

OUT-OF-SCHOOL ACTIVITIES AND THEIR POSSIBLE INFLU-
ENCE ON CLASS WORK IN THE DUNBAR JUNIOR
HIGH SCHOOL, TUCSON, ARIZONA

by

Grace Ellen Jones-Daniels

A Thesis

submitted to the faculty of the

Department of Education

in partial fulfillment of

the requirements for the degree of

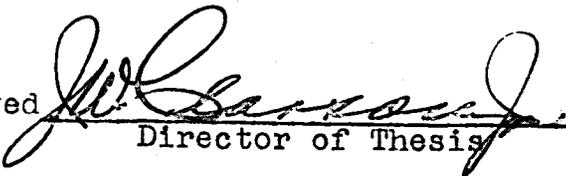
Master of Arts

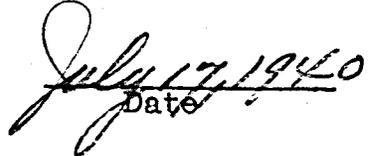
in the Graduate College

University of Arizona

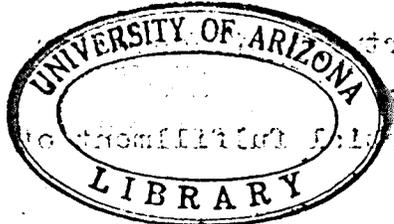
1940

Approved


Director of Thesis


Date

112727



Robert
Department of
to the University of Arizona
the requirements for the degree of

E9791
1940
48

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
II. WHAT OTHERS SAY.....	8
III. INTERVIEW PROCEDURE.....	37
IV. OUT-OF-SCHOOL ACTIVITIES.....	42
Background.....	42
Clubs and Associations.....	51
The Elk's Rest.....	52
The Movies.....	54
The Ochoa Center.....	57
Church-Going.....	58
Hobbies.....	60
Reading.....	63
Radio.....	66
Sports and Games.....	69
Themes.....	72
V. CONCLUSIONS AND RECOMMENDATIONS.....	102

BIBLIOGRAPHY

TABLES

Number	Page
I. FAMILY STATUS.....	44
II. PARENTAL OCCUPATIONS OF DUNBAR PUPILS.....	46
III. HOME RECREATIONAL OPPORTUNITIES.....	48
IV. ACTIVITIES PARTICIPATED IN BY GRADES.....	50
V. MAGAZINES READ BY GRADES.....	65
VI. MOST POPULAR RADIO PROGRAMS ACCORD- ING TO GRADES.....	68
VII. SUBJECTS DISTRIBUTED BY GRADES FOR THE FIRST SEMESTER 1939-40.....	72

CHAPTER I

INTRODUCTION

The activities in which Negro youth engages present a definitely unorganized picture. A picture in which these boys and girls are seen following aimlessly any activity which presents itself from the time they leave school in the afternoon until their return the following day. It may be to wander lackadaisically through the streets and alleys of the town; it may be to saunter into the near by pool-room for a game of pool; to attend Boy Scouts or Girl Reserve meeting or to see the latest western picture showing at the Plaza theater. Whatever enters his mind to do regardless of where it is, or what it is, this he does. Activities of this sort which have been observed during the last eight years have stimulated the writer's interest in this problem.

Informal inquiries made among teachers concerning out-of-school activities brought many varied answers. Some teachers seemed to feel that these activities were unorganized and influenced the type of work done in the classroom. Others among the teaching force were of the opinion that many of the activities which the pupils engaged in are the result of broken homes. Still others

concluded that the mental ability of the pupils was responsible for the type of activities which the pupils participate in as well as for the type of work which the pupils do in school. A review of available literature concerning out-of-school activities indicated that the school should influence the out-of-school activities of all pupils. The preceding observations, inquiries, and reading have resulted in this study.

The purpose of this study is to investigate the activities in which the pupils at Dunbar Junior High School engage after school hours and to determine any possible influences these activities may have on the recitations and grades of these pupils.

Before attempting an analysis of the problem it will be necessary to define certain words that are pertinent or relevant to the thesis.

Extra-curricular activities are, in some form, as old as our educational system. The spelling bee and the Friday afternoon exercises, together with athletics in various forms, have long held forth in the schools of America. Previous to the last decade, however, such activities were carried on in a haphazard manner, were not definitely organized, and consequently had no regularly formulated plan.

In stating the underlying principles of extra-curricular activities, Briggs says they are justifiable in two respects.

"...First, they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway-viz., take their places as members of social units, and exercise, each according to his ability, those qualities of leadership, initiative, cooperation, and intelligent obedience, all fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these lead to higher types of activities and make them both desired and possible of attainment."¹

"The meaning of the term 'extra-curricular,' changes when the meaning of the term 'curriculum' changes. If the curriculum is defined as organized subject matter presented in courses and sequences of courses, it is easy to distinguish the extra-curriculum. It would then consist of all activities of the school which are not part of the regular classroom work."²

The difficulty of defining the extra-curricular phase of the educative process in a way that will satisfy all students of the subject is in no way better illustrated than by the discussions that have arisen regarding the name itself. Some have objected

-
1. Briggs, T.H., quoted in Roemer, J. Extra-Curricular Activities in Junior and Senior High Schools. p.1.
 2. Langfitt, R., The Small High School At Work. p. 307.

to extra-curricular as a word form and have proposed "extra-curriculum". However, differences of opinion have arisen principally with respect to the desired connotation. Prompted by their desire to employ a term which will represent accurately the modern conception of the extra-curricular program, writers have proposed at various times, "co-curricular activities," "collateral activities", "allied activities", "inter-curricular activities", "semi-curricular activities", "extra-curricular activities", and "socializing-integrating activities". Perhaps some of these titles better signify the present conception of such activities than does the term, "extra-curricular activities". However, general usage of the last form persists and it seems highly improbable that any substitute will be generally employed in the near future.

"An activity that was definitely extra-curricular ten years ago may be semi-curricular now or even definitely curricular. Musical organizations, student publications, and dramatics not so long ago held their place in the high school program only as extra activities. Initiated principally by the students themselves, they were participated in during out-of-school hours, and without thought of credit. Whether or not an activity is called extra-curricular depends to a con-

siderable extent upon its origin and the manner in which it has been given a place in the educative process as well as upon the relationship that it bears at present to the remainder of the school program."³

For use in this study the writer prefers the definition of extra-curricular activities as given by Dr. Garretson during one of his lectures, in which he stated that,

"...an extra-curricular activity is any activity in which the initiative lies in the pupil, and any activity where the initiative and planning is instigated by the teacher is curricular."⁴

Hamrin and Erickson define leisure as, "the pursuit of those activities in which one engages for their own sake."⁵

The terminology of this work remains incomplete until a definition of the word form "out-of-school activities" is included. Out-of-school activities as used in this study are those experiences, both directed and undirected, organized and unorganized, which pupils engage in after school hours.

-
3. Chamberlain, Leo, M., The Teacher and School Organization, pp. 440-442.
 4. Garretson, O.K. Classroom Lecture, April 26, 1940.
 5. Hamrin, Shirley, and Erickson, Clifford E. Guidance in the Secondary School. p. 71.

There is a close correlation between the terms leisure and out-of-school activities, as can be seen from reading the above definitions and much of the material reviewed is in terms of leisure but includes out-of-school activities as well.

The writer has investigated available material which seemed to have a definite bearing on the problem being studied. It will be noted that other factors such as health, mental ability, and home conditions have been included in this study. This was done because the writer found that they played a very important part in determining the activities in which the pupils engaged after school as well as the type of school work which they did. Though material in print which might have a direct bearing on the subject is limited, enough has been found which has enabled the writer to support the findings at Dunbar.

In treating the problem the steps listed below have been followed:

First, review of materials on out-of-school activities, leisure, and extra-curricular activities.

Second, interviews with students and teachers.
an analysis of records on file and themes written by
the pupils.

Third, a survey of the existing conditions found
by the writer.

Interviews which were given by the teachers are
compiled and the material set forth in a general manner
as the writer promised not to use these interviews
separately.

The material collected is for the first semester
of the school year 1939-40 and should present a clear
picture of the activities of the Junior High School
pupils during this period.

CHAPTER II

WHAT OTHERS SAY

In order that the influence of out-of-school activities on recitations and grades may be determined, it is fitting that the pupils' background should be investigated. Such factors as, the health of pupils, individual differences, mental ability, guidance, extra-curricular activities, leisure, and home conditions, are all closely related to, and in some instances involve out-of-school activities. These same factors also influence the grades and recitations of pupils. To isolate the out-of-school activities and show their influence on grades and recitations is not an easy task but the writer believes that to a certain degree this is possible.

The American people have come a long way in a short length of time. Much progress has been made and still more will be made in the years to come.

During recent years the trend in population has been urban rather than rural. Home manufacture of food, clothing, and shelter have been transferred to the factory where the manufacture of these products is carried on largely by machine. Labor-saving devices

have found their way into many homes. Electricity, the telephone, telegraph, radio, and television, have each contributed their share toward revolutionizing the American mode of living. Transportation has grown from Fulton's paddle wheeled steamboat to vast floating luxury liners, and from the lowly ox cart to magnificent streamlined airplanes winging their way through the heavens like great silver birds. Where once spelling bees, corn husking bees, box suppers, Friday evening school programs, and square dances were the fashionable means of entertainment, there have developed the modern night club, movie house, theater, and many other amusement centers.

As a result of social and economic changes in America, too much leisure has been thrust into the hands of an unprepared nation. Of leisure time Morrison says,

"...No nation has survived leisure: the fall of Chaldea, Babylonia, Egypt, Rome, and Greece were all preceded by long periods of leisure forced upon the people. Not that leisure was an unpleasant thing to have- it is what all humans strive for- but just like the white elephant, now that we have it, what do we do with it?"¹

1. Morrison, William C., "The 12-18-Year-Old-Boy," Secondary Education; 14:No4 (September, 1935.)

What of our American youth? What effect if any have these changes wrought in them? What of their activities, both in school and out of school? Are these youngsters being trained to fit into a democratic society and make worthwhile contributions?

The change in economic conditions has forced many women to seek employment outside their homes thus leaving to other institutions as the schools, church, and other community organizations, a large share of the responsibility of shaping the lives of American children.

Slum areas with their crowded conditions, lack of playgrounds, and ever present filth have produced a vast number of undernourished bodies and warped personalities. These in turn have been expected to enter society, find their niche and conduct themselves as well integrated individuals. If the task is too great and they fall by the way, we say they are delinquents. According to Morrison,

"School hours occupy the time from eight to three, but quite a period for mischief prevails from three to ten. Practically all delinquency occurs during these hours."²

2. Morrison, William C. op.cit., p. 241.

This however, is not the only period during which delinquency develops, nor is the fact that the youngster is not in school the only factor that should be considered as conducive to delinquency.

Many of our youngsters who are delinquent have been failures in their school work and have been absent consistently from their classes.

Cox asserts that "there is no single cause of delinquency."³ The moving picture comes in for its share in despoiling those pupils who are not strongly predisposed to be good and behave in a socially accepted manner.

A school may be ever so efficient but it is impossible to cope adequately with the problem of delinquency during the one hundred eighty school days out of the calendar year of three hundred sixty five. The school must be supported by other agencies which reach youngsters during their out-of-school hours. The school should be organized on a twelve month basis with all playground material and equipment being made available during the summer months, Saturdays, Sundays, and holidays. Adequate supervision should be provided to supervise the activities to be carried on during

3. Cox, P.W.L., and Duff, John Carr, Guidance by the Classroom Teacher.

this period. Care should be taken not to attempt too rigid a control of pupil activities, as most youngsters resent the organization of their recreation (play) by outsiders.

With the influx of pupils from the homes of the masses into the school room, it has become necessary for this institution to reorganize and adjust its mechanism to care for these youth. Consequently health programs have been initiated into the school systems, individual differences have been considered, guidance has proved to be of inestimable value and the intelligence quotient has come in for its share of popularity. The whole curriculum has been rebuilt to meet the needs of the American youth.

Health is an important objective of secondary education. Lack of interest in school work, poor attendance, failure to participate in extra-curricular and out-of-school activities, and poor marks may be caused by ill health or physical deficiency which, if given attention would remedy the situation. Health examinations should be given each child regularly and follow-up work should be made for the purpose of checking the pupils' progress. Poor health affects the classwork of students to a degree and marks suffer occasionally as a result of poor health.

Koos and Kefauver state that

"all educators admit the importance of considering the individual in educating him. Each group attacks a somewhat different aspect of the problem, and their combined efforts are changing the secondary school from a place where all have an identical program to one in which the individual is studied in order that his learning activities may be adapted to his capacities and interests, and that he may therefore receive optimum of education for him."⁴

Numerous attempts have been made during recent years to isolate factors conditioning scholastic success in order to establish bases for educational guidance.

Before further attempting to determine the influence of activities on recitations and grades, a classification of pupils activities might be noted.

Representative out-of-school activities common to the experiences of the school child have been given the following classification by Broady:

Music

1. Instrumental and vocal, individual and group.

Dramatics and Public Speaking

1. Participation in various out-of-school programs.
2. Attendance at dramatic productions, movies, etc.

Groups and Organizations

1. Church activities

4. Koos, Leonard, and Kefauver, Grayson, Guidance in Secondary Schools, p. 441.

2. 4 H Clubs

3. Boy and Girl Scouts or Campfire Girls

Physical Recreation

1. After school play

2. Walking and running

3. Swinging

Reading

1. Library

2. Home

Work

1. Assistance with housework

2. Assistance with chores

3. Handwork such as sewing and home shop work

4. Gainful employment during summer and regular school year

Collecting

1. Stamps

2. Flowers

3. Leaves

4. Insects

Nature Study

1. Birds

2. Other animals

3. Astronomy

4. Trees

5. Other native plants⁵

Administrators and teachers must take cognizance of the fact that activities outside the school present an important means of enriching experiences for the school child. If given adequate guidance and direction by the teacher great educational value in this field may be derived by the pupil. If a pupil is able, by calling on his out-of-school experiences to contribute worth-while material to whatever recitation is being made, we may rest assured that his out-of-school ac-

5. Broady, O.K., Enriched Curriculums for Small High Schools, p. 17.

tivities are worthwhile, however, when a pupil's recitation contains undesirable material which we know has been obtained during out-of-school hours then the activities which he engages in are in all probability undesirable ones. Broady sets forth two types of such activities:

"first, those carried on under the general direction of the school: and second, those altogether outside the school's jurisdiction. In the case of the first group, generally called extra-curricular activities, the school can deal directly with the pupils bringing about the participation desired. As for the second group, the school can influence participation only indirectly and if the pupils and parents voluntarily cooperate."⁶

To know the pupils and their background is a fundamental duty of all teachers. We are aware of the fact that in many instances this calls for specific effort, but the advantages of such a venture far outweigh the disadvantages. Knowledge of this sort calls for more than a mere glance at a pupil's cumulative report card. It calls for conceptions and practices that are fundamental on the part of the teacher. It calls for sympathetic understanding.

In so far as sympathetic understanding is concerned, Cox and Duff have presented four aspects of which only the third is pertinent to this work.

6. Broady, O.K., op. cit., p.449.

"Sympathetic understanding requires a frank recognition that the pupil's out-of-school lives are frequently, perhaps generally, more significant controls of behavior and attitudes than is the school. If the school is to function as a directive instrument of society, it must coordinate its efforts with out-of-school organizations with which the pupils are in contact-homes, gangs, Scouts, moving pictures, athletics, newspapers, dances, and the rest so that it may re-enforce, guide, offset, and direct the activities of youth in their out-of-school lives. For if it neglects them or attempts to oppose them directly, it encourages divided lives, and perhaps a choice of loyalties that may not be in favor of the school."⁷

The conventional subjects in our schools have failed to deal with the lives of adolescents, even with the small number reached by the school. The great majority of adolescents have scarcely been touched by it. Despite the fact that their names appear on the school registers, many youngsters have had practically no share in the intellectual, devout life, latent, but too generally unrealized in the schoolroom.

In the traditional schools teachers have lived in a world apart from those whom they sought to teach. They seemingly were not expected to face the realities of life, or even to try to understand the lives of their pupils. Theirs has been a world of conjugations, de-

7. Cox, P.W.L., and Duff, John Carr, Guidance by the Classroom Teacher, pp. 77-79.

clensions, grammar, and nonformities. In a world of this sort expressed curiosity, doubt, and self-development have had no place.

It has long since been conceded that the child is one person. True his reaction patterns at home may be somewhat different from those he has at school. Nevertheless there is a central core, a basic substance, an integration of all these habits. This resulting integration is what we know as the personality of the child.

In view of the fact that the child is one person, he will necessarily carry home with him and into his out-of-school activities those same intrinsic aims that impel his actions at school.

Pupils are daily executing activities which typify their out-of-school lives, the high school should, therefore, adequately reinforce, guide, and direct the activities not only carried on within, but also outside and beyond the school. Formal cooperation should be carried on between it and the Scouts, the Y.M.C.A., library, police, park department, and the health department. With the playground, stores, and theaters, the school should carry on selective cooperation and competition. Vigorous warfare is carried on with the cheap dance hall by so called "flank attacks," for the school desires to make other and more desirable activities desired and possible.

The emerging curriculum accomplishes these purposes in that it includes the normal activities, the joyful spirit, and the reasonable success that is typical of boy and girl life in the curriculum itself.

In view of the fact that the curriculum comprises all the experiences that pupils have while under the direction of the school, there can be no hard and fast dividing line, educationally, between the conventional classroom activities and the so called extra-curricular activities. The need is great for pupils' participation and expression in experiences which are more essentially like out-of-school and daily life experiences than are the usual classroom procedures. The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general character, so similar to life outside the classroom that a maximum carry over may be expected. Under competent guidance pupils should share responsibility for the selection, organization, and evaluation of such activities, and of their probable outcomes.

It is the duty of the secondary-school curriculum to reveal higher types of activities to pupils and to make these activities both desirable and to an extent possible.

Cox says, "In many instances ordinary life activities of individuals and their communities are not as highly developed as should be desired. Some activities should not only be improved but supplemented by new and better forms of activities."⁸

Before all else pupils should be prepared "to do better those desirable things that they will do anyway."⁹

The actual world of realities is the task to be faced by the school at present. The pupil is already in possession of needs that will be with him throughout his life. Neglect of these present needs which are so definite and well known, while trying to develop some higher and frequently illusory activities is rather pointless. This is the fundamental conception which underlies the recommendations of the National Commission On The Reorganization of Secondary Schools.

The physical well being of each individual and the imposition of definite standards of sanitation for community health protection are problems which will face all pupils.

8. Cox, P.W.L., Curriculum Adjustment in the Secondary Schools, p.

9. Briggs, T.H., The Junior High School, p. 157.

Through reading, writing, reporting, and questioning the individual informs himself and the community in which he lives of his thoughts. Almost universal among intelligent people such unspecialized activities include computation, graphical and pictorial representation, musical appreciation, familiarity with common mechanical and electrical devices, the command of the fundamental knowledges and skills is basic to both formal and informal education.

The earning and spending of income, family life, and home membership, activities which involve civic participation, and the use of leisure for harmless enjoyment and self improvement are all fundamental aspects to be considered in determining the opportunities which are offered by the secondary school.

Some secondary schools have succeeded to a marked degree in influencing pupil's out-of-school activities by some or all of the following means.

1. Through cooperation with homes reached through parent-teachers associations, visiting teachers, conferences with parents at the school, curricular letters, informational report cards, they make the home aware of the problems, and make it possible for parents to become partners of the school. Rural school homeeconomics courses have sometimes been conducted in homes of the pupils, agriculture is fre-

quently taught by the instructor on the parents farms; on the other hands parents have been brought into the school to give demonstrations in cooking and agriculture.

2. Schools frequently cooperate with the Y.M.C.A. (particularly through the organization of Hi-Y. clubs), with the churches, boys clubs, public libraries, and sometimes even with the management of moving picture houses.
3. By conducting late afternoon, evening and Saturday activities at the school-building, in the gymnasium, auditoriums, or on the playgrounds, and permitting the use of the building for many community activities-dances, club meetings, orchestral rehearsals, and the like-the influence of the school is frequently extended and made more effective.
4. By forming advisory committees of parents to consider what new courses might be offered or what existing courses might be improved, the needs of the home for better management, for beautification, and for improvement of dietary hygiene, etc., have been understood and remedial measures taken; and the sufficiency of home training in many lines has been made clear to administrators and teachers."¹⁰

To say that pupils activities out of school have no influence on the recitations that they make in school would be an erroneous statement. It is true that there is only a very small carryover from some of the activities of the students into the classroom but in other instances the carryover is greater, thus influencing the pupils' grades and recitations.

10. Cox, P.W.L., Curriculum Adjustment in the Secondary School, pp. 173-174.

To be specific, let us take the case of the boy who delivers papers before or after school. What of his progress in school? What, if any, carry-over is there into the classroom of the experiences he has on his route?

The Superintendent in Toledo, Ohio was asked to pass his opinion on this question. Before making a decision however, an investigation during the school year of 1922-23 was made of 1,295 newsboys.

"The progress of these boys in school was analyzed in an effort to determine whether selling or distributing newspapers interferes with school work and retards progress in school. The contention that newsboys do poor work in their classes because of their work out of school was also investigated. The Stone Narrative Reading Test had been given the pupils in the elementary school from the third to the eighth grade. The score of each newsboy in relation to the median score for his grade was tabulated. Of the 1,295 boys 74 percent of them are in the four upper grades. It was found that 2 were underage, 965 were normal age, and 328 were overage. The percentage of retardation among newsboys decreases as they advance into the higher grades. Most of the newsboys were found in the upper grades. The newsboys included were younger on the average than the other pupils, probably because the younger boys are more energetic and intelligent.

" No fair and accurate interpretation of the data may justify the claim that selling or distributing newspapers tends to retard **progress in school as the scores** of more than 50 percent of the newsboys were above the median scores for their respective grades on the reading test. The percentages ranged

from 53.6 in the third grade to 59.8 in the seventh grade. The newsboys were therefore doing better work in their classes, and their achievement was not impaired by their out-of-school labor.

"If any positive benefit derived from selling papers might carry over into any school work, it would probably be in the number work. The Monroe General Survey Arithmetic Scale and the Buckingham Scale for Problems in Arithmetic had also been given to all of the children. The Monroe scale is a test in the fundamental processes of arithmetic and the Buckingham scale is a problem test. Sixty three and five tenths percent of the newsboys were above the median in the Monroe General Survey Arithmetic scale. Seventy one and five tenths percent of the newsboys were above the median in the Buckingham scale for problems in arithmetic. A considerably larger percentage of the newsboys were above the median for their classes in the Monroe Arithmetic test than in the Stone reading test, indicating that selling papers may have made them more agile in number computations. The evidence that selling and distributing papers and solving the concrete problems which that labor demands increases the ability of the newsboys in doing their school problems is even more conclusive in the Buckingham problem test.

"The results of this investigation justified the conclusion that selling and distributing newspapers do not contribute to retardation and inferior work in school."¹¹

Home conditions of pupils are factors that cannot be overlooked in making this study. According to Koos,

11. Meek, Charles S. "A Study of Progress of Newsboys in School." Elementary School Journal; (February 1924.) pp. 430-433.

"Home duties of students sometimes interfere with meeting satisfactorily the requirements of the school. Flagging interest and absence of physical vigor may now and then be explained by too little sleep and long hours of exhausting labor outside the school. Home and non-school responsibilities utilize only a fraction of the out-of-school time of students. They engage in numerous activities."¹²

Conditions in the homes are responsible in a number of instances for the failure of a pupil in school. The fact that pupils have all or some of the housework to do at home may mean that only a small amount of time can be devoted to the preparation of homework. This in turn will lead to poorly done recitations which will influence the pupils marks.

The factor of broken homes enters into the amount of progress a pupil makes in school and the activities he takes part in.

In the Perishing High School at Detroit Michigan, data were obtained from the records and a study was made in an attempt to answer the question, what is the relation of unsettled or broken home conditions to the academic success of high school pupils? The data indicate that the school achievement of pupils from broken homes is inferior to that of pupils from normal homes.

12. Koos, Leonard, and Kefauver, Grayson, op. cit. p.248

"Experimental and control pupils were compared on the following factors: amount of absence, amount of tardiness, occupation of the father, number of brothers, number of sisters, number of only children, language spoken in the home, amount of outside employment, amount of outside work at home, participation in club activities and athletics, number of consultations with a physician, amount of absences due to illness, amount of home study, study conditions at home, and the type of high school curriculum. Comparisons revealed slight differences, if any, and failed to indicate any casual relation to the differential achievement of the experimental and control pupils."¹³

Maurice Risen made a study of the relation of the lack of one or both parents to school progress. He found that,

"there appears to be some relation between retarded school progress and the lack of a parent in the home. The lack of both parents seems to affect every phase of school work unfavorably. Even if the difference between the groups is not large, the result always favors the group with parents. It seems, in the school studied at least, that the lack of one or both parents in the home affects the child's intelligence quotient unfavorably, increases the amount of overageness, increases the number of failures in school subjects, decreases the likelihood of the child's becoming a leader in the community, increases his chance of becoming a special problem case for the school counselor and has some slight effect on his health. The answers of 1,625 pupils were recorded."¹⁴

-
13. Curtis, Erta, and Nemzek, C., "The Relation of Certain Unsettled Home Conditions to the Academic Success of High School Pupils." The Journal of Social Psychology; 9.
14. Risen, M. "Relation of Lack of One or Both Parents to School Progress." The Elementary School Journal; 39: (March, 1939.)

In determining the marks of pupils they should be checked against such factors as intelligence, health, participation in extra-curricular activities, and out-of-school responsibilities. This does not mean however, that the scholastic achievement of pupils should be ignored and only above mentioned factors considered. On the contrary when a pupil makes a mark that the teacher feels could have been better, the cause for this deviation should be determined and an adjustment made if at all possible.

Certain dangers are prominent in comparing mental-test ratings with marks of achievement. The supposition that the general intelligence test measures latent capacity in any particular type of activity is not justified. Symonds states,

"...intelligence is rather to be thought of as an average or general ability-actual or acquired learning ability- acquired at school, home, in the street, playground, churches, and movies. Achievement is to be thought of as special ability along some one line. Naturally this special ability may surpass or be inferior to general average ability (intelligence) and the Accomplishment Ratio will accordingly be below or above 1.00."¹⁵

15. Symonds, Percival, quoted in Koos, Leonard, and Kefauver, Grayson, Guidance in Secondary Schools, p. 467.

The criticism made makes it desirable not to rely on the general mental test as a basis for judging the work of an individual. More accurate measures of a pupils' ability may be found in the prognosis tests which are available in many of the fields. According to Koos and Kefauver:

"it is a common observation that an individual varies in his ability in different activities. If there is wide variation, it is very important that the individual discover his more outstanding abilities rather than spend his life at activities which exercise those abilities which he possesses in smaller measure."¹⁶

Jones believes "that differences in capacity are caused by inherited differences."¹⁷ In view of the fact that all pupils' backgrounds are not the same it is difficult to measure that pupils intelligence by means of a standardized test. Too much emphasis cannot be placed on the results achieved. In the Sioux City public schools,

"attention or special note is made of I.Q. only when the child is doing poor school work or is making poor social adjustment. When a problem is referred, careful study is made of the child's background, since it is believed that a true index of the child is never obtained until such factors have been evaluated. Many factors, such as a child's physical condition, adverse home conditions and school conflicts, have been conditioning factors in these cases."¹⁸

16. Koos, L., and Kefauver, G., op.cit., p. 410.

17. Jones, Arthur, Principles of Guidance. p. 48.

18. Hunsley, Y.L., "Intelligence, as Reflected by Work Habits, Attitudes and Behavior Does Change." School and Society; pp. 682-684.

"Failures are prevalent in any school having an unselected body of pupils" according to Carl W. Maddocks. In a study by Mr. Maddocks in which he sent a questionnaire to 120 teachers of the seventh and eighth grades, the causes of failure arranged according to ranks assigned by the teachers is listed below.

Cause of Failure	Percentage
Low mentality.....	20.3
Laziness.....	18.1
Faulty preparation.....	12.7
Irregular school attendance.....	7.4
Late hours dances and parties.....	7.0
Lack of home discipline.....	6.3
Poor attitude.....	5.6
Lack of school provision for individual differences.....	5.3
Lack of purpose.....	5.3
Lack of cooperation between schools and parents.....	4.2
Irregular school attendance sickness.....	2.6
Crowded school conditions.....	2.4
Undernourishment.....	1.0
Faulty instruction.....	0.52
Time wasted.....	0.32
Excessive home duties.....	0.26
Lack of medical attention.....	0.26
School standards too high.....	0.13
Lack of interest.....	0.13

The conclusions drawn by Mr. Maddocks from the study are

"...(1) it is evident that there is a high correlation between the mentality of a pupil and the quality and amount of school work he will perform, (2) failure in school work indicate a low type of mentality, and (3) teachers think that school failures are due

to low mentality, this is contrary to the general opinion that teachers do not appreciate the degree of mentality of pupils, especially in the elementary schools."¹⁹

C.A. Gardner made a study of the causes of high school failures in the North Side High School at Fort Worth, Texas. His study was developed from the pupil angle as well as the teacher angle.

"The pupils were given to understand that the material was the only thing wanted. As their names were omitted, it is believed that the replies received were more truthful than would have been the case otherwise. As far as the teachers are concerned the accuracy of the conclusions reached is determined to a great extent by the teacher's knowledge and understanding of the pupil and his experiences.

"Causes of failure for the first six weeks of the second semester of the school year 1925-26 were listed by both teachers and they are listed below to show the variation between the causes by the teachers and pupils.

Causes of Failure as Stated by Pupils

Cause of Failure	Frequency
Lack of home study.....	78
Dislike the subject.....	76
Little studying.....	70
Discouraged.....	60
Insufficient effort.....	58
Dislike the teacher.....	58
Timid about answering.....	53
Slow answering.....	50
No interest.....	45
Illness.....	44
Poor concentration.....	44
Poor foundation.....	40
Irregular attendance.....	39
Teacher fails to explain.....	30

19. Maddocks, C.W., "The Factors of Intelligence in School Failures." School Review; 35: pp. 602-611, (October.)

Cause of Failure	Frequency
No knowledge of how to study.....	29
Lack of time.....	26
Outside work.....	24
Not made to prepare lessons.....	16
Worry over studies.....	12
Late entrance.....	12
No chance to recite.....	12
Too many subjects.....	12
Laziness.....	11
Home conditions.....	9
Social activities.....	6
Poor health.....	6
Lack of sleep.....	3

"Causes of Failure as Stated by Teachers" ²⁰

Causes of failure	Frequency
Irregular attendance.....	84
Failure on tests.....	78
Lack of study generally.....	63
Lack of effort.....	58
Mentally slow.....	56
Lack of home study.....	37
Poor foundation.....	31
Laziness.....	29
Poor study habits.....	26
Failure to hand in written work.....	25
Idleness.....	15
Lack of interest.....	14
Poor health.....	11
Late entrance.....	10
Carelessness.....	7
Inattention.....	6
Physical defects.....	5
Home conditions.....	5
Too many subjects.....	5
Lost books.....	4
Immaturity.....	4
Reading ability poor.....	4
Outside work.....	3
Lack of confidence.....	3
Social activities.....	2
Depends on others.....	2

20. Gardner, C.A., "A Study of the Causes of High School Failures." School Review; :pp. 108-112

From the studies reported it can be seen that both students and teachers feel that while the activities of pupils have some influence on the work which the student does, still they are ranked so low that the amount of influence is only slight. In regard to students' failures Koos and Kefauver give several reasons which I shall merely list.

"...(1) lack of ability to achieve up to the level required for passing, (2) lack of interest and application is a second important cause, (3) excessive extra-class activities appear frequently as explanations of failure. These activities may consist either of extra-curricular activities of the school or out-of-school activities, (4) irregular attendance is sometimes mentioned, although it is only one form of inadequate application. (5) health is a factor in some cases, (6) the existence of undesirable conditions in the home, still another cause sometimes mentioned, (7) social and emotional maladjustment appear as a cause of failure. (8) Unsatisfactory teaching and conditions for teaching are sometimes referred to."²¹

Little has been said concerning leisure time, play and other activities which pupils engage in after school. Some mention of them will be made in the following pages. Dr. Bizzell says,

"we need to recall the magnificent contributions that men have made in leisure pursuits to science, art, literature and public welfare. Leonardo de Vinci was an artist, but his varied structural designs have caused him to be called the father of engineering and aeronautics. Chaucer was a collector of

²¹. Koos, L. and Kefauver, G., op.cit., p. 469.

customs, but his poetry has made him immortal. Benjamin Franklin was a printer; but his title to fame rests on his literary accomplishments, his scientific discoveries and his statesmanship. Priestly, the discoverer of oxygen, was a preacher with an impediment in his speech. His interest in scientific research probably caused him to inflict many a poor sermon upon his parishioners; but if it had not been for this avocational interest, Priestly would never have been heard of beyond the confines of his local parish. These are only a few of the names of men who have enriched the world in one field or another by having some abiding interest outside the work they performed for their daily bread. Much of the world's best work through all the ages has been done by men outside the hours of their regular employment."²²

Play, which is one of the strong instinctive impulses of normal children, has been neglected much too long by the school authorities. Too long play has been a deep rooted annoyance to teachers and was expressed in forms of fighting, ganging, street brawling, and unorganized recess periods. In recent years, however, the school has attempted to remedy this undesirable situation by establishing playgrounds with proper supervision. Of play activities Cubberley says,

"The building-up among the pupils of a school of a good physical tone and a good school morale is one of the large returns that comes from giving attention

22. Bizzell, W.B., "Learning and Leisure." School and Society; pp.65-72.

to the organization of the play activities of the school grounds. Few other things do so much to transform the yard bully into a useful school citizen, bring out the timid and backward pupils, limit accidents, create good feeling, reduce discipline, teach pupils self-control, train the muscles and the eye to coordination in games involving learned skills, or awaken the best spirit of pupils. The transformation that has taken place, in recent years, in the games of youth through the influence of the school playground is wonderful. The corner-lot baseball game of fifteen years ago, with its constant quarreling, profanity, and gang groupings, has given way on the playground to a game of law and order."²³

Before bringing this chapter to a close some reference to Negroes and their activities should be made.

In the average Negro community the school is the axis around which social, economic, and political activities revolve. The only auditorium large enough to accommodate an assembly is usually found in the school. The extra-curricular activities of the school such as, literary and athletic activities, glee clubs, bands, and orchestra are the outstanding means of entertainment for the Negro population. Usually the only library to which Negroes have access is to be found in the school. Teachers are the leaders in these communities and the pupils are the telephone lines of information.

23. Cubberley, Elwood, An Introduction to the Study of Education, pp. 306-307.

Dr. Caliver sets forth the idea that,

"The curriculum of every school should be so constructed, and every teacher and administrator should have such an interest in the matter, that every individual in the community, old and young, will have his leisure time activities enriched thereby."²⁴

In another study which Dr. Caliver made he states,

"Knowledge of pupils is an important factor in guidance. Information concerning the social and economic backgrounds, interests and school activities, and achievements and progress of pupils is essential in effective educational and vocational guidance."²⁵

This statement is in accord with one made earlier in the study and should be given adequate attention.

To secure the desired information, Dr. Caliver in the study mentioned above, investigated the occupation and education of parents. The facts secured he felt would indicate roughly the economic and cultural background of the pupils. According to the findings,

"...a larger percentage of the children whose fathers are engaged in professional, trade, and clerical occupations attained a higher level of education than others.

24. Caliver, Ambrose, "Fundamentals in the Education of Negroes." Bulletin 38:

25. Caliver, Ambrose, "Information Needed for Guidance." Chapter VIII. Bulletin 38.

Slightly more than one third of the parents included in this study owned or were buying their homes. The median number of rooms in the homes of the pupils was 5.95 and the median number of persons in the homes was 6.05. The percentages of the homes having given conveniences were: electricity 78; bathtub 61.5; toilet 73.8; piano 47; radio 69. Three fourths of the pupils came from homes having 100 or fewer books. Seven percent subscribed to no newspaper. Another 8 percent did not subscribe to a daily paper, but did subscribe to a Negro paper. A total of 30 percent did not subscribe to a Negro paper."²⁶

When the home conditions of students are poor the students seek pleasure outside the home. Many of the activities which these youth come to engage in are not desirable ones. To be specific. The pool room holds a definite attraction for the teen-age boy. If the boy spends too much time in the poolroom his speech changes, his manners change, he changes his clothes to conform to the type of dress found in the poolroom, he loses interest in the school work that he has been doing and unless some pressure is brought to bear on this pupil, he will eventually stop school. This is only one example but it will

26. Caliver, Ambrose, "Vocational Education and Guidance for Negroes." Bulletin 38:77.

serve to demonstrate the fact that out-of-school activities do influence the type of work done by pupils in school. Girls are more romantic than boys usually and their activities will run more to that side of life. Their love affairs are serious to them and may prove disastrous where recitations are concerned.

In conclusion, pupils will engage in many activities out of school. Some of these activities such as games, skating, reading, art work, and many others will prove beneficial to their recitations in that the pupils will have definite contributions to make. Other activities such as visitation of poolrooms, hanging around drug stores, ganging with boys who pilfer and plunder are activities that unless checked will make definite impressions on the youngsters, even to the point of a carryover into the school room. Writers are not all agreed that they do have some bearing on the matter.

"Large proportions of students in many high schools carry work outside the school. The experiences represented may have desirable educational values and may represent effective exploratory contacts. Out-of-school responsibilities should be taken into account in planning the school program of an individual."²⁷

27. Koos, L., and Kefauver, G., op. cit., p. 472.

CHAPTER III

INTERVIEW PROCEDURE

In an effort to secure a clear picture of the out-of-school activities of pupils in the Dunbar Junior High School, the writer interviewed fifty-nine of the pupils who were in school the first semester of the school year 1939-40. Seventy-two students were enrolled in this department during the first semester.

The interviews were held in a room which is used for teaching homemaking, remedial work, and as a cafeteria. Privacy could not be had under these conditions, but the writer feels that the pupils did remarkably well in answering questions.

If at all possible, the writer tried to draw the pupils into a conversation which would indicate what activities the child was interested in and which ones he participated in. This procedure did not always work and it was necessary to question the pupil.

Each interview lasted from fifteen to twenty-five minutes, depending upon the response of the youngster. Some children were quite eager to talk and really

seemed glad of the opportunity to talk to some one who would listen and offer suggestions which might help them solve their problems. Other pupils were rather reluctant to give information and had to be drawn into conversation. Where it was found that these children were shy and withdrawing the interviewer paid special attention to their records.

Before attempting to interview the pupils the writer worked out a plan to be followed. This plan was not put before the students for their consideration, but kept in the background. Questions were asked from memory. The form used is reproduced below.

1. The number of clubs to which you belong.
2. Sports you are interested in.
3. Games you are interested in.
4. Do you read many books outside of school?
5. Where do you obtain these books?
6. Do you have many books at home?
7. What magazines do you take in your home?
8. What papers are taken by your family?
9. Do you have a radio?
10. What are some of the programs that you like to listen to?

11. Do you have a hobby? What is it?
12. What places of amusement do you attend? viz. Ochoa Center, Elk's nest, Beehive, school functions, house parties, picture shows, etc.
13. When do you attend?
14. What do you do in the afternoon after school?
15. How do you spend your spare time over the week-ends?
16. Do you have a job?
17. How much do you earn?
18. How do you spend the money?
19. How much time do you spend studying at home?
At school?
20. How many are in your family? Does this include your mother and father?
21. How many are working in your family?
22. What is your church preference?
23. Do you attend church and Sunday School?
24. What musical instrument do you play?
25. What musical instrument would you like to learn to play?
26. Do you sing?
27. Do you do any hand work?

In addition to interviewing the pupils, the English teachers were asked to have the students write themes on the subject "How I Spend My Spare Time." Two of the teachers responded, the third teacher was not successful in getting the material.

These pupil's teachers were also interviewed. This was done to determine the teachers attitude toward the students, to secure additional information the teacher might want to give, to determine what, if any, guidance was given the pupils in regard to their classwork and activities outside the schoolroom, and to determine what influence the pupils' conduct has upon his marks.

The skeleton plan which the writer used is recorded below.

1. Do you assign homework?
2. How long would it require your average pupil to prepare his homework?
3. Do you have any trouble in getting pupils to bring their homework in?
4. What steps do you take when they fail to bring their work?
5. Do you feel that your students could do a

better grade of work than they are now doing?

6. What guidance do you give and when?
7. Do your students respond favorably when you counsel them?
8. What extra-curricular activities do you sponsor?
9. Are you well acquainted with the home environment of your pupils? If not do you make any effort to meet their parents?
10. What, if any, influence do you feel that your pupils out-of-school activities have on their school work?

CHAPTER IV

OUT-OF-SCHOOL ACTIVITIES

Background

The Dunbar school is located in the north west end of the city of Tucson, Arizona, on eleventh street. The school provides for grades one to nine inclusive. Seven of the ten teachers who are employed in this school teach subjects in the junior high school department which carries grades seven, eight, and nine.

During the first semester of the school year 1939-40, seventy-two students were enrolled in the junior high school. Four of these students left school at the end of the semester for reasons which the writer could not ascertain. Two new students entered for the second semester but are not included in this study which is for the first semester of the school year. Of the remaining sixty eight pupils, the writer secured information from fifty nine by means of interviews. Eighteen pupils in the seventh grade, twenty three in the eighth grade and eighteen in the ninth grade were interviewed.

The daily attendance record of Dunbar students is very good. There are few who are consistently absent. One or two drop out and return at intervals. Many of the causes for the habitual absences are due to home conditions. In some instances there is illness in the family, or younger children have to be cared for while parents are at work.

The economic status of the Dunbar pupils' homes is very low. This element within itself is felt, by teachers especially, to be a decided influence on the type of recitations which the pupils make and the marks which they receive. Factors which influence this situation arise from the fact that many of the families from which the youngsters come are quite large. The homes of these boys and girls are very poorly furnished and in practically all instances are much too small to comfortably care for the number of persons who are living in them. Inadequacy of lighting, heating, and ventilation, as well as privacy for study, is not conducive to good recitations. In many instances both parents were forced to work outside the homes in an effort to maintain an income that would care for the bare necessities of the family. Where homes are broken because of death or separation of

the mother or father, the responsibility for maintaining a steady income rests on the remaining parent or some relative of the family.

The following table shows the number of parents working by grades. The table also indicates the homes that are normal (mother and father together) as well as those which are broken.

TABLE I
FAMILY STATUS

	Grades			
	7th	8th	9th	Total
Parents working				
Both parents	9	6	2	17
Mother alone	2	6	8	16
Father alone	5	8	4	17
Other relative	2	1	1	4
Unknown	0	2	3	5
Parents together	15	14	7	36
Parents separated				
Death of Mother	1	2	2	5
Death of Father	1	1	4	6
Separation	1	3	3	7
Information not available	0	3	2	5

It is interesting to note that pupils reported the same number of both parents working as did those with only the father working, seventeen. According to

the table thirty three mothers are known to be employed outside the home. This number is rather high and would seem to indicate that the income provided by the father is not sufficient to care for the needs and necessities of the family.

As taken from the pupils' permanent record cards, the following occupations of pupils' parents are recorded in table two by grades: (1) catering, (2) cook, (3) domestic service, (4) gardener, (5) housewife, (6) janitor, (7) laborer, (8) laundry, (9) maid, (10) musician, (11) night watchman, (12) oil mill, (13) painter, (14) porter, (15) plumber, (16) soldier, and (17) unknown.

It is evident after studying these occupations, that they are those which mainly require skilled hands. None of the parents are engaged in professional or semi-professional work. Only the skilled and unskilled class of work is to be found.

A very interesting observation was this; of the fifty nine students interviewed, fifty of them reported radios in their homes. Each student who reported having a radio in his home indicated that from fifteen minutes to several hours were spent in listening to radio programs daily. The types of programs that interested the

pupils most will be dealt with later in the chapter.

TABLE II
PARENTAL OCCUPATIONS OF DUNBAR PUPILS

Occupation	Grades			
	7th	9th	8th	Total
Catering	-	-	1	1
Cook	3	2	2	7
Domestic Service	1	2	1	4
Gardener	-	-	1	1
Housewife	-	2	5	7
Janitor	2	4	2	8
Laborer	3	2	2	7
Laundry	-	1	-	1
Maid	3	2	4	9
Musician	1	-	1	2
Night watchman	-	-	1	1
Oil Mill	-	1	1	2
Painter	-	-	1	1
Porter	2	1	-	3
Plumber	-	-	1	1
Soldier	3	-	-	3
Unknown	-	1	-	1

Pupils reporting that one paper was taken in their homes were found to report the Star as being the highest subscribed to paper. It was also found to be a fact that a very large number of homes reported having no paper at all in the home. It was found however, that in a number of instances parents were given the daily paper to bring home from the place where they worked.

This was also the case where the magazines were concerned. There were four means of securing magazines as reported by the boys and girls. These were; 1. by subscription, 2. by buying, 3. by borrowing, and 4 by bringing them from places of employment. The magazines reported and their popularity will also be shown later in the chapter. Here however it is interesting to note that of the fifty-nine pupils reporting, fifty-one of them had a magazine of some sort in the home. This will be shown in Table III which follows.

Eighteen pupils were found to have jobs. These jobs were for after school in some instances and on Saturdays in others. The type of work done usually included janitorial service, care of lawns, house cleaning and shoe-shining. An outstanding observation so far as the pay from the jobs was concerned was that each of these pupils used the money to buy their clothes and whatever was left was given to the mother to pay bills with.

The following table helps us to form an accurate picture of some factors in the students background which may in turn influence the recitations and grades of pupils.

TABLE III
HOME RECREATIONAL OPPORTUNITIES

Number	Grades			
	7th	8th	9th	Total
Pupils reporting	:	:	:	:
Radios in the home	: 14	: 19	: 17	: 50
One paper in the home	: 14	: 10	: 13	: 37
Both papers in the home	: 1	: 2	: 2	: 5
No paper in the home	: 3	: 11	: 9	: 23
Pupils with jobs	: 2	: 6	: 10	: 18
Pupils reporting no magazines available	: 9	: 12	: 11	: 32
Pupils reporting magazines in homes	: 14	: 20	: 17	: 51

Other factors have been shown and considered in the first pages of this study. Before turning to the activities which occupy the pupils' time, and trying to show the possible influence of these activities on the recitations and marks of the students, we can safely say that the factor of home conditions cannot be ignored in trying to isolate the influencing elements of recitations and marks. Home conditions form a background for the pupil and from this background the pupils come to the school. In the school it is quite necessary to revise some of the habits which are undesirable and are a result of poor environment. Again when the home conditions of the boys and girls are

not as wholesome and good as is desirable, it has been found that the pupils seek avenues of satisfaction outside their homes. For instance instead of coming directly home from school, it has been observed by the writer that a gang of boys are inclined to loiter about town. While these boys have succeeded in keeping out of trouble so far the question arises in one's mind as to how long it will be before some misfortune occurs. Where facilities for the worthy use of leisure are lacking in the home, pupils seek these in other pupils' homes, on the street, in the shows about town, at the Elk's Rest and any other place where the inevitable "fun" may be had. This in turn has a positive influence on the recitations of the pupils as they do not put in the amount of time studying that they should.

To determine accurately the activities which Dunbar pupils engage in after school hours and over the week end has been a rather difficult task. During the course of the interview the writer asked each pupil to state in a general way what he or she did with their spare time after school and on Saturdays and Sundays. The main answer to this question was "I play." When the writer questioned the students further it was

revealed that, on the whole the group liked to visit with their personal friends. During these visits, which usually took place on Sunday afternoons, the boys and girls were fond of going skating, bicycling, or riding with their parents or alone. As this will be treated more thoroughly in the section dealing with the themes of the pupils, it will suffice to mention it here. Some of the more specific activities that pupils engage in after-school hours may be seen from Table IV.

TABLE IV
ACTIVITIES PARTICIPATED IN BY GRADES

Activity	Grade			
	7th	8th	9th	Total
Clubs				
Boy Scouts	2	4	0	6
Girl Reserve	5	5	9	19
Girl Scouts	1	1	0	2
N.A.C.G.	5	7	2	14
Royal Ambassador	0	2	3	5
Junior Hi Y	7	6	7	20
Safety Patrol	2	1	1	4
Social Progressive	0	0	18	18
Amusement Centers				
Elk's Nest	2	8	6	18
Movies				
Week ends	15	19	6	40
Through the week	2	0	5	7
Ochoa Center	6	3	4	13
Y.M.C.A.	4	1	0	5
Church- Sunday School	16	20	11	47
Hobbies	7	16	9	32
Sports	18	22	18	58

Clubs and Associations

Some of the clubs mentioned are sponsored by the school while others are sponsored by local and national organizations. The Boy Scouts are a branch of the national organization with headquarters in Washington. The meetings are held during the week in the basement of the Baptist church. The Drum Bugle corps is a school organization which accredited itself remarkably well on several occasions. The Girl Reserve is sponsored by the Y.W.C.A. and the Hi Y is under the auspices of the Y.M.C.A. Meetings of the Girl Reserve are held at school two evenings each week. The Hi-Y meets in the school on wednesday nights. The Girl Scouts hold their meetings at the homes of different members. The N.A.C.G., which stands for the National Association of Colored Girls, is not a school club but a branch of the National Association of Federated Women's Clubs. The Royal Ambassadors are sponsored by the Baptist church, and their meetings are held at the homes of the members. There are a large number of church clubs and organizations which the writer has not mentioned as they were too numerous, and accurate information concerning them could not be gathered. The activities that were carried on in these clubs were not such that they could be said

to influence the pupils grades and recitations. The Safety Patrol holds regular meetings on the campus and is a school-sponsored organization. The Ninth Grade Social Progressive Club is a school organization and the meetings are held at the homes of different members. These were the most popular clubs listed. Information concerning the aims and objectives of the various clubs and organizations was very scant. From talking with the pupils the writer gathered that the main reason for belonging to the clubs was to have some place to go. There was no special interest shown on the part of the pupils as far as the clubs were concerned. One or two of these organizations however, have done some outstanding work, and are perhaps serving to enrich the child's out-of-school life. The writer was able to find no degrading influence that the clubs might have on the pupils. On the other hand there was little or no positive value to be derived and influence the marks of those belonging to them.

The Elk's Rest

The most popular amusement center, beside the show, which pupils listed was the Elk's Rest. The Elk's Rest which is owned and operated by the Elks, is a home for the Independent Benevolent Order of Elks (Negro). It

is located on south Meyer street and consists of one large room poorly furnished. In the club such activities as gambling, card playing, playing the slot machines, and dancing are available. A bar has also been installed.

In the seventh grade four boys and girls report the Elk's Rest as a place of amusement which they attend. Eight of the eighth grade students go to this club and six ninth grade pupils enjoy this place of amusement.

All eighteen of the students who reported attending the Elk's Rest did so for the purpose of dancing themselves or watching others dance. During the winter months this is the only available place for dancing which is provided for the Negro population. Occasionally some organization like the Beau Brummel Club will rent the Blue Moon Ball Room for a dance. This however is usually an invitational affair. In the summer an open air pavilion located on west Speedway is available to the public for dancing. When asked if they would enjoy dancing elsewhere the pupils reported that they would. This is evidenced by the fact that these same boys and girls frequent the open air pavilion in the summer more than they do the Elk's Rest in the winter. Many students who do not attend the Elk's

Rest do go to the pavilion to dance.

In the seventh grade those pupils who attended the Elk's Rest had high averages. Those in the eighth grade who frequented the Elk's Rest had averages that were lower than those of the seventh grade. An interesting observation is that only two pupils in the ninth grade who attended the Elk's Rest had semester averages above three. No pupils going to the Elk's Rest admitted that they played the slot machines. This activity may have an influence on the recitations of pupils in that the late hours which they keep would tend to dull their minds making them incapable of making a clear recitation. This is not the fact in all cases as some of the pupils have rather high averages.

The Movies

Of the fifty-nine youngsters reporting, forty-seven stated that they attended the movies. Forty of these children attended shows on Saturdays and Sundays, while two attended during the week. In the seventh grade the shows which appeal most to boys were western pictures and mysteries. These children enjoyed seeing features involving policemen, detectives, and secret-service men pursuing criminals of all kinds. They were thrilled with the hero of the fast moving devil-may-

care western rescuing the beautiful heroine from the cruel grasp of the wicked villain. Girls in this grade enjoyed what they liked to call detective pictures.

Short subjects such as, Mickey Mouse, Popeye, and Merrie Melodies came in for their share of attention from the seventh grade.

Since the average marks of the two pupils who attend shows during the week were average or above, it is not safe to conclude that this kind of activity affects their class-room recitations.

The influence of movie-going on the eighth grade class, like that on the seventh grade is negligible. In this class nineteen reported attending the movies. The nineteen reporting said that they attended shows only over the week ends. Not one of this group stated that he went to the theaters during the week. Failure of these pupils to attend shows during the week may have arisen from the fact that no study hall was provided for them at school; hence preparation for school had to be made at home.

Again, like the seventh grade, the boys of the eighth grade were for the greater part interested in western pictures and mystery shows. They were also fond of sports in the news cast. Girls at this period

are becoming interested in romantic pictures. For the eighth grade the class mean is 3. This is .5 lower than the mean of the seventh grade which is 2.5. In view of the fact that the eighth-grade pupils do not attend the shows until the week end and have a lower average than the seventh grade, and some members of the seventh grade do attend the shows through the week, the writer can find no supporting evidence for the statement that movies have a harmful effect on the marks and recitations of the eighth grade class.

Six of the members of the ninth-grade class reported attending the movies over the week end and five as attending the movies through the week. This would seem to indicate that the ninth-grade pupils are turning their attention toward other activities than movies as some of those who attend the shows over the week end attend through the week as well.

In this grade the boys express a liking for romantic movies in addition to those mentioned in grades seven and eight. Girls are enthralled with the love scenes of Tyrone Power, Clark Gable, and Robert Taylor. Their interest in western pictures wanes and is replaced by romantic pictures. The mean average class mark of the ninth grade is 2.8 and is

between the averages for the seventh and eighth grades. As this is not a low average and as only a few of the ninth-grade pupils attend shows either through the week or over week ends the writer can find no justification for stating that movies have a positive influence on the recitations of pupils.

On the whole, to say that theater-going affects the recitations and marks of the junior high school pupils, is questionable.

The Ochoa Center

The Ochoa Center which thirteen boys reported attending, provided a place for boys to play basketball, ping pong, and other games. An interesting observation came from one boy who said that he only studied at home when the Ochoa Center was closed for repairs. The average of the boy was low 3. Others among the thirteen boys indicated that they did more studying when the center was closed than when it was open. The fact that activities such as ping pong and other games are to be found at the Center serves as a drawing card to it. The activities which the boys carry on are wholesome and help them in the business of building strong and healthy bodies as well as serving as a means of keeping them off the streets. Very

little positive influence on recitations can be shown to exist. It is only the building up of their bodies that enables them to work more effectively.

Church-Going

It is a known fact that Negroes are, generally speaking, deeply religious. When it is noted that forty-seven out of fifty-nine pupils report attending church or Sunday school at least once on Sundays, it is evident that there is some truth in the statement.

Those reporting church attendance according to grades were, seventh grade, sixteen out of eighteen; eighth grade, twenty out of twenty three; and the ninth grade, eleven out of eighteen. Here it is easily seen that more youngsters from the seventh grade attend church and Sunday School than do boys and girls of the eighth and ninth grades. Parents of the seventh-grade pupils still exert a definite influence on pupils' attending church and in a number of cases the attendance of the pupils at church is compulsory. Not only do the pupils attend church on Sundays but through the week as well. In fact according to a report from the teachers in the junior high school department, the standard excuse for failing to prepare homework is, "I had to go

to church." Pupils attend church for various reasons which the writer will only mention. First, because parents require them to attend; second, because they are afraid to stay at home; third, because their friends go; fourth, to make fun and have a good time; and fifth, because they enjoy going for the spiritual value which they might receive. Methodist, Baptist, Holiness, The Church of God In Christ, The Church of Christ, and Catholic, are the denominations which are represented. Few Negro churches have learned how to conduct their services in such a manner that the audience does not have to remain for hours and hours at a time. When pupils are required to attend these services on week nights their time is consumed. It is no wonder that teachers complain of church attendance causing pupils not to get their home work. Lack of sleep resulting from late hours at church causes pupils not to be mentally alert and renders them incapable to a degree, of making satisfactory recitations. This is the only possible influence that the writer found to exist in relation to pupils' recitations and grades. It is possible, however, to attend church and still not be forced to omit the preparation of one's lessons.

Hobbies

Few individuals are aware of the values which exist in following an avocational interest. Hobbies may be, not only a source of interest to a person, but one of income as well. Thirty-two Dunbar boys and girls have hobbies. There are seven in the seventh grade, sixteen in the eighth grade, and nine in the ninth grade who report hobbies. Among the hobbies listed were: (1) Drawing, (2) Collecting picture-show ticket stubs, (3) Keeping a diary, (4) Reading, (5) Taking pictures, (6) Hunting, (7) Cooking, (8) Collecting match sticks and by gluing them together, building such things as forts, houses etc., (9) Collecting scrap-book material, (10) Sewing, (11) Collecting stamps and works by Negroes, going through magazines and picking out misspelled words, and (12) Carving ships.

Some of the hobbies that the pupils follow are really interesting and quite valuable too. They were very eager to talk about their work and felt that to have a hobby show in the school would be an excellent idea. In speaking of hobbies, one boy in the ninth grade is tremendously interested in carving. He is especially adept at carving ships. His interest does not stop here, however. He took scrap material and made a what-not. A woman saw the what-not and bought it.

Having sold his work he began to see the possibilities in making the different articles and selling them. His major problem at present is to secure the proper tools and material to work with. These materials are not to be found at school. The boy explained to the writer that he helped his father occasionally, washing cars at a service station on south Sixth Avenue. When he was not working with his father, the major portion of his spare time was spent in his shop. He and his father live alone as his mother is in Kansas and has been for some time. Academic subjects do not appeal to this boy, but if he is permitted to use his hands excellent results are obtained. Teachers report the boy as being lazy, indolent, and given to daydreaming, thus creating a problem for them. The writer found that the boy's interest did not lie in the subject matter that was being given him; his teachers made no effort to understand him; they knew nothing of the work that the boy was attempting to do and could be of no value to him as a result. There was only one means of escape from an unpleasant situation so far as the boy could see; this was to shut himself into a shell and seek relief by day dreaming. The boy also has a desire to master the drums. He has had some lessons but due to financial

conditions he had to stop them.

The activity reported by this pupil has a definite influence on the recitations of the boy. His out-of-school activity is the controlling force in his life at present. Everything else is subordinate, as a result he takes very little time to prepare his lessons and consequently receives low grades.

While the interest of the other students is not as keen as this particular boy's in their hobbies, still the interest is there. Usually their hobbies are a direct outgrowth of some phase of their school work. As an example, one girl, through her homemaking class became interested in sewing as a hobby. As time passes she becomes more skilled in the art of sewing. The work she does at school is improved by that which she carries on independently as a hobby outside the classroom. In this particular instance the girl's activity has a positive influence on her recitations and marks in homemaking. Many examples might be given but the writer hopes that it can be seen from the material presented here that, on the whole, the hobbies which Dunbar pupils pursue are worth-while ones. Some educational value is derived from them according to

the pupils themselves. When recitations are based on the same subject as their hobbies the pupils are in a position to contribute much to the discussion. Thus hobbies would seem to exert a possible positive influence on the recitations and marks.

Reading

Another activity which most of the students engage in is reading. With the exception of a very few, reading is quite prevalent among the youngsters. When the pupils were first questioned as to their reading, the majority of them stated that they read lots of books and had a large number at home. Upon questioning them more closely the writer discovered that this was not the case. The pupils have very few books in their homes. What they were calling books turned out to be magazines. Some pupils did have books at home and some went to the city library for books. Only a few went to the library. As for their school library, 368 reading books were reported. Some of the pupils had read most of these and in many instances did not go to the city library as they lived too far away.

The magazines read most often are given in table V. This table indicates by grades the popularity of of certain magazines.

It is interesting to note that pictorial magazines stand high on the pupils reading lists. The True Story magazine is read by 20 of the 59 pupils. Good Housekeeping, Ladies Home Journal, Colliers, Saturday Evening Post, and True Confession each received seven votes. One ninth grade girl reported that she read Esquire, a man's magazine.

Such magazines as Open Road For Boys, Boy's Life, Boy's Mechanics, Child's Library, Child Life, Boy Scout Life, Wee Wisdom, and Sports, which are suitable for youngsters of this age, are ranked very low on the list. Some of these received only one vote. This would seem to indicate that guidance in the selection of reading matter is necessary. If this guidance does not come from the home certainly it should come from the school. The point is that these magazines are in the homes; the boys and girls want something to read; and they read what ever is available.

The girls who read True Story, True Confession, and True Romance, attempt to pattern their lives after the characters found in these magazines. Their dress, manners, speech, and even their thoughts, follow the models exemplified in these magazines. The stories in these magazines are based largely on the sex element. In a number of instances there are morals in the stories

TABLE V

MAGAZINES READ BY GRADES

	Grades			
	7th	8th	9th	Total
Life	4	11	8	23
True Story	2	9	9	20
Look	4	6	5	15
Good Houskeeping	2	4	3	9
Ladies Home Journal	1	4	2	7
Colliers	2	2	3	7
Saturday Evening Post	-	3	4	7
True Confession	1	-	6	7
Time	-	-	5	5
True Romance	-	1	3	4
Liberty	-	2	2	4
Boy's Life	2	1	-	3
Pic	-	3	-	3
Red Book	-	1	2	3
Boy's Mechanics	-	1	1	2
Cosmopolitlon	2	-	-	2
McCalls	1	1	-	2
Modern Mechanics	1	1	-	2
The Legion	2	-	-	2
American	-	-	1	1
American Boy	-	1	-	1
Boy Scout Life	-	1	-	1
Child's Library	1	-	-	1
College Humor	1	-	-	1
Child Life	-	1	-	1
Detective	1	-	-	1
Esquire	-	-	1	1
Literary Digest	-	-	1	1
Movie Star	-	-	1	1
News Week	-	-	1	1
Open Road For Boys	-	1	-	1
Pictorial	1	-	-	1
Popular Aviation	-	1	-	1
Screen	-	-	1	1
Sports	1	-	-	1
Wee Wisdom	1	-	-	1

but the pupils fail to get the implications of these morals. Instead they try very hard to be much wiser than the heroines found in them.

The reading knowledge of the pupils might be used to an advantage in several of the classes as English, Social Science, and Occupations. The knowledge is not used to an advantage at Dunbar and the influence of the material is largely more harmful than beneficial.

Radio

Radio programs which the pupils reported listening to may be classified under three headings: (1) informational, (2) musical, (3) dramas and comedy. According to the students' likes, the programs which they listened to may be put under one of these headings and in some instances the type of program may come under two of the classes given. Informational programs included: We The People, News, and Cavalcade of America. The musical programs included Kay Kayser, Duke Ellington, Count Basie, Lucky Strike Dance Orchestra, Southernaires, and the Vagabonds. Listed under drama were Aunt Jennie, Hollywood Playhouse, Big Sister, Kitty Keene, Scattergood Baines, and Henry Aldrich. Under mystery came The Lone Ranger, The Shadow, The Shadow

of Fu Manchu, and Ellery Queen. Listed as comedies were Fibber McGee and Molly, Baby Snooks, Blondie, Amos and Andy, Jack Benny, and Stop Me If You Have Heard This One.

The radio programs most frequently mentioned by the entire junior high school division are: Lone Ranger, Major Bowes, and We The People each program receiving a total of 14 votes. The Aldrich family, and The Shadow of Fu Manchu, received 13, 12, and 8 votes respectively. The News received only 8 ballots. Kay Kayser and Lil Abner received 7 votes, while Jack Benny had 6. The remaining programs listed received five or less votes. Table VI indicates the programs listened to by grades.

In the upper group the program "We The People," a program that imparts knowledge of people of note in different parts of the country, contributes to the students' information and enables them to supplement material given them in their classes. Pupils who reported listening to the news generally have a higher average than the other students. There were three pupils with low averages in this group. The same boys and girls who listened to the news also listened to "We The People," and they had a higher average, too,

TABLE VI

MOST POPULAR RADIO PROGRAMS ACCORDING TO GRADES

	Grades			
	7th	8th	9th	Total
Lone Ranger	5	6	3	14
Major Bowes	2	9	3	14
The Shadow	4	8	2	14
We The People	7	5	1	13
Henry Aldrich	4	3	5	12
The Shadow of Fu Manchu	2	6	0	8
News	3	4	1	8
Kay Kayser	0	3	4	7
Lil Abner	2	2	3	7
Jack Benny	2	1	3	6
Amos and Andy	2	1	2	5
Chase and Sanbourn	1	4	0	5
Aunt Jennie	1	1	2	4
Blondie	2	0	2	4
Duke Ellington	1	2	1	4
Kitty Keene	1	2	1	4
Fibber McGee	2	0	2	4
Southernaires	0	2	2	4
Baby Snooks	1	0	2	3
Big Sister	1	1	1	3
Count Baisie	0	1	2	3
Ellery Queen	1	1	1	3
Hit Parade	1	1	1	3
Hollywood Playhouse	2	0	1	3
Scattergood Baines	1	1	1	3
Cavalcade of America	0	1	1	2
Phillip Morris	0	0	2	2
Stop Me If You Have Heard This One	0	1	1	2
Vagabonds	0	1	1	2

than did those who listened to a different type of program. Programs of the informational type have a positive influence on the recitations of those students who listen to them. As these pupils listen to the mystery plays also and still maintain a high average there is no evidence that this type of program has a negative influence on the pupils' recitations and marks.

Sports And Games

Sports and games are enjoyed by both boys and girls at Dunbar. Football, baseball, basketball, volleyball, track, swimming, and tennis are the outstanding sports which they prefer. Parlor games including Chinese checkers, dominoes, checkers, Bingo, card games, and spin-the-pan were most popular among these students.

In the city of Tucson there is not a park which is constantly at the disposal of the Negro population. The playground equipment for the Dunbar school is inadequate. Swings, seesaws, basketball courts, as well as sufficient balls, bats, nets etc., are not a part of the school's facilities. The ground itself was not such that children could play on it without the risk of injuries. A hard, barren, and rocky plot of land is what the boys and girls have had at their disposal.

During the summer months one of the swimming pools is open to Negroes two days out of each week. On special occasions the park on Twenty second street may be used by the Negro population for their celebrations and pleasures. From the facts presented above it is easy to see that those youngsters who are interested in participating in sports are forced to do so under adverse circumstances. When the pupils were asked if they would like to have a place available so that they might enjoy these activities whenever they chose to do so their answer without exception was, "Yes." Those ninth-grade boys who show special ability in sports and track events are taken over and handled by the Tucson Senior High School. As an example, the high point man in the state interscholastic meet for 1940 was a Dunbar boy. This boy's average for the first semester was 3.4. As his training did not begin until the second semester there is no apparent influence of this activity on his recitations and marks.

The teachers at Dunbar expressed their belief that the activities which the students engage in after school have a harmful influence on the pupil's grades. They believe that the pupils have not spent as much time in preparing their lessons as they should and cite this as a reason why the grades of the pupils are not higher

than those which the writer recorded. The strength of these opinions and beliefs lies in the fact that each teacher who is employed at the Dunbar school has been in the city of Tucson over a period of years. They are well acquainted with the pupils and their background and are consequently in a position to know what activities the pupils engage in.

The subjects distributed by grades for the first semester 1939-40 are shown in Table VII. These subjects are required of all students in their respective grades. There are no electives for the pupils. It is interesting to note that the pupils do not like the course in physical education, which they say is a study of health. They do not like to study grammar, and several are proud of the fact that their grades are improving since the change to literature had been made in the eighth grade. The art class was run by giving pupils some object or telling them to draw something original. In view of the fact that there was no special music teacher who was trained in the field of music, the music classes were not as interesting as might be expected among Negro students.

TABLE VII

SUBJECTS DISTRIBUTED BY GRADES FOR THE
FIRST SEMESTER 1939-40

Subject	:	7th	:	8th	:	9th
Art	:	"	:	"	:	
Business Training	:		:		:	"
English	:	"	:	"	:	"
Geography	:	"	:		:	
History-Civics	:	"	:	"	:	
Manual Arts	:	"	:	"	:	
Mathematics	:	"	:	"	:	"
Music	:		:	"	:	"
Physical Education	:		:	"	:	
Science (General)	:		:	"	:	
Spanish	:		:		:	"

Themes

Before conclusions are drawn, themes written by students in the eighth and ninth grades will be presented. These themes give a picture of many activities that the pupils themselves say that they engage in. As was explained in Chapter III, the seventh grade class failed to respond to the teacher.

THEME I

HOW I SPEND MY OUT-OF-SCHOOL TIMES

Every day when I am out of school my mother have my work planned out for the day. After I have finished the work I have to do I go in the kicken and help mother with the dinner. Than when dinner is served I

clean the table off and than wash the dishes. After I have finished with the dishes I begain to get ready to go out and see some of my girls friend, but sometimes I would go to the movie. After I get back from the movies I always turn on the radio and sometime I play a game or two of cards with my mother and two aunts. Sometimes Mother and I have a dance or two. Before I turn in for the night I read some of my story out of some of my good book. Than about seven o'clock I get my lesson for abou an half an hour or two. On Sunday morning at nine:thirty I turn on the radio and get one of my best program. At ten o'clock I goes to Sunday School and stay for church, when church is out I com home and than it is time for me to eat my dinner. Sometimes On Sunday night I go to church. But now on Sunday night I stay home and get my lesson for the follow day.

According to the information in this theme the girl does everything possible before getting her lessons. That would account for the low marks.

THEME II

HOW I SPEND MY OUT-OF-SCHOOL TIME

I spend the most of my time working. I start to work some evening about four oclock. My job consist

of harw work, for insunt polishing, greasing and serving cars.

Of the three jobs I prefer greasing because it is a kind of a game of finding, what I mean by that is all of the cars don't have joint in the same places, so to give a car a thearly greasing you must find all the joints. That's what I mean when I say it is a game.

In the evening about six o'clock, I quit work, wash up and then leave for a movie or maybe the playground. I leave their about 9:30 and be in bed by 10:00.

On Saturday I work all day from 8:00 am to 6:00 pm and a half a day on Sunday.

This boy has very low grades in school but they possibly result from the hobby that he has and which he failed to mention in the theme. The fact that he is interested in one phase of caring for cars would indicate that he might become a skilled mechanic if given the proper guidance. According to Cox and Duff,

"...above all, the teacher must realize that every child has in some degree and in some form a potential spark of genius, and that, if he can only lead the pupil to make the right contact, universal victory is possible."¹

1. Cox, P.W.L., and Duff, John C., Guidance by The Classroom Teacher, p. 78.

THEME III

HOW I SPEND MY LEISURE TIME WHEN NOT IN SCHOOL

One way in which I spend my leisure when not in school is work play and if I have any kinds of books that interests me I read and study them. On Saturday when I get up I have to clean up the house. When my home work is finished I go to play or to some of my friends house. When I come back home I wash dishes. When I finish that I read a book of a newspaper.

No provision has been made for studying by this student. As she is in the eighth grade and no study period is provided for her some time at home should be set aside for this purpose.

THEME IV

MY OUT-OF-SCHOOL ACTIVITIES

In the afternoons after school except Fridays I wash and dry the luncheon dishes. Then I spend about one hour and thirty minutes on my lessons. Then we eat dinner, after dinner I usually wash and dry the dishes. Then I spend the rest of my time listening to the radio or reading books of all kinds. Then I retire about 10:00 p.m. or 11:30.

On Fridays when I arrive home from school I iron my clothes. After I finish ironing I get my lessons for

Monday. On some Fridays I go to the movies about 4:00 oclock and return home about 8:00 oclock. I usually go to the movies with some of my friends or one of my sisters.

On Saturdays I get up about 9:30 I eat my breakfast, then I wash and dry the dishes. Then I go over to my Grandmother's house and help her with her work. I go to town on Saturdays to help mother shop.

On Sundays I get up about 8:00, then I help with the housework. Then I prepare myself to go to 9:00 o'clock mass. Then about 1:30 or 2:00 o'clock I go to the movies with one of my friends. When I return home from the movies I usually go to church with my mother or stay home or go out with my sisters. Thats how I spend my leisure time out of school during the week days.

This pupil has an excessive amount of energy which is badly in need of being directed. Her semester average is 2.2. It is apparent that her activities out of school have little or no influence on her school work.

THEME V

MY OUT-OF-SCHOOL ACTIVITIES

After I leave school Friday evenings I prepare my lessons for Monday. After I finish preparing my lessons I help with other chores around the house.

I get up early Saturday morning at 6:30 A.M. and do my house work and eat my breakfast. After finishing with my breakfast I help with the washing. The washing is usually finished at 2:30 p.m. I then cook dinner, and after dinner is finished I do my ironing and mend my clothes if any need mending. I go to town and do my shopping after my ironing is over.

I awake Sunday morning at 7:00 A.M. and do my housework and prepare the dinner for the family and finish about 2:00 p.m. After finishing dinner I go visiting skating or riding and return home at about 7:p.m.

Then I dress myself and go to church.

During the three months of summer I go on hikes, go swimming, and take trips to see my relatives. That is the way I spend my leisure time while being out of school.

Due to the fact that this pupil prepares her lessons on Friday the only conceivable influence that

her activities out-of-school have on her school work would be the fact that she is up late on Sunday nights because of her church activities.

THEME VI

WHEN I'M OUT OF SCHOOL

When I am out of school in the evening I have to straighten my room and the yard when I'm threw with that most times my mother can find something else for me to do.

In the evening after I'm threw with my home work I have little jobs around the neighbor hood. That night I study my lessons and take a man to church and bring him back. I most times have lots of work to do after school.

This boy is eighth grade and his mother keeps him occupied and makes an effort to direct his activities. He has a semester average of 2.5. It is evident that he is kept out of much mischief as he is at home or working practically all of the time.

THEME VII

HOW I SPEND MY LEISURE TIME

Some afternoons I get a good book sit under a tree around my fish pond and read. When I finish I'll then go play basketball or tennis. In the afternoons after school

if I have any lessons I first get them then have the rest of the time to myself. Or do my other chores. Sometimes I'll go hunting or to the show.

Only a meagre picture of the boy's activities is presented. However he has a job that consumes two hours of his time each evening. The boy has a semester average of 3. and is 16 years of age. This boy has a number of outside activities that demand much of his attention. All of these factors, combined with the fact that both his parents work long hours and have only a minimum amount of time to give to the boy have a direct bearing on the recitations that he makes in school and the marks that he receives.

THEME VIII

After I come from school I read the papers, if any are home. Sometimes I make a fire to cook supper. Then I go to play or go to town. When I come home I listen to the radio. Then I go to eat. After that I study my lessons, and then to sleep.

This boy's mother is dead and there is some outside factor that is influencing the boy. He has threatened to leave home on several occasions but so far his father has succeeded in keeping him with him. How long he will remain is a question in the minds of his teachers

and his father. The boy leads a retiring life and engages in no outside activities, such as playing with other boys, bicycling, skating etc. The boy is not interested in his work at school and consequently does very little studying. There is no direct evidence that his out-of-school activities have any influence on his marks and recitations as he has a 2.5 average despite the factors that have been mentioned.

THEME IX

WHEN I AM OUT OF SCHOOL

When I come home from school in the evening I chop wood and fed the stock and poultry then at night I study my books. On Saturday I go to the movies, on Sunday morning I go to sunday school and in the afternoon I go to church. When school is out I go on vacation and visit my friends. I go swimming, fishing, hunting, skating and bicycle riding. and visit the farm and see chicken, pigs, piegons, and field of white cotton and peoples picking it.

From the boy's theme it would seem that his interest is centered around farm life. The boy has a semester average of 3.9 and stated very emphatically that very little time was spent in preparing his lessons.

THEME X

HOW I SPEND MY TIME WHEN I AM NOT IN SCHOOL

On Saturday after 12:00 I read book's and visit my friend's most saturday afternoons I go to the show.

On Sunday's I go to sunday school and after sunday school I go home and eat my dinner then I go bickle riding with my friend's until about 5:00 oclock I go to B.Y.P.U. from there to church.

I summer

I spend my leisure time reading good book's playing swimming.

As can be seen this youngster's time is spent in activities involving play. She has indicated no time for the purpose of studying. In view of the fact that her semester average is 3.2 it is evident that the activities which she engages in take much of her time from her school work.

THEME XI

HOW I SPEND MY LEISURE TIME

During my leisure time there are several things I do. I either knit, sew, read stories, play, or help my mother by running errands, cook, or iron. But the greater part of my time is spent in school. I skate on Sunday afternoons.

In the summer time, I go to the show, hiking,

swimming or of on a vacation out of town. That is about all I do during my leisure time. When I am at home doing nothing I sleep.

The writer observes no definite influence on the girl's school work as she has a semester average of 2.5.

THEME XII

HOW I SPEND MY LEISURE TIME

The greater part of my leisure time is spent in school. I do things at home that I haven't or can't do at school.

After coming home from school I do my work that is to be done. Then I usually eat dinner. Afterwards I do my nightly chores. I get my lessons next. Sometimes I read library books before going to bed. I go to my club meetings on some nights in the week. Then I go to bed. On Saturday is my special work day around home. I go with mother when she goes shopping. On Sunday's I go to Sunday school and back home. Sometimes I go to play with my play-mates on Sunday afternoons. I have dinner then and go to young people's service and at church. Afterwards I go home and go to bed.

On vacations, as I have gone to Phoenix, for church convention, I get up in the morning and attend my body. Then I go to breakfast which afterwards I go to church and stay a reasonable length of time. When

that is finished I go to my room and take a nap or perhaps go to town. Afterwards for a time, I go to dinner then go to the young people's service. Sometimes I stay at night for service and then I go home and to bed. I take story books to read also.

If I had more leisure time I would read more books in order to become a better reader or perhaps I would take more music to become a music teacher.

Although this pupil has a very poor background so far as his home conditions are concerned, his mother is intensely interested in having the boy live a well balanced life. His semester average is 1.5 one of the highest in his class and there is no evidence that his out-of-school activities have any harmful influence on his grades and marks.

THEME XIII

MY OUT-OF-SCHOOL ACTIVITY

At 3:30 in the evening when I go home from school I run errands for my mother, then I feed and water the pigeons. After this is done I study my lesson for the next day, then I go to basketball practice which lasts about one hour and a half. When practice is over I go home for the day wash my teeth and go to bed.

I do the same thing every day except on Saturday and Sunday. On Saturday I get up early and go to work,

after my work is finished I go home and read the paper and then go bicycle riding or skating with some of my friends.

On Sunday morning I get up bright and early to sell papers so that I may be through in time enough to go to Sunday-school. After Sunday-school is over I go home and eat and get ready to go to the show and after the show my friend and I go to the Holy church about seven o'clock, after church is over we go home and go to bed.

On Monday morning I get up about seven o'clock brush my teeth, comb my hair, wash my face, eat breakfast make my bed, and then I am ready for school.

Also during my summer vacation I work and save my money so that I may have clothes and books when school starts again.

The semester average of this student is 3. This average could possibly be improved if the pupil spent more time at home, worked less, and studied more. As he comes from a broken home and has to work to help his mother this is probably the best that he can do. The activities he engages in after school may have some influence as much of his time is spent at the Ochoa Center.

THEME XIV

MY OUT-OF-SCHOOL ACTIVITY

After leaving school at 3:30 I go home and help my mother with the washing and ironing if there is any to be done.

On Thursday I stay at school for Girl Reserve meeting until 4:40. Afterwards I go home and help prepare supper if it is not ready. After I've finished all my work I study my lessons for the next day. In the morning before coming to school I clean the house.

On Saturdays I prepare breakfast and later iron. Then when the ironing is done I go to High school and skate with some of my friends. At night I help my mother cook pastries for Sunday dinner.

Sunday morning I go to church and then come back and eat supper. About 2:00 I go to the movie and return home about 5:30. I eat again and then go to church about 8:00 and return home about 10:00.

In the summer I play baseball and swim. On Saturdays sometimes I help a lady work at the Motel Tourist Camp. At night I go to different parks to watch softball or baseball game. After three months vacation I prepare my self to return to school again.

This is an example of the large amount of church-going that is prevalent among Negroes. This is the main

activity which takes a large amount of time. The girl does not participate in any other activities that would have any possible influence on her school work.

THEME XV

HOW I SPEND MY LEISURE TIME

The greater part of my time is spent in school. After I leave school Friday evening I go home and eat, do my chores, play, practice my music and read. I read two hours each night. Saturday morning I clean the house and iron. I usually go to the show Saturday afternoon. After I return from the show I eat, do my evening chores, practice my music and then read. Every Sunday morning I go to Sunday School at eleven o'clock I then study my lessons until one-thirty. I eat my dinner and then go skating or visiting. I always come home at five o'clock to eat a late dinner or supper and go to church.

During the vacation time I usually go somewhere to spend my vacation. I eat, play, sleep, read, and practice my music. I also do a lot of swimming.

No effect is noticeable on this girl's school work as a result of her out-of-school activities.

THEME XVI

MY OUT-OF-SCHOOL ACTIVITIES

When I leave school at three-thirty I go home and straight into the kitchen to wash dishes. After I finish I eat my dinner and then I wash dishes again. I get my school work for the following day. After I finish my home work I get a book and read until time to go to bed.

On Wednesday I go to the show. Thursday I go to the Mission and play. Friday I go to the show also. Saturday morning I get up cook breakfast, wash dishes, clean the house and then sprinkle the clothes I'm going to iron that day. I iron for about two or three hours. After I finish I bathe and then go to town. I go early in order to get back by eight o'clock to hear Benny Goodman. I set up and talk until about ten or eleven o'clock then I go to bed.

Sunday I get up wash dishes clean the house and then I go to church. After I leave church I go riding until time for church again. After I leave church I go home and ready for school next day.

During the summer months I play baseball, swim, go picnicking and Dance. Most of the time I'm dancing.

The student failed to mention the fact that most of her spare time is spent at the Elk's Club. This was

brought out during the interview with her. The girl is 15 years old and her semester average is 3.2. The activities in which the girl participates have specific bearings on the type of work which she does at school. Late hours which she keeps, places which she frequents, as the Elk's Rest are not conducive to good grades.

THEME XVII

MY OUT-OF-SCHOOL TIME

On school days after school I work one hour from three thirty to four thirty P.M. Then I go home and do my home work. After I have done that it about five thirty, and then I go over to the Mission to play ping pong. On the days we play basketball I go over to Safford school that is where we play. We start the game at four thirty P.M. The game last between one and one halve hours. On Saturday I go to work at seven O clock A.M. and work till five P.M. Sunday I go to Sunday School at ten oclock A.M. till noon. The rest of the day I go to the show. Monday morning very early I go to work before school.

When school is out for three months I work on Saturday and go swimming on Wednesday and Thursday. After swimming it is nine oclock P.M. we go to Mr. White's and dance. we dance till eleven oclock and go home and go to bed. Some days I get little jobs doing work like

cleaning yards and cutting lawns. Every Friday B _____ and I go to the airport and stay all day watching the ships come in.

Some days our vacation days are dull and hot so I go over to Boy's house and we go hunting rabbits.

Here again, is a student who is not interested in the school and its offerings. This fact is reflected in his semester average, which is 3. His activities are more than likely an influence on his recitations and marks. He loiters about town after school. His interest seems to lie in the field of aviation and if this interest were capitalized on it is possible that his grades might improve.

THEME XVIII

HOW I SPEND MY LEISURE TIME WHEN NOT IN SCHOOL

I spen most of my time in school. In summer when I am not at school I work part of the time. Then I make enough money to go on a vacation until about a week before school. Then I wash up all of my clothes and iron them for school thats what I do in the summer besides play, sleep, eat, and visit.

When I come home in the after-noon from school I get my lesson then I wash dishes sometimes I have to iron or wash but on Saturday that is my main washing and ironing day. Then in the morning I clean up before I

come to school. That's how I spend my leisure when I am not in school.

There is little here to show what activities this student takes part in for pleasure's sake. In view of that fact there is no specific evidence that her out-of-school activities influence her school work.

THEME XIX

MY OUT-OF-SCHOOL ACTIVITIES

My out of school activities begin in the evening after school hours. The first thing to be done after arriving at home is to prepare myself for the evening chores. Beginning Monday there are dishes to be washed supper to be prepared. The dishes are usually washed by my sister of course I wash them too. Thursday's, and Friday's, and Saturday's I do outside work. Sundays I attend Sunday church services. Some evenings when my chores are done I play such games as, baseball and jacks. I seldom attend games. Before I settle down to do my home work, I visit some school mates and then return to do my studying. My activities during the three months vacation are all about the same except they are more regular. I go on short trips with some friends. These are some of the ways in which I spend my leisure time.

Strangely, this girl has a semester average of 2.8.

She is reported by her teachers to be smart. At the time of the interview she had a boy friend that she had been going around with for two weeks prior to the interview. She was also working in the lunch room. The writer can find no possible influence on the student's grades as a result of her out-of-school activities.

THEME XX

MY OUT-OF-SCHOOL ACTIVITIES

Every day at 3:30 when I go home I sometimes work around the house, when I have finished my work I proceed to study my lessons for awhile, when my lesson is finished I go to the Ochoa center play ground, and play games. On Wednesday I attend the boys Jr-Hi-Y meeting at 7:00 until 9:00 o'clock and on Saturdays I help Mother wash, when I have finished with the washing I go visiting and sometimes we go hunting. On Sunday I go to church after church I return home until about 2:00 o'clock then I go to the theater when the show is over I go home and get a good nights rest for the following day.

During my three months vacation I sometimes go on a long hike with some of my friends, I also go bicycle riding. When I have finished my adventures journey I go home and read funny books or the newspaper to pass

the long hours of the day away.

No harmful influence has been noted in the case of this boy. His average is not one of the highest but still it is not the lowest. The activities which he participates in are normal ones and wholesome ones as well.

THEME XXI

HOW I SPEND MY LEISURE TIME

Everyday after school I do my homework, after that is finished I go play or visit someone. Sometimes after I get through playing I study my lessons. I usually eat right after that. On Saturday I clean house and then I usually go to the show. On Sunday I go to church and sometimes I go riding. In the summer time I get paid for cutting lawns and doing housework. Every Wednesday regardless I go swimming.

Though short, this theme gives a concise picture of the major activities in this boy's life. In keeping with the general trend among youngsters at Dunbar, he goes visiting, does his chores, goes swimming, and the like. No influence on his marks has been noted.

THEME XXII

When I leave school Friday at 3:00, I go home and eat. After I have eaten and done my chores I go to the

Mission (the same as Ochoa Center) to play basketball, and volleyball. When I leave the Mission I go to work. From work I go back to the Mission to play basketball. At night I play with the Mount Calvery Raiders. After the game is over I go home and read funny books and go to bed.

The next morning I get up and say my prayers, wash my face, teeth and hands and eat my breakfast. At 10:00 I go shopping for my mother. When I come back I go to the Mission with a friend of mine. At 12:00 I go home and eat my dinner, cut wood and lie down and read sport books. At 6:00 I go to work and leave at 7:00 to meet some friends of mine to go to the show. After the show I go home and go to bed.

The next morning at 6:00 I get up, wash my hands, face and teeth and go to 7:30 Mass. After I go home I eat my breakfast. Later on some friends of mine come and meet me and we go to the Mission to play pingpong. We play ping pong until 2:00 and go home. When I get home I eat my dinner and lie down and read magazines, and book stories. I prefer sport stories because they do not have nothing romantic about them. At 7:00 I eat my supper and put my dress clothes on and go to meet a friend of mine. He and I go to the Hollynss and see some of the boys outside. We start talking about sports

and athletics. Sometimes we go riding or in church when they are having a program. At 10:00 I go home wash my teeth, say my prayers and go to bed.

The next morning I get up at 7:00 wash my face, teeth and hands eat my breakfast and go to school.

This boy has a semester average of 3.4. From his theme it can be seen that his interest lies in sports. This is evidenced in the fact that he was high-point man for the senior high school this spring. Very little of his time is spent in preparing his lessons. He would rather use his time in doing things that require physical action rather than mental ability. The excessive amount of time he puts in on this type of activity, coupled with the fact that he is not especially interested in academic work has influenced his recitations and marks.

THEME XXIII

MY OUT-OF-SCHOOL ACTIVITIES

My out of school activity varies. During the week I do many different things. On Monday I play basketball with the Dunbar Gophers. We have a very good team and have won ten consecutive games. Every Tuesday I play or practice at the Ochoa playground. On Wednesday I work on Elm street cleaning two yards. Thursday or Friday I clean my own yard or

go to the show. Friday night I go to bed early because I have to work all day Saturday. I get up at 7:00 o'clock and start work. I work until 6:00 o'clock and then go to the show and meet the gang. After the show we go to the Busy Bee cafe and eat hamburgers, all except F-- B and E T they drink malted milks. On Sunday I sell papers in the morning and go to church that night.

During the summer months I play baseball, swim, and play tennis. Sometimes I go to Mr White's to dance.

Allevidence points to the fact that this boy should have a higher semester average than 2.4. This was brought out in the interview with him and was supported by his teachers. Two factors influence his grades. (1) too much work, (2) too many social activities. A negative influence on his grades is noted as a result of too many activities.

The general trend in activities according to the pupils' themes is toward play in the form of bicycle riding, skating, movie-going, church-going, and riding. These it may be noted are pleasure activities. Work activities include doing chores, washing, ironing, cleaning house etc.

To say that there is no influence on the pupils'

recitations as a result of these activities which they participate in, would be an erroneous statement. There is some influence. In some instances the influence is positive and in other instances it is negative. The influence depends largely upon the ability of the pupils to participate in a number of activities and still maintain a high scholastic average.

One point that is of vital importance was that none of the boys admitted patronizing pool halls and playing slot machines. This means that while the pupils do attend amusement centers that are not altogether what they should be for adolescents of this age, 11-18, still these are not included and cannot be held responsible for influencing the recitations and activities of pupils.

Interviews With Teachers

The interviews with the students' teachers revealed a number of points that are worthy of consideration.

1. The teachers do assign home work. The average student would require from fifteen minutes for one teacher to one hour for another teacher with other teachers assigning work that would require thirty or forty minutes for the average student. With the number

of activities which the majority of children engage in, both work and leisure, they cannot do justice to all of the home work that is assigned by all of the teachers.

2. The pupils fail to bring in their home work many times. The penalty for the failure to bring in the work ranges from having them do the work at school, to telling them to prepare it the next time. One teacher reported using different methods in an effort to get the work done.

3. Pupils use varying excuses for not doing their home work. With one teacher it is simply that they were not at home. With another teacher it was that they had to go to church.

4. All teachers have disciplinary problems to a certain degree. With one teacher her main problem is discipline in the classroom. With another it is discipline in the study hall. Various methods have been used here also but the most common method is that of keeping the pupil in at the recess period. This however, does not always work.

Late hours tend to cause restlessness on the part of the pupils in an effort to keep awake. This in turn creates a problem in discipline.

5. Teachers report giving guidance to the pupils in different ways. One teacher reported giving both group and individual guidance when ever and wherever needed. Another teacher had not the slightest conception of how to go about giving guidance of any kind. Her question was "How do you give them guidance, What do you tell them?" The teachers who reported giving guidance also reported that the average youngster is eager to receive guidance.

The level of activities which attracts the pupils at Dunbar might be raised considerably if all of the teachers made an effort to know their pupils better and to give them good sound guidance.

6. When asked if they permitted the youngsters' conduct to influence their grades, all except one of the teachers indicated that they did not. The remaining teacher used this as a means of disciplining his pupils.

7. All teachers reported that they were well acquainted with the backgrounds of their pupils.

8. In answer to the question "do you feel that the pupils' out-of-school activities have an influence on their recitations and marks?", all of the teachers replied without hesitation that they believed that the ninth-grade activities had a definite influence on their marks as well as on their recitations.

9. All teachers felt that the eighth-grade subject load was too great. This was especially true in view of the fact that they had no study hall. This necessitated all of their work having to be prepared at home.

The teachers are in a position to know whether the pupil's recitations are being influenced and if so how, and why. They come in contact with the pupils daily. They frequent the same places of amusements in a number of instances that the pupils frequent. For example two of the teachers patronize the Elk's Rest at any time they see fit to do so. That means that they meet their pupils. When they meet the pupils then they have a chance to see first-hand what activities the pupils engage in. They are members of the same churches. Here again the teachers are in a position to observe the influence of church participation on the recitations and marks of the pupils.

Taking into consideration the facts mentioned above, it appears that the teachers' opinions, observations, and statements have quite a lot of weight to carry when they conclude that the activities of the ninth grade have a negative influence on their recitations and grades. This is a statement based upon observation of the pupils by the teachers.

The teachers also support the statement that the economic status of the pupils' homes is low. Here again, from observation, the teachers are in a very good position to know about pupils' homes. Teachers state that this factor influences the pupils' recitations and marks.

The last supporting statement of the teachers is to the effect that the pupils now attending Dunbar are not of the superior intelligence type. They measure the pupils there now by the kind and amount of work that has been done by previous classes. As they have been in the position for a number of years this statement is valid.

Earlier in the study the writer indicated that in a number of instances pupils are not interested in the subject matter being given them. There is a good reason for quite a lot of this lack of interest. This reason hinges around the fact that teachers are not hired in their major teaching fields. To be specific, during the first semester of the school year 1939-40, there were three home-making majors employed in the school. The teacher who had completed her work in this department had absolutely nothing to do with the Dunbar department. The teacher who had taken it up as a minor at a late date in college had complete charge of the department.

The number of courses which this teacher had managed to squeeze in between times did not give her adequate training to meet the demands made on her by the job. The third teacher who had not completed her requirements leading to a bachelor's degree but who had quite a bit of experience in the field was employed to teach eighth grade, a part of the music, and other academic subjects of this nature. The idea seems to be to give the pupils a teacher regardless of what effect the misplacement of the teacher might have on the student. After interviewing the teachers and pupils the writer found that the situation did not present a happy and pleasant picture.

This accounts in a large way for the fact that the pupils seek other outlets to express themselves rather than run the risk of irking the teacher, who is sensitive because of her lack of information on the subject she is required to teach and the lack of confidence in herself.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study has been to investigate the activities in which the Dunbar Junior High School pupils engage after school hours and to determine any possible influence these activities may have on the recitations and grades of these pupils.

The writer has followed the steps outlined in the introduction.

What others had to say concerning the out-of-school activities has been duly investigated. It was found that they were of the opinion that the school should influence the activities of its students both in school and out of school. If a school does not influence the out-of-school activities of its pupils it is failing as a school. As Cox says,

"...because children are performing activities typical of their out-of-school lives, the high school adequately reinforces, guides, and directs the activities not only within, but also outside and beyond the school."¹

1. Cox, P.W.L., and Duff, J.C., Guidance by the Classroom Teacher, p. 362.

To establish activities that are wholesome and valuable to the youngsters, there are many agencies that the school must cooperate with in the community. Cox states further,

"...With the Scouts, the Y.M.C.A., the library, the police, the park department, the health department, it carries on formal cooperation; with the theater, the playground, the stores, it carries on a selective cooperation and competition; with the pool room, the street corner, the cheap dance hall, it carries on vigorous warfare, but by flank attacks, for it aims to make other and more desirable activities desired and possible."²

The interviews with students yielded some very definite information. While the number of undesirable places of amusement in the city for Negroes is negligible, still enough of these places are strong enough to draw the adolescent pupil to them. The main influence noted on the pupils who frequented these places of amusement was that the constant lack of sleep tended to dull the pupils' mental capacities and thus make it difficult for them to make clear and accurate recitations.

Other activities and their influence were also noted. Those pupils who read the newspapers and who

2. Cox, P.W.L., and Duff, J.C. Guidance by the Classroom Teacher, p. 362

listened to the informational type of radio program were found to show greater interest in their recitations because they had something definite to contribute. They were also found to have a higher average semester average than those pupils who listened to a different type of program.

One of the influencing elements on the pupils' activities and in turn on their recitations was the fact that the economic status of the pupils' homes was found to be very low. The fact that the home conditions were poor in a number of instances tended to influence the youngsters seeking pleasure time activities outside of the home. Usually these activities consisted of skating, riding, bicycling, movie-going and play in general. These activities were carried on largely on Sunday afternoons. Church-going also had its effect on the pupils' recitations and marks. This was used as a standard excuse by the pupils to keep from preparing their home work.

As far as the teachers were concerned they expressed the opinion that the ninth grade's activities had a definite influence on their recitations and grades. These opinions were based on the actual observation of these pupils both in school and out of school.

The records at the Dunbar school were incomplete. Many of the addresses were not known and consequently were not on the records. Several of the semester marks were not in order, and in general they needed checking. Several of the parents' occupations were also omitted.

The themes which the students in the eighth and ninth grades wrote presented only a general picture of their activities. In a few instances, however, it was possible to secure some very tangible evidence to work with. This evidence was interpreted to show possible influence on the pupils' recitations and marks.

Recommendations

From the material which the writer has collected, studied, and presented here, there are several recommendations which she sets forth. They are:

1. That each teacher should be required to take a good course in guidance in a recognized institution. That this guidance course not only be taken but put into actual and effective use as soon as it has been taken.

2. That the teachers give educational, socio-civic, recreational, and vocational guidance rather than vocational guidance alone.

3. That each teacher should be required to take a course in mental hygiene also. And that this course too should be put into service as soon as it has been completed. This should help teachers to know their pupils better and help the teachers themselves to be come better adjusted. In turn the pupils should benefit by selecting a different type of activity which will have positive influence on their recitations.

4. That a playground instructor be employed on a twelve month basis, and that school facilities should be at the disposal of the instructor during the summer months.

5. That more and better equipment for a playground should be provided at Dunbar.

6. That the library should be enlarged and it too should be made available to the public as it is located in the center of the Tucson Negro population and would be conducive to better reading habits. This would cause the youngsters' reading knowledge to be broadened. Again, the recitations would be influenced as the pupils would have something definite to offer and would understand more quickly the work that is given them.

7. That a full-time music teacher should be employed on a twelve-month basis. That this teacher should not only be interested in piano but should organize and

train glee clubs, chorouses, etc., as all of the youngsters are interested in singing or music of some sort. This phase of their education has been sadly neglected due to the lack of a teacher.

8. That a program of studies adapted to the needs of Negroes in this community should be formulated, and that teachers should be put into their major fields and not permitted to teach in other fields for which they have little or no training.

These recommendations have a definite bearing on the activities which the pupils will engage in after school. They also have a specific bearing on the influence that the pupils' activities will have on their class work. This is so because it is every teacher's duty to give the American youth the best possible instruction which will help him to become an upright worthwhile citizen.

BIBLIOGRAPHY

A. Books

1. Broady, K.O.
Enriched Curriculum for Small Schools.
The university of Nebraska, Lincoln, Nebraska,
1936.
2. Briggs, Thomas H.
The Junior High School.
Houghton Mifflin Company, Boston, 1920.
3. Chamberlain, Leo M.
The Teacher and School Organization.
Prentice Hall, New York, 1938.
4. Cox, P.W.L.
Curriculum Adjustment in the Secondary Schools.
J.B. Lippincott Co., Chicago, 1925.
5. Cox, P.W.L.
Guidance By The Classroom Teacher.
Prentice Hall, New York, 1938.
6. Cubberley, Elwood
An Introduction to The Study of Education.
Houghton Mifflin Company, New York, 1925.
7. Garrett, Henry E.
Statistics In Psychology and Education.
Longmans, Green and Company, New York, 1937.
8. Hamrin, Shirley A. and Erickson, Clifford E.
Guidance In The Secondary School.
D. Appleton-Century Company, New York, 1939.
9. Joint Committee on Curriculum
The Changing Curriculum.
D. Appleton-Century Company, Inc. New York, 1937.
10. Koos, Leonard V., and Kefauver, Grayson N.
Guidance in Secondary Education.
The Macmillian Company, New York, 1937.

11. Langfitt, R.E., Cyr, F.W., and Newsom, N.W.
The Small High School At Work.
American Book Company, Chicago, 1936.
12. Prosser, Charles A., and Allen, Charles R.
Vocational Education in a Democracy.
13. Roemer, Joseph
Extra-Curricular Activities in Junior and Senior High Schools.
Macmillian Company, New York, 1931.
14. Starch, Daniel, Stanton, Hazel, and Koerth W.
Controlling Human Behavior.
Macmillian Company, New York, 1937.
15. Warner, A.G., and Stuart, A.
American Charities and Social Work.
Thomas Y. Crowell Company, New York, 1930.

B. Periodical Articles

16. Sturtevant, Sarah M., and Strang, Ruth
"Activities of High School Girls."
Teacher's College Record;30:562-571, (March,1929.)
17. Bizzell, W.B.
"Learning and Leisure."
School and Society;39:65-72, (January, 1934.)
18. Briggs, T.H.
"Extra-Curricular Activities in Junior High Schools."
Educational Administration and Supervision;8:1-9 (January, 1922.)
19. Ells, Kenneth
"Evaluating Pupils Activities."
Nation's Schools;23:28-31, (January,1934.)
20. Gardner, C.A.
"A Study of The Causes of High School Failures."
School Review;35:108-112, (February,1927.)

21. Hunsley, Yuba L.
"Intelligence, as Reflected by Work Habits,
Attitudes, and Behavior, Does Change."
School And Society;50:682-684, (November,1939.)
22. Maddocks, Carl W.
"The Factors of Intelligence in School Failures."
School Review;35:602-611, (October, 1927.)
23. Meek, Charles S.
"A study of Progress of Newsboys in School."
Elementary School Journal;24:430-433, (February.)
24. Morrison, William C.
"The 12-to-18-Year-Old Boy."
Secondary Education;14:241-243, (September,1935.)

Publications

25. Caliver, Ambrose
"Fundamentals In The Education Of Negroes."
United States Department of the Interior, Office
of Education; Bulletin No.36, No.6, 1935.
26. Caliver, Ambrose
"Vocational Education and Guidance for Negroes."
United States Department of the Interior, Office
of Education; Bulletin No.38, 1937.