> J. D. Stocton, "No Migrant Headaches!", National Education Association Journal, 43:93-4, February, 1954.

## CHAPTER III

### SOURCES OF DATA AND METHOD OF PROCEDURE

To find the amount of transiency in Carter County, Montana, a card file was made with a card for each child that had been enrolled in each school that was checked. These cards provided information on the grade, entrance date, and departure date. This data was taken from the teachers' registers on file in the office of the county superintendent of schools. Each case of regular enrollment and transiency was then compiled, the percentages of transiency disruptions computed, i.e. (1) coming from or going to another school, or, (2) entering late or leaving early, and graphs made of this information to get the trends that might be indicated.

#### I. SOURCES OF DATA

Sources of data. All data was obtained from teachers' registers on file in the office of the County Superintendent of Schools of Carter County at Ekalaka, Montana. It should be noted that many of these registers were missing. This is clearly indicated on Chart I. Registers were consulted from the year 1921 to 1955 inclusive.

#### II. METHOD OF PROCEDURE

Card file of the children. A card file was made with a card for each pupil of the school checked, giving dates of entering and

leaving the school and the grade he was in during those dates. This card gave the pupil's history of his attendance in the school.

For convenience of checking for transiency later, the pupil's dates of entering and leaving the school were checked with the school's opening and closing dates and a mark made after those dates that were irregular.

Master sheet of data. A large sheet of cardboard, two feet by three feet, was used to compile all the data. The calendar years were arranged on the vertical edge and the grades along the horizontal edge. The grades were marked as one and two, two and three, and up to seven and eight. This disregarded the automatic entering into the school in the first grade up to December 31 and the automatic leaving in the eighth grade from January 1 to the end of the eighth year.

The information in the card file was then put on this master sheet. A straight mark was made for a child in regular attendance as from January 1 in the first grade to December 31 of the second grade and a zero was made when he was not enrolled part of that year, i.e., came from or went to another school, or, entered school one month late or left school one month early. The totals for each grade for each year are tabulated on Chart I, with the total enrollment placed under "E" and the number of children who were transients placed under "T". When a child made two moves or gave two indications of transiency in a given year a dot was placed over the zero on the master sheet and these totals were tabulated on Chart II under double transiency, "D", along with a repeat of the number of cases of transiency that were

## CHART I

## TABULATION OF PUPILS OF EKALAKA GRADE SCHOOL

FOR THE CALENDAR YEARS 1922-1954

E--Total enrollment of children in the grade

T--Transient children

Grade 1-2			2-3		3-4		4-5		5-6		6-7		7-8	
Year	E	T	E	T	E	T	E	T	E	T	E	T	E	T
22					23	15								
23					23	13	14	9						
24					26	13	17	8	13	7				
25					19	8	25	18	14	5	12	6		
26					24	15	16	8	23	16	17	10	14	6
27	27	18	27	19	25	13	23	13	23	10	21	10	18	9
28	27	16	25	10	25	10	20	5	19	7	26	15	20	6
29	21	9	24	13	29	15	25	11	25	15	21	7	22	7
30	19	7	19	8	17	3	27	9	23	9	21	12	17	5
31	22	7	16	6	13	3	16	6	29	14	19	8	14	4
32	20	12	22	8	15	3	12	3	15	6	23	7	15	6
33	19	9	28	12	18	4	14	3	17	8	18	6	17	2
34	17	6	19	9	25	6	22	7	24	11	18	9	20	8
35	25	13	23	11	18	8	31	16	19	7	27	13	18	8
36	35	21	27	11	22	21	24	12	26	14	30	17	29	17
37	21	14	31	16	31	20	22	14	31	15	24	8	32	16
38	22	10												
39	26	12	22	12										
40	22	8	23	7	21	10	18	4	27	3	25	7	22	6
41	33	14					18	5	23	12	29	5	27	6
42	25	8	27	10					19	9	22	7	30	10
43									22	9	23	11		
44											22	7		
45											19	9		
46							23	11						
47														
48														
49	31	11												
50			28	10										
51	24	8	30	6	27	7	21	3	23	5	27	7	25	5
52	30	12	22	11	34	10	28	11	23	4	26	9	27	5
53	32	12	28	11	22	8	31	7	21	7	24	5	32	8
54	39	13	31	11	37	10	19	4	29	7	30	6	22	2
Total E			537		472		484		466		488		513	
Total T			240		201		206		187		200		201	

CHART II  
 TABULATION OF TRANSIENCIES IN EKALAKA GRADE SCHOOL  
 FOR THE CALENDAR YEARS 1922-1954

T--Transient children

D--Double transiency, children moving more than once

Grade	1-2		2-3		3-4		4-5		5-6		6-7		7-8	
Year	T	D	T	D	T	D	T	D	T	D	T	D	T	D
22					15	0								
23					13	2	9	0						
24					13	2	8	0	7	1				
25					8	0	18	1	5	0	6	1		
26					15	3	8	2	16	3	10	1	6	2
27	18	1	19	1	13	2	13	0	10	1	10	2	9	0
28	16	0	10	1	10	1	5	0	7	1	15	2	6	0
29	9	2	13	1	15	0	11	2	15	2	7	0	7	0
30	7	0	8	2	3	0	9	0	9	4	12	2	5	0
31	7	0	6	1	3	0	6	1	14	3	8	0	4	0
32	12	0	8	0	3	1	3	0	3	0	6	1	7	0
33	9	0	12	0	4	0	3	0	8	1	6	0	2	0
34	6	1	9	0	6	0	7	0	11	1	9	2	8	2
35	13	1	11	1	8	0	16	0	7	0	13	1	8	1
36	21	1	11	0	12	2	12	0	14	1	17	1	17	0
37	14	0	16	0	20	2	14	0	15	0	8	2	16	0
38	10	2												
39	12	1	12	0										
40	8	0	7	0	10	1	4	1	3	0	7	0	6	0
41	14	1					5	0	12	1	5	2	6	1
42	8	0	10	0					9	0	7	1	10	0
43									9	1	11	1		
44											7	2		
45											9	0		
46							11	1						
47														
48														
49	11	0												
50			10	1										
51	8	0	6	0	7	1	3	0	5	1	7	0	5	0
52	12	0	11	1	10	1	11	4	4	1	9	1	5	0
53	12	2	11	1	8	1	7	1	7	0	5	0	8	0
54	13	4	11	4	10	1	4	1	7	1	6	1	2	0
<hr/>														
Total T	240													
Total D	16													
			201		206		187		200		201		136	
			14		20		14		23		23		6	

listed in Chart I.

The year by year totals were listed on Chart III.

Transiency in the various grades. To find the relative transiency in the various grades, the percentage of total transients of the total regular enrollment was computed for each grade level, such as one and two, two and three, etc. This information is on Chart I and the graph of it is on Chart IV.

The graph of Chart IV also has a line showing the percentage of total transiency i.e., transients plus double transients of total enrollment.

Transiency in the various years. To find the transiency of the school for the various years, the totals of each year were used to compute the percentages of transiency and a graph made of these (Chart V).

Transiency in various groups of years. The graph of Chart V is not very smooth so to make a smoother graph the years were grouped. Chart VI is a graph of three year groups which is easier to interpret. Data was scarce or missing some years and trends Chart V would show may not have enough data to be significant. Three year grouping is still not too large to show transiency of the depression of the 1930s and World War II.

Chart VII is a graph of eight year groupings to show the general tendency of increase or decrease through the years. As there were thirty-three years and that number is not evenly divided by eight



## CHART III

TABULATION OF TOTALS OF TRANSIENTS IN  
EKALAKA GRADE SCHOOL FOR THE  
CALENDAR YEARS 1922-1954

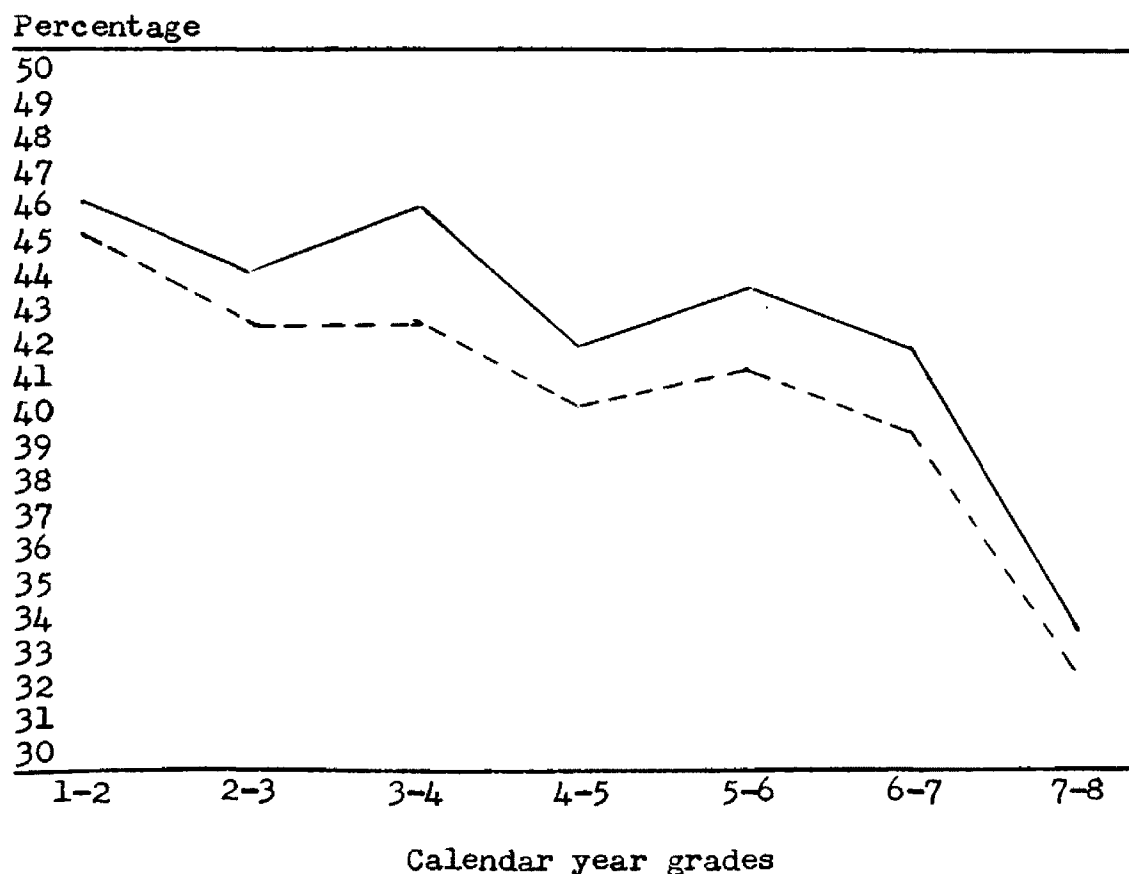
E--Total enrollment

T--Total cases of transiency

Year	1 yr. grouping				3 yr. grouping				8 yr. grouping								
	E	T	%		E	T	%		E	T	%						
22	23	15	65	}	121	70	58	}	1009	432	53						
23	39	24	62														
24	59	31	53														
25	72	39	54	}	348	204	59	}				1009	432	53			
26	105	66	63														
27	171	99	58														
28	167	74	44	}	491	219	45	}							1009	432	53
29	173	84	49														
30	151	61	40														
31	134	53	40	}	390	145	37	}	1251	564	45						
32	124	47	38														
33	132	45	34														
34	151	62	41	}	514	251	49	}				1251	564	45			
35	165	80	48														
36	198	109	55														
37	196	107	55	}	269	144	54	}							582	216	37
38	24	12	50														
39	49	25	51														
40	160	47	29	}	419	139	33	}	582	216	37						
41	135	47	35														
42	124	45	36														
43	47	22	47	}	90	40	44	}				582	216	37			
44	24	9	38														
45	19	9	47														
46	24	12	50	}	24	12	50	}							855	275	32
47																	
48																	
49	31	11	35	}	174	65	27	}	855	275	32						
50	29	11	38														
51	179	43	24														
52	198	70	35	}	592	198	33	}				855	275	32			
53	195	63	32														
54	199	65	33														

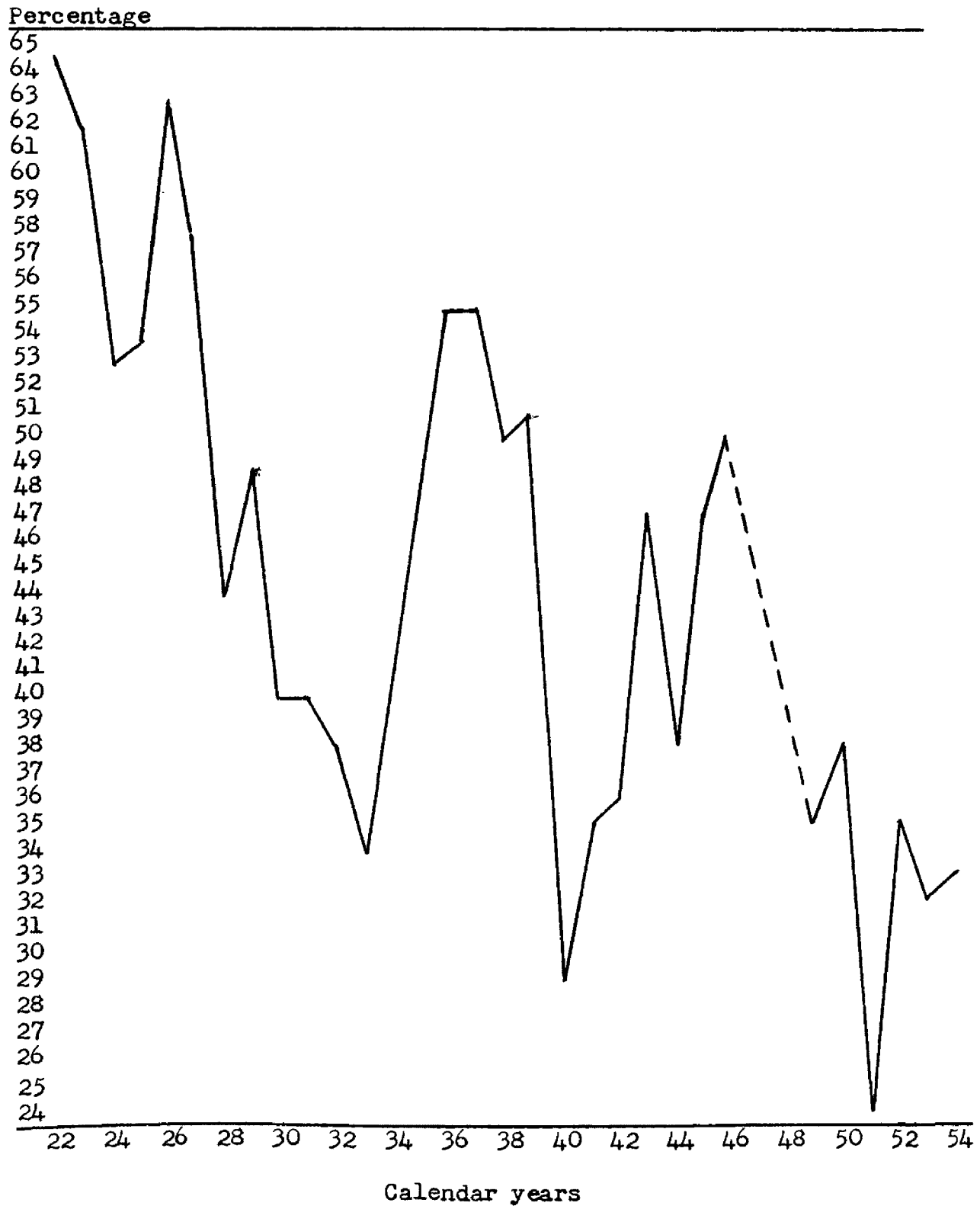
CHART IV  
THE PERCENTAGE OF TRANSIENCY IN THE VARIOUS GRADES  
IN EKALAKA GRADE SCHOOL FOR THE  
CALENDAR YEARS 1922-1954

----- Percentage of transiency counting double transients  
- - - - Percentage of transiency without counting double  
transients



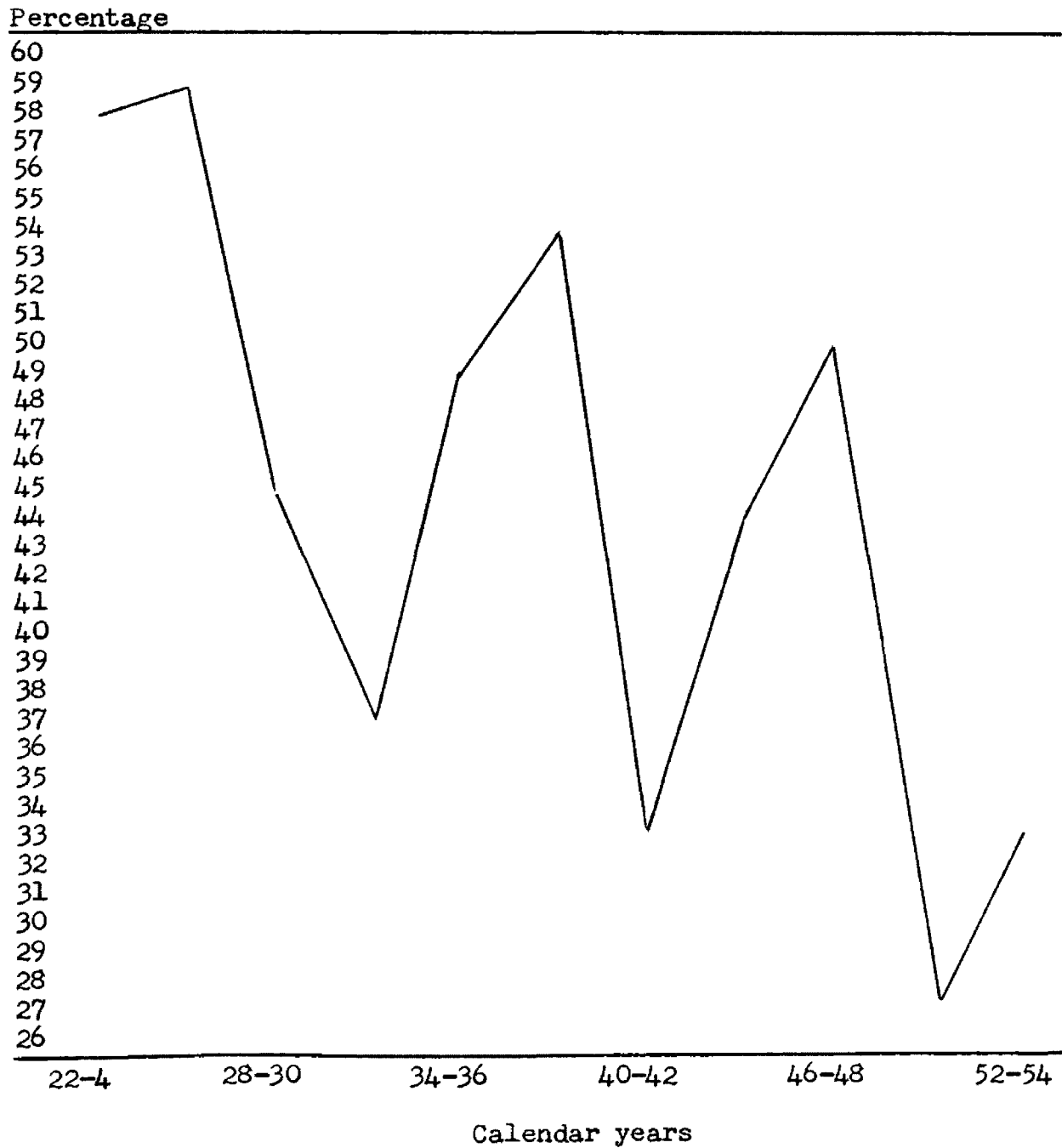
## CHART V

PERCENT OF YEARLY TRANSIENCY IN EKALAKA GRADE SCHOOL  
FOR THE CALENDAR YEARS 1922-1954



## CHART VI

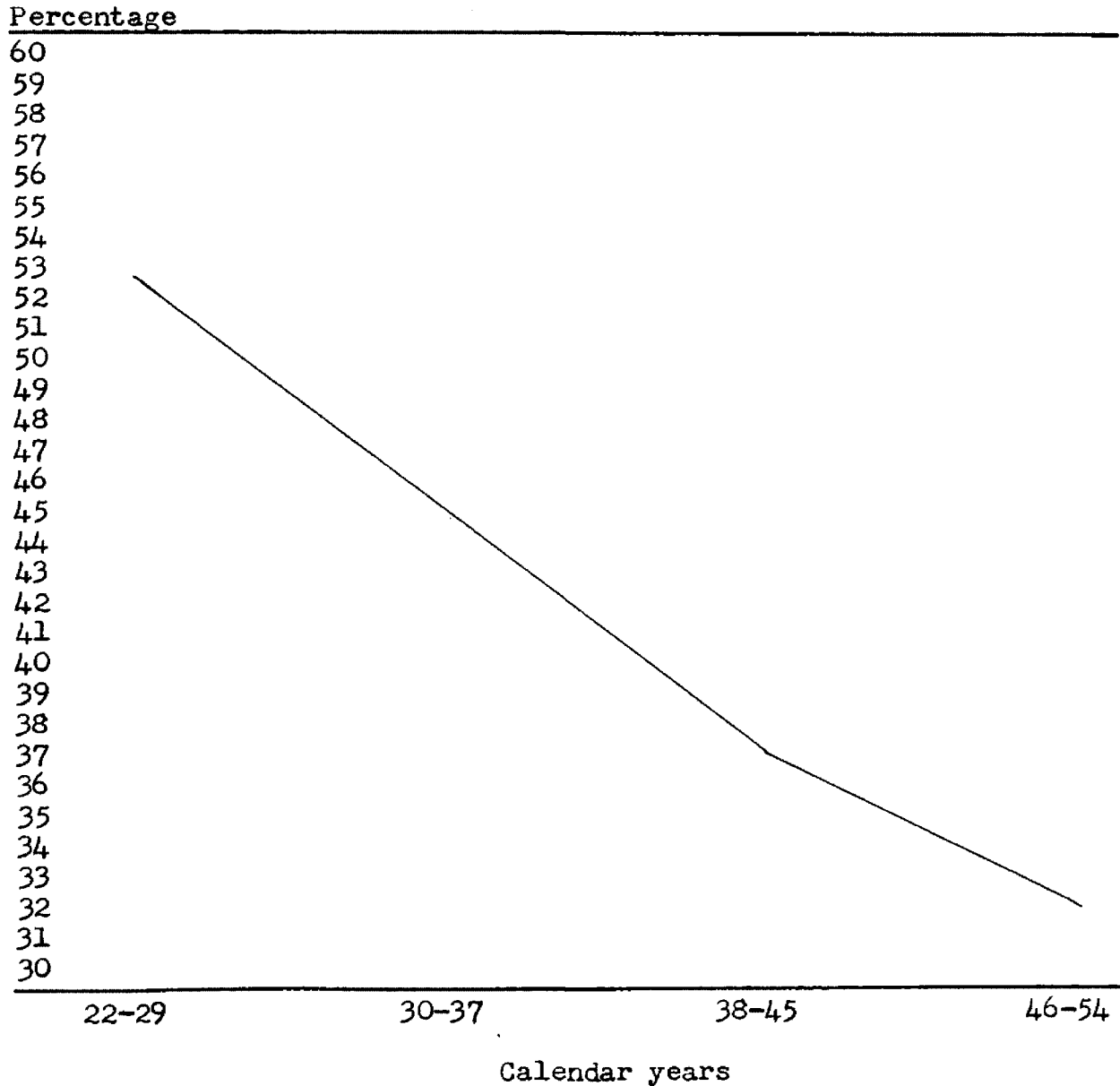
PERCENT OF TRANSIENCY IN THREE YEAR GROUPS IN EKALAKA  
GRADE SCHOOL FOR THE CALENDAR YEARS 1922-1954



## CHART VII

PERCENTAGE OF TRANSIENCY IN EIGHT YEAR GROUPS IN EKALAKA

GRADE SCHOOL FOR THE CALENDAR YEARS 1922-1954



the first three groups were taken counting from the beginning of the list on Chart III and the last group counted from the end. That left the odd year within the grouping at a year for which there was not any data for anyway. This made a smooth curve which was the goal.

Transiency in the country schools. To get an idea of transiency in the country schools, two were chosen which had teachers' registers back to 1921. These schools were still in operation and were at opposite ends of the county. For many years of this period the schools were either not in operation or the registers for those years were lost. The data of these schools was therefore combined to get an overall picture of their transiency (Charts VIII and IX). The same methods were used as on the Ekalaka school except not to find the amount of transiency in the various grade level as data was too scarce. Scantiness of data gave reason to have only one graph (Chart IX) which was made in eleven year grouping to get a smooth graph and to show the general trend of increase or decrease through the years.

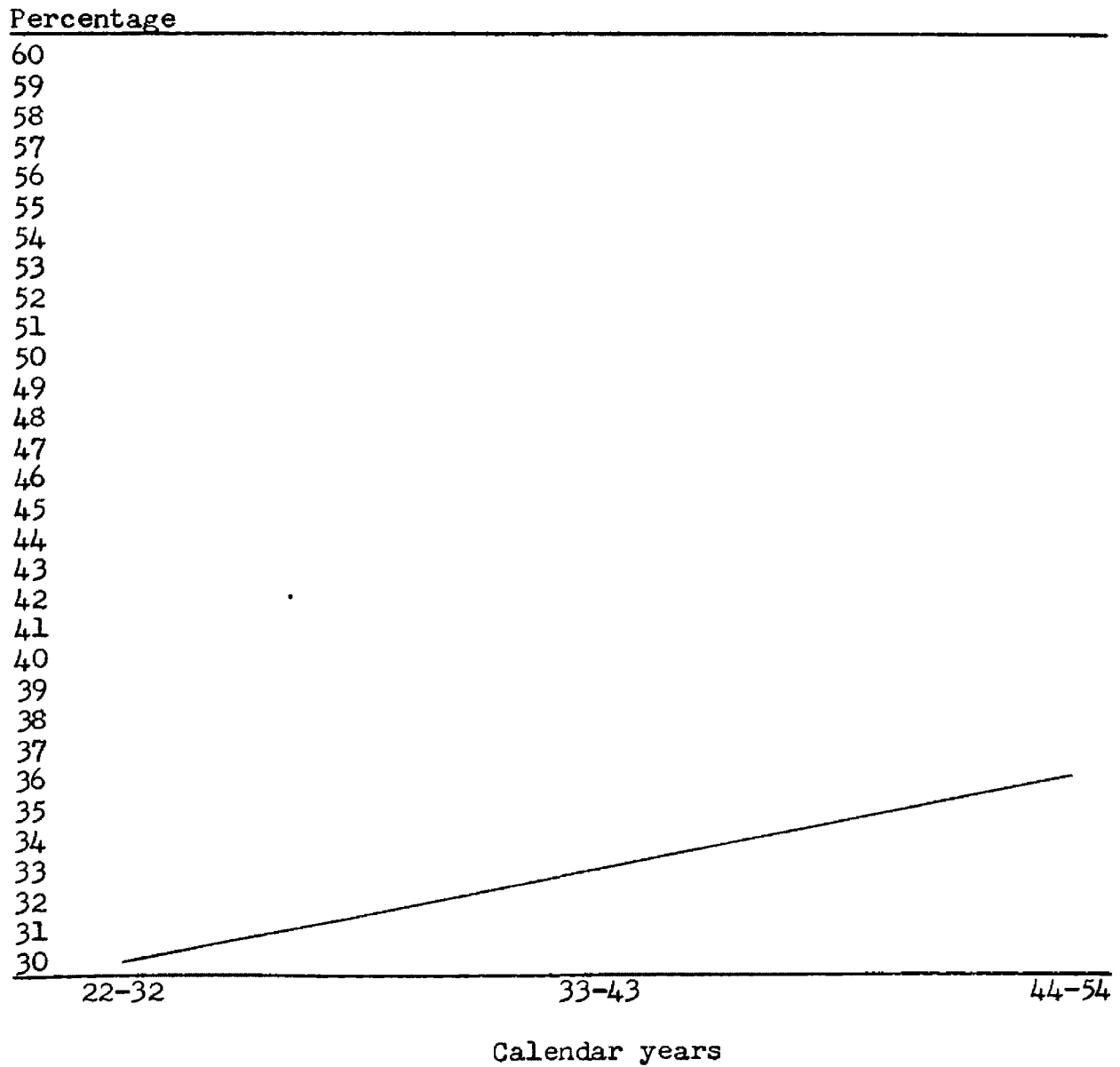
## CHART VIII

TABULATION OF PUPILS IN COUNTRY SCHOOL DISTRICTS 12 AND 24  
FOR THE CALENDAR YEARS 1922-1954

E--Total enrollment of children in the school  
T--Transient children

Year	Dist. 12		Dist. 24		Total			11 year grouping		
	E	T	E	T	E	T	%	E	T	%
22	9	7	7	0	16	7	44	116	35	30
23	10	2	14	1	24	3	13			
24	19	12	11	4	30	16	53			
25			7	0	7	0	0			
26			5	3	5	3	60			
27	9	2	3	1	12	3	25			
28	7	2	2	0	9	2	22			
29			4	0	4	0	0			
30			5	1	5	1	20			
31			4	0	4	0	0			
32										
33								85	28	33
34	9	3			9	3	33			
35	9	1			9	1	11			
36	10	3	9	3	19	6	32			
37			9	4	9	4	44			
38			7	1	7	1	14			
39			4	1	4	1	25			
40	10	4	4	0	14	4	29			
41	14	8			14	8	57			
42										
43										
44								44	15	36
45										
46										
47										
48	7	4			7	4	57			
49										
50										
51	7	4			7	4	57			
52	9	1			9	1	11			
53	10	4			10	4	40			
54	8	2	4	1	11	2	18			

CHART IX  
PERCENTAGE OF TRANSIENCY IN ELEVEN YEAR GROUPS IN  
THE COUNTRY SCHOOL DISTRICTS 12 AND 24  
FOR THE CALENDAR YEARS 1922-1954





## CHAPTER IV

### INTERPRETATION OF RESULTS AND SIGNIFICANCE

This study was conducted to find the amount of transiency disruptions that could be expected in school enrollment. The results were (1) that there has been a decrease in transiency in the Ekalaka Grade School through the years studied; (2) that as the children progress through school there is a decrease in transiency; and (3) in the country schools studied the transiency is increasing, however the data was scanty and there would be a question as to its significance.

Since our schools attempt to approach the philosophy of equal educational opportunity for all children, provisions should be made by educational administrators to take care of the large number of transients. Some suggested needs seem to be (1) skeletal standardization of the course of study; (2) standardization of permanent records to follow children; and (3) a realization on the part of teachers to adjust their teaching to care for the transients.

Interpretation of results. Chart IV indicates that as children get older their parents do not move around so much. The drop of from over forty percent at grades one and two to over thirty percent at grades seven and eight seems significant. There is a sharp drop when children reach the last year and it is probably an attempt on the part of parents to stay until the child has passed the eighth

grade.

Chart V shows the yearly transiency in Ekalaka and is rather irregular probably due to the lack of sufficient data some years. To correct for this the data was grouped into three years and a graph (Chart VI) was made. This indicates a decrease in transiency through the relatively normal times of the twenties and the beginning of the depression of the thirties. As the depression progressed people started to move so there was an increase in transiency. There was a decrease during the last part of the depression and part way into World War II and then it increased again. There was an increase during the war and a decrease shortly afterward. The recent increase was due partly to the oil exploration in that area.

Chart VII is a graph of the eight year groupings and is a smooth curve showing a decrease of from over fifty percent to over thirty percent through the 1921 to 1955 period studied. There is a slight indication that the curve is starting to level out; however, it is believed that thirty percent still represents a lot of disruption in a school.

Chart IX is a graph of transiency in the two country schools of Carter County that were studied. It indicates that transiency is increasing. However, it must be remembered that the data is scanty in this case and may be insignificant. The graph being smooth may be some indication of a trend.

Significance of results. The survey of literature indicates the seriousness of the problem of transiency, therefore, the decrease

found in the Ekalaka school indicates that the situation is getting better. It is believed, however, that the approximately thirty per-cent still found, is worthy of recognition and provision.

The relatively high percentage of transiency, even though it is decreasing warrants further study over a larger area so that the amount can better be known.

The decrease in Ekalaka may also be an indication that that pioneer community is beginning to stabilize to a more permanent status.

## CHAPTER V

### SUMMARY

The problem of this study was to find "The Amount and Significance of the Transiency of Elementary School Children at Ekalaka, Montana during the 1921-1955 Period." Teachers' registers, which are permanent records were used as a source of data. A card file was made with a card for each child giving his record of attendance in the school. This data was then put on a master sheet, percentages computed, and these put on graphs. The literature surveyed indicated a need for such a study.

The review of the literature revealed many articles on cases where there was a large amount of transiency such as harvesting certain crops which are followed by large groups of migrant families. Very little was found covering routine transiency and no study was found covering a considerable expanse of time to find the trend of transiency.

The major finding of this study is that in Ekalaka, Montana, over a period of about thirty-three years, transiency is decreasing. Another finding of importance is that the percentage is still rather high and significant. The conclusions of this study are that (1) there is a need for a more standardized course of study so there will be fewer adjustments for transients to make; (2) that permanent records be standardized and follow the children about; and (3) that there is a greater realization on the part of teachers to adjust their teaching

to take care of a certain percentage of transients.

The results of this small area, just a small town and two one-room country schools, seem to indicate a need for further research in this field so the problem will be better known and recognized.

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