

PROBLEMS OF NEGRO YOUTH IN TUCSON

By

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TABLE OF CONTENTS

	page
List of Tables.....	iii
Chapter	
I        Introduction .....	1
II       The Group and Its Origin.....	5
III      The Family Unit.....	13
IV       Housing.....	24
V        Education.....	33
VI       Vocations.....	46
VII      Church and Recreation.....	57
VIII     Color and Conflict.....	74
IX       Conclusion.....	95
Appendix I .....	101
Appendix II.....	106
Bibliography.....	108

## LIST OF TABLES

Table		Page
I	Distribution According to Age and Sex .....	5
II	Birthplaces and Number of Years in Tucson.	8
III	Birthplaces of Parents .....	11
IV	Number and Percentage of Families According to Size.....	14
V	Types of Family and Incidence of Parents Working.....	15
VI	Incidence of Who Does Punishing According to Type of Family.....	17
VII	Punishment According to Type of Family.....	18
VIII	Family Meals and Type of Family.....	19
IX	Parent Preference According to Type of Family.....	20
X	Time Allowed Out at Night According to Type of Family.....	22
XI	Time Allowed Out at Night According to Type of Punishment.....	23
XII	Number of Rooms as Related to Size of Family.	25
XIII	Home Ownership and Conveniences.....	27
XIV	Incidence of Refrigeration, Radios and Autos.	28
XV	Where Groceries are Bought.....	29
XVI	Stores where Clothing Bought.....	30
XVII	Chores.....	32
XVIII	Grades of School Completed by Parents.....	34

LIST OF TABLES (Continued)

Table		Page
XIX	Number of Cases of Both Parents Completing the Same School Year.....	36
XX	Preference by Sex for an Unsegregated School	38
XXI	Reasons Given for Wanting to Attend an Unsegregated School.....	38
XXII	Reasons Given for Preferring a Segregated School.....	40
XXIII	Desire to go to Tucson High Based on Sex and desire to go to an Unsegregated School.....	41
XXIV	Names of Colleges Children Want to go to...	42
XXV	Magazines in the Homes of the Children.....	44
XXVI	Newspapers in the Homes of the Children....	45
XXVII	Occupations Wanted and Expected Classified According to Status of Occupation and Sex..	47
XXVIII	Percentages of Preferred and Expected Occupations of Rural Southern Negro Youth Compared With Tucson Negro Youth, by Sex.....	51
XXIX	Occupations of Parents .....	52
XXX	Incidence of Girls and Boys Working After School and the Types of Jobs.....	54
XXXI	Money Earned Weekly.....	53
XXXII	Church Membership and Attendance at Sunday School, and Young Peoples' Meeting, According to Sex.....	58
XXXIII	Group Participation.....	59
XXXIV	Mothers' Club Participation.....	60
XXXV	Fathers' Clubs.....	61
XXXVI	Parents Belonging to the Urban League and National Association for the Advancement of Colored People.....	62

## LIST OF TABLES (Continued)

Table		Page
XXXVII	How Time is Spent out of School.....	63
XXXVIII	Hobbies of the Children According to Sex...	65
XXXIX	Number of Children that Play Musical Instru- ments.....	66
XL	Bicycle and Roller Skate Ownership.....	67
XLI	Type of Movie Children Prefer.....	68
XLII	Radio Programs the Children Listen To.....	71
XLIII	Type Programs Listened to.....	71
XLIV	Frequency of Pets in the Home .....	72
XLV	Skin Color Children Have and Prefer..... According to Age and Sex.....	75
XLVI	Summary of Color Preference.....	75
XLVII	Skin Color Girls Have and Preference.....	76
XLVIII	Skin Color Boys Have and Preference.....	76
XLIX	Belief in Whether all men are Created Free and Equal According to Sex and Age.....	78
L	Reasons Given for Believing All men are not Created Equal.....	79
LI	Feelings and Beliefs about White People....	80
LII	Racial and Cultural Groups the Children Would Like to Work for.....	83
LIII	Desire to Pass as White.....	84
LIV	Proud of Being a Negro.....	86
LV	The Racial Composition the Children Prefer	87
LVI	Who Children Would Hit Back.....	88
LVII	Greatest American, Negro and White in the Eyes of the Children.....	89
LVIII	Where would you like to sit in the Movies?	90

LIST OF TABLES (Continued)

Table		Page
LIX	Number of Children Eating Meals Outside of their Homes.....	91
LX	Restaurants Where Meals are Eaten.....	91
LXI	What Children Want Most in Order of Preference.....	93
LXII	Children Dreaming According to Sex.....	94
LXIII	Type of Dreams According to Sex.....	95
LXIV	Childrens' Doctor	96

CHAPTER I  
INTRODUCTION

This thesis has been an attempt to find out the problem of being a Negro youth in Tucson. It is based on the premise that the problems of Negro youth are greater in number, deeper in scope and more acute than those of white youth due to the patterns of segregation and discrimination which have made the Negro a member of a caste rather than a class.

The Negro in Tucson has been studied as far as educational <sup>1</sup> economic and social needs <sup>2</sup> and history are concerned, but no study has been made on causes of attitudes and attitudes of Negroes towards whites.

Though nothing has been done locally the American Youth Commission has made several extensive studies of Negro youth which were conducted con-

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1. Zanders, D.O., unpublished thesis, Negro Education in Tucson, 1936, U. of Arizona
  - Daniels, H.B., Unpublished thesis, A Negro High School in Tucson, 1946, U. of Arizona
  2. Interracial Committee, A Study of the Negroes of Tucson, 1946.
  3. Yancy, J.W., unpublished thesis, Arizona 1933, The Negro of Tucson, Past and Present

currently in different section of the United States.<sup>4</sup> These studies were all built around the central problem, "What are the effects upon the personality development of Negro youth of their membership in a minority social group?" Life history documents, family history studies, individual interviews, and attitude and psychological tests were used.

In this local study, a subjective questionnaire was mimeographed and given to the 95 of the 100 regular attendants of the segregated junior high school in Tucson in an attempt to learn as much as possible of their attitudes and frustrations which may have been caused by segregation and discrimination.

The questionnaire, in its original form, was tried out on a boy attending the junior high before it was put in its final form. Some questions were then eliminated on the basis that they could not be answered in an understandable form, or because the

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4. Volumes in the series of this study are:

Davis & Dollard, Children of Bondage, American Council on Education, Washington, D.C., 1940.

Johnson C.S., Growing up in the Black Belt, American Council on Education, Washington, D.C., 1941.

Sutherland, R.L., Color Class and Personality, American Council on Education, Washington, D.C., 1942

information was superfluous. Example: "Where do you sit when you go to the movies?" was changed to "Where would you like to sit when you go to the movies?" when it was found that all of the movie houses in Tucson require their Negro patrons to sit in the balcony.

The questionnaire was given to all of the children of the seventh and ninth grades one day and to the children of the eighth another day. The study was explained to the children as being a racial study with no names or identification wanted. The need of truthfulness was stressed.

Each question on the first page was read aloud and sufficient time allowed after each question to answer it. After the first page each child went his own gait. If a child could not understand the questions he could raise his hand for help on the understanding of the questions but no help on the answering. The children were asked to put down their first reaction and to think of the question as for or against a group, not an individual.

Several questions may seem repetitious, they were included on purpose in an attempt to bring out several shades of meaning. A copy of the questions

given to the children is in the appendix.

A master card was made for each child covering all of the items on the questionnaire that seemed workable. These were used in setting up the tables and making correlations. A copy of the plan of the master card follows the questionnaire in the appendix.

This method was chosen in the belief that it was a more scientific method than interviewing, because of the errors incurred from the techniques of interviewing and the personality of the interviewer. A certain amount of error in the results is due to negativism and the difficulty of getting frank and accurate statements, but then all subjective material would have an error along these lines, whether in the form of a questionnaire or a case history. Negativism shows up in many of the tables. For purposes of completeness a more detailed study is more desirable and had been planned but there was not sufficient funds or time.

## CHAPTER II

### THE GROUP AND ITS ORIGIN

Differences in the ages and sex of individuals seemed to cause differences in answers to some of the responses. Those responses which seemed to be based upon the sex factor are tabled according to sex, then according to the total number of cases in the group. Where the response is based upon chance and not sex, the sex of the cases is not taken into consideration.

TABLE I

Distribution According to Age and Sex

AGE	Number of Girls	Number of Boys	Total
11	1		1
12	4	1	5
13	13	4	17
14	15	15	30
15	9	14	23
16	7	8	15
17	2	2	4
Totals	51	44	95
Percentages	53.68	46.32	100

age  
 The average/of the group is 14.4 years.  
 The Modal and Median age are each 14 years.  
 The average deviation is 1.42 years.  
 The average age for the girls is 14.1 years.  
 The average age for the boys is 14.7 years.

This group was selected on the basis of two things: all children in this group are classified as members of the Negro race and all attend the Dunbar Junior High School, which is a segregated Junior High school in Tucson, Arizona.

The sex distribution for Negroes as given in the 1940 census for Tucson <sup>5</sup> was 50.64 percent females and 49.46 percent males. For the entire United States the Negro sex distribution was 51.28 females to 48.72 males. The sex distribution of those taking the test was 53.68 percent females to 46.32 percent males. The sex distribution as found in this sample does not vary too much from the distribution of the general population to make any important difference in the results.

The origin of the group was of interest in that it would tend to show whether or not the children and parents had lived under the same patterns

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5. 1940 United States census.

of segregation and discrimination as practiced in Tucson, or whether under more or less rigid patterns.

The number of years lived in Tucson would roughly indicate whether the group had had a sufficient lapse of time to adjust to the type of behavior expected of them in Tucson.

Table II shows that twenty children or 21.05 per cent were born in Tucson. The median number of years the children have lived in Tucson is 7.14 years. The mean is 6 years and the mode is 1 year. The shortest time any child had lived in Tucson, on the date the test was given was three weeks.

Tucson is a rapidly growing city. The United States census for 1940 stated 36,780 people lived in Tucson; 1,678 or 4.56 per cent were classified as Negroes. The Chamber of Commerce estimates <sup>6</sup> the population of Tucson as being 56,781 in 1946, of which 2,800 are estimated as Negroes.

The entire population of Tucson is much more mobile than that of the average city of its size in the United States. While no definite figures were available

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6. Facts and Figures. Chamber of Commerce bulletin

TABLE II

## BIRTHPLACES AND NUMBER OF YEARS IN TUCSON

Birthplace	Years in Tucson																Total	Per- cent- ages	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			NA
Texas	7	3	2	3	4	3	1	3	2	4				1	1		2	36	37.89
Arizona	2		1	2				1	1	1	2	3	4	8	4	1		30	31.58
Arkansas	1	1	3		2				1									8	8.42
Kansas		1		1			1											3	3.15
*California				1						1								2	2.11
Georgia	2	2																2	2.11
Louisiana		1			1													2	2.11
*New Mexico				2														2	2.11
Oklahoma					1						1							2	2.11
*Colorado			1															1	1.05
Kentucky																	1		1.05
Mississippi				1														1	1.05
*Ohio	1																	1	1.05

\* States having unsegregated schools.

TABLE II (Continued)

BIRTHPLACES AND NUMBER OF YEARS IN TUCSON

Birthplace	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	NA	Total	Per- cent- ages
Tennessee													1					1	1.05
Washington D.C.																	1	1	1.05
No place given	1											1						2	2.11
Totals	14	6	7	10	8	3	2	4	4	6	3	4	5	9	5	1	4	95	
Per- cent- ages	14.7	6.3	7.4	10.5	8.4	3.2	2.1	4.2	4.2	6.3	3.2	4.2	5.2	9.5	5.3	1.1	4.2		100%

on the rate of immigration and emigration in normal times before the war, there was an estimated influx of twelve to fifteen thousand tourists yearly. This has increased during the war but the Chamber of Commerce would give no estimate on the increase. The State University is located at Tucson; the students and the tourists are Tucson's main source of income.

The cost of living in Tucson is not low and jobs are not plentiful, but Yancy<sup>7</sup> estimated that approximately 72 per cent of the Negroes in his study came to Tucson for work. Why the families of fourteen children have come to Tucson this past year would be interesting to know. Seven of these children have come from Texas.

The birth places of the parents would tend to influence the patterns of behavior and types of accommodations taught to the children.

Table III shows that in 24 cases the birth places of both parents are not known. In 9 cases the mother's birth place only is not known, and in 17 cases only the father's birth place is not known. Five parents or 2.63 per cent were born in foreign countries.

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7. Yancy, J.W., The Negroes of Tucson, Past and Present, Appendix I

TABLE III  
BIRTHPLACES OF THE PARENTS

State	Mother	Father	total	Per- cent- ages
Texas	36	29	65	34.21
Arkansas	9	8	17	8.95
Louisiana	2	3	5	2.63
Oklahoma	4	1	5	2.63
Arizona	2	1	2	1.58
Georgia	0	3	3	1.58
Mississippi	1	2	3	1.58
Tennessee	1	2	3	1.58
Mexico	2	0	2	1.05
Phillipines	2	0	2	1.05
Alabama	1	0	1	.53
California	0	1	1	.53
India	0	1	1	.53
Kansas	1	0	1	.53
New Jersey	0	1	1	.53
Pennsylvania	0	1	1	.53
South	1	1	2	1.05
No answer	33	41	74	38.95
Totals	95	95	190	100.02

There is an error in these figures due to the unknown number of siblings in the group taking the test and the impossibility of being certain who the siblings are. It is possible that only 3 of the adult group are foreign born.

## CHAPTER III

### THE FAMILY UNIT

This chapter is an attempt to show the family organization and unity but throughout the material on the family and housing, and wherever the family is used in the tables, there is an error due to the unknown incidence of siblings. In order to get a more cooperative and accurate response, names and identity were not requested when the questionnaire was administered.

The size of the mean family is 5; the size of the modal family is 4; while the size of the median family is 5.6 persons.

8

Frazier found the median of Negro families in Arizona to be 2.87 persons. The families of the 95 children taking the test would tend to be larger on the average, inasmuch as we have contacted only families with children, thereby eliminating families without children.

9

Sterner found that the mean number of members per private Negro family in the United States was 3.8 persons and Negro families had a greater proportion of small families and of families of 7 or more members than did the white families.

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8. Frazier, The Negro Family in the United States

9. Sterner, The Negroes' Share, Harper Bros., New York, 1943, pp. 48 and 636.

Negroes also have a larger percentage of unattached individuals than whites.

TABLE IV  
NUMBER AND PERCENTAGES OF FAMILIES ACCORDING TO SIZE

Size of Family	Number of Families	Percentages
1	-	-
3	13	13.68
4	28	29.47
5	14	14.74
6	6	6.32
7	8	8.42
8	13	13.68
9	1	1.05
10	1	1.05
11	2	2.1
12	0	0.0
13	2	2.1
14	1	1.05
No Answer	6	6.32
	95	100.00

The type of family an individual comes from tends to influence the behavior of the individual and decides the type of role the individual will take when they found families of their own.

When the mother is the only source of support in the family it is safe to assume that she is the head of the family.

TABLE V

## TYPE OF FAMILY AND INCIDENCE OF PARENTS WORKING

Type of Family	Number	Percentage	Who Works in Family			No Answer
			Mother Only	Father Only	Mother & Father	
Matriarchal	41	43.16	11	10	15	5
Patriarchal	25	26.32	0	12	11	2
Equalitarian	26	27.37	1	12	12	1
Grandmother	1	1.05		1		
Aunt and Uncle	1	1.05	1			
No Answer	1	1.05	1			
<b>Total</b>	<b>95</b>	<b>100.00</b>	<b>14</b>	<b>35</b>	<b>38</b>	<b>8</b>
<b>Percentages</b>			<b>14.74</b>	<b>36.84</b>	<b>40.0</b>	<b>8.42</b>

The type of family was judged on the basis of answers to the question, "Who is the boss in your family?" The question was further explained to the children as meaning who

would make the decisions in the house.

The answers show that in 14.74 percent of the families the mother is the head of the family. This incidence may be even higher or possibly lower than the questionnaire brought out. Sterner<sup>10</sup> found that among southern urban Negroes 28.9 percent of the families had a woman as head of the family while southern urban white families had only 14.6 percent with women at the head. The person meeting out punishment in a family group is usually the dominant member of that group.

Table VI shows the mother alone does the punishing in the largest number of cases, while the mother and father do the punishing in the next largest number of cases.

Table VII shows forty children or 42.1 percent did not answer the question. There may be an emotional tie up which has caused them to ignore the question. The whip and scold percentage could be added on to either the whip or to the scold percentage. If added to the whip group it would give a larger number punished by whipping than by staying at home.

## II

Dollard found that whippings are an inevitable

10. Ibid. p. 50

11. Davis and Dollard, Children of Bondage, p. 268

TABLE VI

## INCIDENCE OF WHO DOES PUNISHING ACCORDING TO TYPE OF FAMILY

Type of Family	Who does punishing							No Answer
	Mother	Father	Mother & Father	Unpunished	Grand-mother	Sister	Aunt & Uncle	
Matriarchal	28	2	4	2	1			4
Patriarchal	7	6	7	2		1		2
Equalitarian	5	4	11	2	1			3
Grandmother					1			
Aunt & Uncle							1	
No Answer								1
Totals	40	12	22	6	3	1	1	10
Percentages	42.10	12.63	23.16	6.32	3.16	1.05	1.05	10.53

TABLE VII  
PUNISHMENT ACCORDING TO TYPE OF FAMILY

Type of Family	Whip	Scold	Stay Home	Whip & Scold	Bed	Housework	No Punishment	No Answer
Matriarchal	7		8	3		1	2	20
Patriarchal	4		8		1		2	10
Equalitarian	7	1	4		1	1	2	10
Grandmother	1							
Aunt and Uncle					1			
No Answer			1					
Total	19	1	21	3	3	2	6	40
Percentages	20.0	1.05	22.1	2.16	3.16	2.11	6.32	42.1

punishment with the lower class of Negroes.

The middle class group<sup>12</sup> usually use staying at home as a form of punishment and very rarely whipping.

Eating together is a formality that middle class families particularly adhere to. When the family is strongly organized there is also more tendency for the family to eat evening and Sunday meals together.

TABLE VIII

## FAMILY MEALS AND TYPE OF FAMILY

Type of Family	Meals Together		
	Yes	No	No Answer
Matriarchal	32	6	3
Patriarchal	21	3	1
Equalitarian	20	4	2
Grandmother	1		
Aunt and Uncle	1		
No Answer	1		
Total	76	13	6
Percentage	80.00	13.6	6.32

Does your family eat evening and Sunday meals together?

12. Ibid., p. 275

This question was asked in an attempt to find out the strength of the family institution and the class of society the individual family belong to. Other material which was expected to work in with this was unworkable.

TABLE IX  
PARENT PREFERENCE ACCORDING TO TYPE OF FAMILY

Type of Family	Preferred Parent				No Answer
	Mother	Father	Mother & Father	Grand-mother	
Matriarchal	24		15	1	1
Patriarchal	8	1	15		1
Euqalitarian	7		16		3
Grandmother		1	1		
Aunt and Uncle					
No Answer	1				
Totals	40	2	47	1	5
Percentage	42.11	2.11	49.47	1.05	5.26

An attempt was made to see if there was any correlation between types of family and parental preferences. There is no preference for the mother or father in 49.47 per cent of the cases, but in 42.11 per cent the mother is preferred.

Children from better class Negro families are seldom allowed out without the parents after dark. This

question should have been asked in two ways: How late are you allowed out alone? and: How late do you stay out with your parents? The results as shown in Table X are not reliable because they do not indicate whether the child goes out this late alone or with the parents.

Table XI was an attempt to see if there was any correlation between types of punishment, class of family, and hours allowed out, according to class of family. As in the preceding Table X, the data is not definite enough to warrant any conclusions.

TABLE X

TIME ALLOWED OUT AT NIGHT ACCORDING TO TYPES OF FAMILIES :

Type of Family	Not Dark	5	6-6:30	7-7:30	8-8:30	9-9:30	10-10:30	11-11:30	12-12:30	1:00	Any Time	No Ans	To-Tel
Matri-archal	2	2		2	4	5	11	5	2		1	7	41
Patri-archal	1	1	1	2	2	3	4	2	2	1	1	5	25
Equalitarian	1	3	1	3	3		4	3	2			6	26
Grand-mother								1					1
Aunt & Uncle			1										1
No Answer								1					1
Totals	4	6	1	2	7	8	19	12	6	1	2	18	95
Percent	4.21	6.31	1.05	2.11	7.37	8.42	20.0	12.63	6.32	1.05	2.11	18.95	100

TABLE XI

TIME ALLOWED OUT AT NIGHT ACCORDING TO TYPE OF PUNISHMENT:

Type of Punishment	Not	Dark	5	6- 6:30	7- 7:30	8- 8:30	9- 9:30	10- 10:30	11- 11:30	12:00	1	Any Time	No Ans.	To- tal
No answer	1	3	1		4	1	5	8	3	2	1	1	10	40
Stay home		2		1	2	5		5	4	1			1	21
Whip	2	1			1	2	3	4	3				3	19
Not Punished								1	1	2		1	1	6
Whip and Scold	1												2	3
Bed				1		1							1	3
Housework								1	1					2
Scold										1				1
Totals	4	6	1	2	7	9	8	19	12	6	1	2	18	95
Per centage	4.21	6.31	1.05	2.11	7.37	9.47	8.42	20.0	12.63	6.32	1.05	2.11	18.95	

## CHAPTER IV

### HOUSING

The size of the family is important to the individual members inasmuch as an increase in numbers may mean a corresponding decrease in the members' share of food, shelter, clothing, attention of parents etcetera.

The relation of the size of the family to the number of rooms is very important for overcrowding may endanger the physical and mental health and the morals of its members. If there is a low income and the family attempts to supplement its income with lodgers the well being of the individual is in even greater danger. An attempt was made to find out the number of families having lodgers. Only three children gave an affirmative answer, but the number of lodgers was not given. Sterner<sup>13</sup> found that 19.8 per cent of southern Negro urban families had lodgers. Tucson may have an equal or higher percentage due to the housing shortage. The more children in the family, the less likely there are to be lodgers.

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13. Sterner, R. The Negro's Share, p. 54-55

TABLE XII

## NUMBER OF ROOMS AS RELATED TO SIZE OF FAMILY

Size of Family	No. of Families	NUMBER OF ROOMS												No Answer	Total No. of People
		1	2	3	4	5	6	7	8	9	10	11	12		
No answer	6					2	2	1						1	
3	13	2	1	5	3	1	1								39
4	28		1	5	6	7	4		4	1					112
5	14		2	3	2	3	3				1				70
6	6					2	3	1							36
7	8	1		1	3	1	1			1					56
8	13		1		1	4	2	1	2	1			1		104
9	1					1									9
10	1				1										10
11	2				2										22
12	0														12
13	2						2								26
14	1					1									14
Total	89	3	5	14	18	20	16	2	6	3	1	0	1	1	498
Percent	100 %	3.37	5.62	15.73	20.22	22.47	17.87	2.25	6.74	3.37	1.12	0	1.12		

\*These rooms are not added into the totals because the number of people living in these families are not known

This is an average of 0.87 rooms per person or 1.12 persons per room. Due to the unknown incidence of siblings these figures are not accurate; they can only be an approximation.

Not more than one person per room is a standard which has been deemed advisable by many investigators of American housing, although some accept a limit of 1.5  
14  
persons.

Taking 1.5 persons per room we find 26 families or 29.21 per cent are considered overcrowded. Using one room per person as standard we find 41 families or 46.07 per cent are overcrowded.

15  
Davis and Dollard found that 13.2 per cent of the negroes owned their own houses and 1/3 of these homes were valued at less than \$2,000.00. This table does not show the condition, values or types of homes owned. The percentage of home ownership is high but there is no way to check the accuracy of the data.

16  
Yancy in his study found 60 Negro property

14. Ibid., p. 177

15. Davis and Dollard, Children of Bondage, Introduction p. XXIV

16. Yancy J.W., Negroes of Tucson Past and Present Appendix pp. IV and VI.

owners with the assessed valuation of the real estate varying from \$95.00 to \$7940.00 with a median value of \$1,402.25. Property values have gone up since the time Yancy wrote his thesis.

17

The Interracial Committee found that out of 88 Negro families answering a questionnaire 58 per cent rented and 42 per cent owned their homes. Out of 90, 33 per cent had no bath, running water, or inside toilets.

TABLE XIII

## HOME OWNERSHIP AND CONVENIENCES

Home Owner- ship	Hot Water			Running Water			Toilet and Bath for own use only		
	Y.	N.	NA	Y	N	NA	Y	N	NA
53.68 Res 51	31	17	3	42	7	2	38	11	2
46.32 No. 44	11	32	1	34	8	2	28	10	6
Total	42	49	4	76	15	4	66	21	8
Percent	44.21	51.58	4.21	80.0	16.74	4.21	69.87	22.11	8.42
Percent- age of Cases Answering	46.15	53.85		83.52	16.48		75.86	24.14	

In 53.68 per cent of the cases home ownership is claimed. Home ownership of Negroes in Arizona<sup>18</sup> in 1930 was 29.4 per cent for urban Negroes and 15.8 per cent for rural Negroes. The unknown incidence of siblings again causes an error in the table.

Refrigeration is more important in Tucson than in most cities of its size for the temperature seldom goes very low. April first to November first are warm months and food must have good refrigeration.

The radio and automobile are accepted conveniences and expected parts of American life.

TABLE XIV

## INCIDENCE OF REFRIGERATION, RADIOS AND AUTOS

	Refrigeration				Radios		Automobiles			
	NO	Ice	Elec- tric	Na	Yes	NO	NA	Yes	NO	NA
95	4	48	40	3	82	10	3	49	40	6
Total	4	48	49	3	82	10	3	49	40	6
Per- cent	4.21	50.53	42.11	3.15	86.31	10.53	3.16	51.58	42.11	6.31

The amount of money spent on food is important but even more important is how the money is spent. Prices in

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18. Frazier, E.F., The Negro Family in the United States, p. 587

the chain stores run lower than those in the small privately owned stores and where the mother trades can make a big difference in the total weekly grocery bill.

Trading in a large chain store also means groceries are paid for with cash and no bill is hanging over one's head nor is there an extra charge because of credit.

TABLE XV  
WHERE GROCERIES ARE BOUGHT

Store Names	Number of Times Mentioned
Safeway	27
Consumers	9
Lee's	6
A Mountain	5
Western Market	6
Jim's Market	6
Farmer's Market	3
Tip Top	2
Taft's	2
Gin's	2
Lucky's	1
El Rio	1
Time Market	1
Wong's	1
Commissary	1
Warren's	1
Arizona Market	1
Devereaux	1
Tang's	1
Central Market	1
Broadway Village	1
Cy's Market	1
West Point	1

25 children gave no answers so we have 70 children trading in 24 different stores. This may be more than 24

different stores as there are branches of the Safeway in Tucson.

Eleven of the 70 children trade in 2 or more stores. Two children did not give the names of stores but said they trade in different places. Thirteen or 18.57 per cent of the total number answering trade in two or more stores.

The majority of the stores traded in are large markets where prices tend to be much lower than small markets. Credit is not given in these large markets.

TABLE XVI  
STORES WHERE CLOTHING IS BOUGHT

Store Names	Number of Times Mentioned
Penney's	22
White House	17
Jacomes'	12
Sears-Roebuck	9
Montgomery Ward	8
Lerner's	7
Levy's	5
Steinfeld's	5
American Pants	4
Town Shop	3
Letty's	2
Star	2
Taylor's	2
People's	2
Betty Gay	1
Mary Wright	1
Bloom's	1
Woolworth's	1
Total	104

Clothes were bought in 18 different stores, by 72 different children. 18 - or 25 per cent of the children answering bought their clothes in 2 or more stores. One child mentioned buying clothes in different places. One child stated that he did not know where his clothes were bought while 21- or 22.1 per cent gave no answer. The reason for no answer could be due to lack of knowledge or not wanting to answer the question.

Almost all children are required to help in some way about the house, girls usually doing housework, while boys do the heavier out-of-doors work.

Table XVII gives a fairly accurate picture of the types of chores required of the boys and girls. All of the girls had definite chores which they were required to do. Only one boy was not required to do any chores and 3 boys gave no answer.

It is interesting to note the large number of boys- 22 cases or 50 per cent - have housework to do while an equal number help with the dishes. Some of the boys do dishes only and some only housework, while some do both.

The size of the family and type of dwelling often has a great deal to do with the amount and type of chores a child is required to do.

When a mother is required to work outside the home the children are often required to take over the tasks

the mother would tend to do if she were home.

TABLE XVII  
CHORES CHILDREN DO

Type of chores	Girls	Boys	Total
No answer	0	3	3
Housework	43	22	65
Dishes	11	22	33
Wash & Iron	3	2	4
Clean Yard	2	9	11
Cook	3	1	4
Everything	2	1	3
Mop	2	1	3
Wash Car		1	1
Cut Wood		1	1
Room		1	1
Masonry		1	1
Feed Chickens	1	1	1
Deliver Laundry	1	1	1
Beds	1		1
Take Care of Baby	1		1
No Chores		1	1

## CHAPTER V

### EDUCATION

The greater the amount of education, the higher job status or a larger income would be expected. This does not hold true at all for Negroes, for Negroes with education are often barred from jobs for which they have all the qualifications.

Table XVIII shows the grades of school completed by the parents. The median grade completed for both sexes was 9.58 using 2 years of college as an average for college. The median for females is 9.8 and 9.37 for males.

The median school year for the total female population in Arizona <sup>19</sup> was 10.5 years and the median for the total male population in Arizona was 9.6 years.

The occupations of the fathers who have had a college education are as follows: 1 in army, 1 a janitor, 1 a mailman, 1 a cook, and 1 gave no answer. Two of the professional men have been put down as having completed the twelfth grade. The individual whose father is a teacher put down that he had completed the ninth grade.

TABLE XVIII

## GRADES OF SCHOOL COMPLETED BY THE PARENTS

Parent	GRADES												Col- lege	No Ans	T o tals
	1	2	3	4	5	6	7	8	9	10	11	12			
Mother	1		1	2		1	3	12	13	10	2	22	3	25	95
Father			1	1	1	1	4	14	9	5	5	24	5	25	95
Totals	1		2	3	1	2	7	26	22	15	7	46	8		
Percent- age of total cases	.53		1.05	1.58	.53	1.05	3.68	13.68	11.58	7.89	3.68	24.21	4.27	26.32	
Percent- ages based on cases ans- wering	.71		1.43	2.14	.71	1.43	5.0	18.57	15.71	10.72	5.0	32.86	5.71		

There was no tie up at all between jobs and school grades completed. Of the three mothers with college education 1, who had completed college was a housewife married to a man in domestic service. Another is working as a cook and is married to a man working as a janitor while the third is a housewife married to a man who is a cook. Seventeen cases gave no answer on both parents.

Table XIX shows the number of cases of both parents completing the same school year.

The grades could be considered influenced by the grades mentioned in the question for no one put down a high school grade and no high school grade was mentioned in the question.

A law providing for segregated schools in Arizona was passed in 1909 but did not become effective in Tucson until 1912, when a minority of the Negro residents of Tucson first asked for a segregated school. The majority of Negroes opposed a segregated school for their children but once the segregated school was started the Negroes of Tucson had nothing to say about it and today all children classified as Negroes are required to attend

TABLE XIX

NUMBER OF CASES OF BOTH PARENTS COMPLETING THE SAME SCHOOL YEAR

Differ-ent Answers		School Year Completed						Coll ege	No Ans	Total
		3	6	8	9	10	12			
57 Both parents completing the same grade	21	1	1	3	3	1	10	2	17	38
60 Percentage %	22.11	1.05	1.05	3.16	3.16	1.05	10.53	2.11	17.89	40.00

segregated schools until they are ready to enter the Senior High School.

Nineteen states and Washington D.C., have legal-<sup>21</sup> ized separate schools for white and colored children. In 1940, 9,304,745 or 72% of the Negro population of the entire United States (12,865,518) lived in these 19 states. In Arizona and Kansas the segregation of Negroes is mandatory in the grades, permissable in the High School and absent at collegiate and professional levels.<sup>22</sup> The seventeen states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.<sup>23</sup>

This means that of the states the children have come from only 4 have unsegregated schools, California, New Mexico, Ohio and Colorado. Six of the children have come from these states. The child from California who has lived in Tucson ten years is 15 years old, so has probably had little experience in an unsegregated school. Five of the children have gone, at some time to an unseg-

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21. Lincoln Library of Essential Information. p. 210

22. Wilkerson, Doxey A. Special Problems of Negro Education P. 160

23. Ibid., p. XV of Introduction

segregated school.

TABLE XX  
PREFERENCE BY SEX FOR AN UNSEGREGATED SCHOOL

Preference	Girls	Boys	Total	Percentages
Unsegregated School	35	34	69	72.63
Segregated School	9	5	14	14.74
No Answer	7	5	12	12.63

Sixty-nine children or 72.63 per cent would prefer to attend unsegregated schools. These children did not ask to attend a segregated school.

Reasons for wanting to attend an unsegregated school are varied.

TABLE XXI  
REASONS GIVEN FOR WANTING TO ATTEND AN UNSEGREGATED SCHOOL

Reason	Girls	Boys	Total	Percentages
Become Friends	10	6	16	37.21
Learn more	5	2	7	16.27
Learn other ways and actions	1	2	3	6.97
Better understanding	2		2	4.65
Gain racial equality		2	2	4.65
More fun		2	2	4.65

TABLE XXI  
(Continued)

REASONS GIVEN FOR WANTING TO ATTEND AN UNSEGREGATED SCHOOL

Reason	Girls	Boys	Total	Percentages
Because	1		1	2.33
Everyone is Equal		1	1	2.33
Have the same education		1	1	2.33
Like all races		1	1	2.33
Make a better world to live in	1		1	2.33
Meet different people	1		1	2.33
No difference between people	1		1	2.33
Should be no color line		1	1	2.33
Social privileges	1		1	2.33
They are much better people	1		1	2.33
Would like it	1		1	2.33
Totals	25	18	43	

Ten girls and 16 boys gave no answers. It is interesting to note that 7 or 16.27 per cent of those wanting to go to an unsegregated school believe they will get a better education. Much has been written on the differences in amount of money spent per child per year in Negro schools, and in white schools in states with segregation laws. The

educational cost per child per year in Tucson is beyond the scope of this thesis.

Only 12 children or 12.63 per cent want to go to a segregated school. Fear of the unknown probably has a great deal to do with preferring a segregated school.

TABLE XXII

## REASONS GIVEN FOR PREFERRED A SEGREGATED SCHOOL

Reason	Girls	Boys	Total	Percentages
Don't learn as much	1	1	2	14.29
Don't like to White children	1		1	7.14
don't like her	1		1	7.14
Get called names	1		1	7.14
Don't know	1		1	7.14
No reason given	4	4	8	57.15

Two of the three definite reasons given were based on fear of humiliation; of the children preferring a segregated school, 8 were born in Texas, 3 in Arizona, one in Louisiana, one in Washington, D.C., and one in Ohio, although she had been living in Georgia before coming to Tucson.

Tucson High School is the only senior high school in the city of Tucson.

TABLE XXIII

DESIRE TO GO TO TUCSON HIGH SCHOOL BASED ON SEX AND DESIRE TO GO TO AN UNSEGREGATED SCHOOL

Type of School Preferred	Girls			Boys			Totals		
	Yes	No	Na	Yes	No	Na	Yes	NO	NA
Unsegregated School	25	9		25	6	3	50	15	3
Segregated School	3	2	5	2	1	2	5	3	7
No Answer	2	2	3	5			7	2	3
Totals	30	13	8	32	7	5	62	20	13
Percentages	58.82	25.49	15.69	72.73	15.91	11.36	65.26	21.53	13.68

Sixty-two or 65.26 per cent want to go to Tucson High School. Of the children who said they preferred an unsegregated school, but do not want to go to Tucson High School, 6 of the girls had given reasons for preferring an unsegregated school. The reasons were being able to make friends three stated one to learn more about each other, and one "then no difference between people", and the sixth one because of different people.

Of the boys three of those not wanting to attend Tucson High School but preferring an unsegregated school gave as their reasons, two wanted to make friends and one liked all races.

Only 4 children did not want to go to college. One preferred nursing school, another business school.

TABLE XXIV

## NAMES OF COLLEGES CHILDREN WANT TO GO TO.

Name of College	Number wanting to attend
University of California Los Angeles	19
University of Arizona	8
Howard	6
Tempe	5
Tuskegee	3
Arizona State	2

TABLE XXIV (Continued)

## NAMES OF COLLEGES CHILDREN WANT TO GO TO

Name of College	Number wanting to attend
Girls' College Washington, D.C.,	2
Arkansas Baptist	1
Boston	1
Columbia	1
Compton	1
Harvard	1
Michigan	1
St. Mary's	1
West Point	1
Wilberforce	1
Yale	1
Total	55

Fifty-five or 57.89 per cent have thought enough about going to college to know the name of the college they prefer to go to.

It is probably safe to assume that there is not much likelihood of those children, who did not give the name of a college, being able to attend a college.

The parents of 16 or 17.77 per cent of the children wanting to go to college can afford to send them. Fifty nine

children or 65.56 per cent of those wanting to go to college expect to have to earn their way.

The magazines in the home are usually the choice of the adults and to a certain extent reflect their level mentally and socially.

There is an error in this table due to the unknown incidence of siblings.

TABLE XXV

## MAGAZINES IN THE HOMES OF THE CHILDREN

Name of Magazine	Number of Homes Magazines are in	Percentage of Homes Magazines are in
Life	47	49.47
Time	14	14.74
Ebony	13	13.68
Look	8	8.42
Saturday Evening Post	6	6.32
Calling all Girls	4	4.21
Mc Call's	4	4.21
Reader's Digest	4	4.21
True Love	4	4.21
Ladies' Home Journal	3	3.16
Miss America	3	3.16
Liberty	2	2.11
Movie	2	2.11
Red Book	2	2.11
Seventeen	2	2.11
Christian Herald	1	1.05
Collier's	1	1.05
Detective	1	1.05
Esquire	1	1.05
Good Housekeeping	1	1.05
Ladies' Home Companion	1	1.05
Mademoiselle	1	1.05
Nature	1	1.05
Our World	1	1.05
Total	127	

Eight children answered that they had no magazines in their home. Eighteen children gave no answer. Thirty-two or 41.56 per cent of the children answering took two or more magazines.

Sixty-nine or 72.63 per cent have one or more magazines in their homes. Only 13 or 13.68 per cent take Ebony, a magazine published by Negroes.

The newspapers we read help us to form our opinions on contemporary people and events.

TABLE XXVI

## NEWSPAPERS IN THE HOMES OF THE CHILDREN

Name of Newspaper	Number of Homes having that Newspaper	Percentage
Star	47	49.47
Citizen	38	40.00
Arizona Register	2	2.11
Chicago Defender	1	1.05
Total	88	

Eleven children stated that they do not have a newspaper at home. Twelve children gave no answer. Fifteen or 18.35 per cent of those answering take 2 or more newspapers. The Arizona Register and the Chicago Defender are owned and operated by Negroes. Only 3.16 homes take Negro newspapers.

## CHAPTER VI

### VOCATIONS

Many people cannot do the type of work they prefer to do through lack of ability, lack of knowledge, lack of opportunity or many other reasons. The Negro youth in addition to not being able to do what he wants for the above reasons, also has racial prejudice holding him back and finds certain fields of work are barred from him no matter how well suited he may be for the job. He then often has to take a step down in occupational status while he sees a person with less preparation and ability take over the job he wanted.

Table XXVII shows the occupations wanted and expected, classified according to status of occupation and sex.

Forty-three girls or 84.31 per cent expect to be able to do the type of work they want to do while only 29 boys or 65.91 per cent expect to be able to do the work they want to. It would be interesting to know whether the boys are more realistic in their thinking or whether they have had experience.

<sup>24</sup>  
In 1930, 6 out of 15 white workers, not including farmers, were working in the white collar field while only 1 out of 15 Negro workers, not including farmers, was a white

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24. Stewart, M., The Negro in America, 1944, Public Affairs Pamphlet, no. 95

TABLE XXVII

OCCUPATIONS WANTED AND EXPECTED CLASSIFIED ACCORDING TO STATUS OF OCCUPATION AND SEX

	GIRLS				BOYS				TOTAL			
	Want	%	Expect	%	Want	%	Expect	%	Want	%	Expect	%
<b>PROFESSIONAL:</b>												
Artist	1		0		1		1		2		1	
Author	2		2						2		2	
Chemist	1		1						1		1	
Dentist					1		1		1		1	
Doctor	1		1		4		3		5		4	
Engineer					4		4		4		4	
Lawyer					1		1		1		1	
Musician	7		8		3		2		10		10	
Nurse	10		12						10		12	
Pharmacist					1		1		1		1	
Photographer					1		1		1		1	
Social Work	2		2						2		2	
Teacher	5		3						5		3	
<b>Totals</b>	<b>29</b>	<b>36.86</b>	<b>29</b>	<b>56.86</b>	<b>16</b>	<b>36.36</b>	<b>15</b>	<b>31.82</b>	<b>45</b>	<b>47.37</b>	<b>43</b>	<b>45.26</b>
<b>BUSINESS: AND WHITE COLLAR</b>												
Banker					1		0		1		0	
Employment Agcy.					1		1		1		1	
Office Work	10		9		1		0		11		9	
Store keeper					1		1		1		1	
<b>Totals</b>	<b>10</b>	<b>19.61</b>	<b>9</b>	<b>17.65</b>	<b>4</b>	<b>9.09</b>	<b>2</b>	<b>4.54</b>	<b>14</b>	<b>14.74</b>	<b>11</b>	<b>11.56</b>

CHAPTER XXVII (Continued)

OCCUPATIONS WANTED AND EXPECTED CLASSIFIED ACCORDING TO STATUS OF OCCUPATION AND SEX

	GIRLS				BOYS				TOTAL			
	Want	%	Expect	%	Want	%	Expect	%	Want	%	Expect	%
<b>CIVIL AND PUBLIC SERVICE:</b>												
Detective					1		1		1		1	
Policeman					2		2		2		2	
Public work					1		0		1		0	
Soldier					0		1		0		1	
<b>Totals</b>	0	0	0	0								
<b>SKILLED WORK:</b>												
Aeronautics					4		3		4		3	
Ballplayer					0		1		0		1	
Athlete					1		2		1		2	
Barber					1		1		1		1	
Beautician	5		5						5		5	
Carpenter					4		2		4		2	
Construction work					1		1		1		1	
Designer	1		0						1		0	
Mechanic					1		2		1		2	
Painter	0		1		1		1		1		1	
Seamstress	1		1						1		1	
<b>Total</b>	7	13.73	7	13.73	13	29.55	13	29.55	20	21.05	20	21.05

TABLE XXVII (Continued)

OCCUPATIONS WANTED AND EXPECTED CLASSIFIED ACCORDING TO STATUS OF OCCUPATION AND SEX

	GIRLS				BOYS				TOTAL			
	Want	%	Expect	%	Want	%	Expect	%	Want	%	Expect	%
DOMESTIC AND PERSONAL SERVICE:												
Bartender	1		1						1		1	
Cook					0		1		0		1	
Housewife	2		3						2		3	
Maid	0		1						0		1	
Porter					0		1		0		1	
Totals	3	5.88	5	9.8	0	0	2	2.54	3	3.16	7	7.37
No Answer	2	3.92	1	1.96	8	18.18	10	22.73	10	10.52	11	11.53

collar worker. The Negro professional worker has more chance than the Negro white collar worker, but usually he is restricted to working with Negroes and has less income than does a white worker in the same field. Teachers and ministers account for almost 2/3 of all Negro professional workers.

Only 5 girls and 10 boys or 15.79 per cent of the children want to do the same kind of work their parents do. Of these 22 children who do not expect to work in the occupation which they prefer, two of the girls are afraid of not being able to get a job because of color, while one girl stated she was not afraid because she will get an education.

Six of the 15 boys who do not expect to work in the field they prefer, are afraid of not being able to get a job. Three gave color as a reason and 3 gave no reason.

Table XXVIII shows the preferred and expected occupations of rural Southern Negro youth <sup>25</sup> compared with Tucson Negro Youth, by sex.

The income of 75 per cent of the Negro families of Tucson, as found by the Interracial Committee, <sup>26</sup> was less

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25. Sutherland, R.L., Growing up in the Black Belt, pp. 202-203  
 26. Interracial Committee, Study of the Negroes of Tucson, p. 19

TABLE XXVIII

PERCENTAGES OF PREFERRED AND EXPECTED OCCUPATIONS OF RURAL SOUTHERN NEGRO YOUTH COMPARED WITH TUCSON NEGRO YOUTH BY SEX \*

Status of Occupation	GIRLS				BOYS			
	Rural Prefer	Rural Expect	Tucson Prefer	Tucson Expect	Rural Prefer	Rural Expect	Tucson Prefer	Tucson Expect
Professional	65.3	48.4	56.86	56.86	38.8	26.4	36.36	31.82
Business and White Collar Trade and Proprietor	11.5	10.1	19.61	17.65	7.1	6.4	9.09	4.54
Civil and Public Service					6.5	5.4	6.82	6.82
Skilled Work	9.1	8.8	13.73	13.73	18.4	17.5	29.55	29.55
Unskilled Work	.2	.1			3.3	4.9		
Personal and Domestic Service	6.8	17.9	5.88	9.8	3.8	6.0		4.54
Farm Work	1.2	3.4			7.3	11.5		
Miscellaneous	1.1	1.5			4.3	4.5		
No Answer	4.9	9.7	3.92	1.96	10.6	18.4	10.52	11.53

\*This table is classified according to classification given in Table XXVII

151

than \$1200.00 per year. Most of them had less than \$1000.00. About 62 per cent of the 2 to 8 person families were earning between \$400.00 and \$1200.00.

27

Negroes, in Tucson are barred from certain occupations and some of the local unions. They are not barred from Construction Workers Union, Brotherhood of Pullman Porters and Musicians' Unions.

TABLE XXIX  
OCCUPATIONS OF PARENTS

Occupations	Mother		Father		Total	
<b>PROFESSIONAL:</b>						
Editor			1		1	
Minister			1		1	
Nurse	1				1	
Teacher			1		1	
Welfare Worker	1				1	
	2	2.10	3	3.16		
<b>BUSINESS AND WHITE COLLAR:</b>						
Business	1		1		2	
Clerk			2		2	
Employment Agency	1		1		2	
Rooming house	1		1		2	
Shop	2				2	
Store keeper			2		2	
Student			1		1	
	5	5.26	8	8.42	13	
<b>CIVIL AND PUBLIC SERVICE:</b>						
Army			4		4	
Mailman			1		1	
Policeman			1		1	
	0		6	6.32	6	

TABLE XXIX (Continued)

## OCCUPATIONS OF PARENTS

Occupations	Mother		Father		Total	
<b>SKILLED WORKERS:</b>						
Barber			2		2	
Beautician	2				2	
Brick layer			1		1	
Brick maker			1		1	
Carpenters			2		2	
Mechanic			1		1	
Painter			1		1	
Seamstress	1				1	
	3	3.16	8	8.42	11	
<b>UNSKILLED WORKERS:</b>						
Construction work			4		4	
Dairy			2		2	
Dry cleaning			4		4	
Garage			1		1	
Garden-yard work			3		3	
Ice man			1		1	
Laborer			1		1	
Park cars			2		2	
Railroad			3		3	
Ship yard			1		1	
Tire changer			1		1	
Truck driver			2		2	
	0	0	25	26.32	25	
<b>DOMESTIC AND PERSONAL SERVICE:</b>						
Bartender	1				1	
Butler			1		1	
Cook	7		4		11	
Hospital attendant	1				1	
Housework	28				28	
Janitor	2		10		12	
Laundry	2				2	
Orderly			1		1	
Porter			2		2	
Practical nurse	1				1	
Waiter	1		5		6	
	43	45.26	23	24.21	66	
No answers	15	15.79	15	15.78		
Dead	2	2.10	6	6.32		
No occupation	25	26.32	1	1.05		

Children who work after school do so either to supplement the family income or earn money for themselves. A child having to supplement the family income would tend to work longer hours than one just earning money for himself. The question was asked also, how much allowance was received but there/so much variation and so many did not answer the question that the answers were not workable in finding out how many supplemented the family income and how many earned spending money for themselves.

TABLE XXX

INCIDENCE OF GIRLS AND BOYS WORKING AFTER SCHOOL AND THE TYPE OF JOBS

Type of Job	Girls	Boys	Totals
Bus boys		2	2
Cleaning (indoors)	3		3
Cleaning (yards)		1	1
Clerk		1	1
Dairy workers		2	2
Delivery boy		1	1
Dry cleaning	1	1	2
Musician at Church	1		1
Paper Carrier		11	11
Poultry Market		2	2
Shoe shine		2	2
Care of Children	3		3
Waiter-Waitress	2		2
Type Job Not Mentioned	3	3	6
Total	13	26	39
Percentage of Group	25.5	59.09	41.05

It is interesting to know that 8 of the 10 girls

who mention the type of work they do have jobs that would be listed under personal and domestic service. Only 1 girl has a professional job.

One boy has a white collar job, all the rest who mention their jobs have unskilled jobs.

One fourth of the girls work outside the home and over 1/2 of the boys.

TABLE XXXI  
MONEY EARNED WEEKLY

Weekly Earnings	Girls	Total	Boys	Total
\$ .50	1	\$ .50	1	\$ .50
1.25	1	1.25	-	-
1.75	-	-	1	1.75
2.00	1	2.00	-	-
3.00	1	3.00	2	6.00
5.00	4	20.00	2	10.00
7.50	1	7.50	-	-
8.00	2	16.00	1	8.00
10.00	1	10.00	4	40.00
12.50	-	-	2	25.00
15.00	-	-	5	75.00
15.75	-	-	1	15.75
18.00	-	-	1	18.00
20.00	-	-	1	20.00
25.00	-	-	1	25.00
No answer	1	-	4	-
Total	13	\$60.25	26	\$ 245.00
Average Earnings		\$ 5.02		\$ 11.14

The children were not asked the number of hours.

each week they work. An hourly wage would have been more accurate than a weekly wage.

The amount of salary given does not seem accurate for in the job of newsboy there was a variation from .50 cents weekly to \$25.00. In dry cleaning one earned \$1.25 the other \$15.75. It is not known whether these variations are due to differences in the number of hours worked or discrepancies in statement.

The Chamber of Commerce <sup>28</sup> states the following salaries for labor in Tucson: domestic help \$15.00 a week and up plus board and room; domestic help by day .65¢ per hour; building trades \$1.00 to \$2.00 per hour, 8 hour day; construction labor \$1.00 per hour; store clerks \$20.00 to \$35.00 per week; office help \$75.00 and up per month; waiters and waitresses and cooks \$27.50 a week and up.

In view of these salary scales for full time adult labor it seems probable that the estimates given in the preceding table are too high.

## CHAPTER VII

### CHURCH AND RECREATION

29

The Negro church tends to be a segregated church. There is very little cooperation between Negro and white churches. Negroes<sup>30</sup> on the whole probably attend church in greater numbers than do white people. Church has meant more to the Negroes for it has helped them to sublimate frustration in emotionalism and to fix their hopes on the after-world. More Negroes belong to the Baptist and Methodists Churches than to any other denominations.

TABLE XXXII shows church membership and attendance at Sunday School and Young People's Meeting, according to sex.

Twenty seven or 28.42 per cent belong to the Baptist Church while 23 or 24.21 per cent belong to the Methodist Church. These two sects take care of 52.63 per cent of the children. One girl and 10 boys or 11.68 per cent do not go to church.

The Negro "Y" is a segregated institution located in the Negro section of town. The scout troops are also segregated.

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29. Myrdal, G., An American Dilemma, p. 868

30. Ibid., p. 865

TABLE XXXII

## CHURCH MEMBERSHIP AND ATTENDANCE AT SUNDAY SCHOOL AND YOUNG PEOPLES MEETING ACCORDING TO SEX

Church Name or Denomination	GIRLS			BOYS			TOTAL		
	Church	Young Peoples School	Meeting	Church	Young Peoples School	Meeting	Church	Young Peoples School	Meeting
Baptist	20	14	7	7	4	2	27	18	9
Methodist	11	9	4	12	5	4	23	14	8
Catholic	6	1	1	6	1	1	12	2	2
Holiness Church of God in Christ	5	4	1	3	2	3	8	6	4
Church of God	3	1	1	1	1	1	4	2	2
Church of God				3	2	2	3	2	2
7th Day Adventist	1	1	1	1			2	1	1
Episcopal Church- but no name				1			1		
	4	4	1	2			6	4	1
No Church				3			3		
No Answer	1			5			6		
Total Attending	50	34	16	36	15	14	85	49	29
Percent Attending	98.04	66.67	31.37	81.82	34.09	29.55	90.53	51.58	30.53

All girls and boys need an opportunity for group experience so they can learn to give and take with their contemporaries in socially accepted ways. Children who are insecure, whether this insecurity is the result of home life, community environment or lack of ability of the individual, need group experience for the emotional security, sense of belonging and the opportunity to work off frustration in socially acceptable ways.

TABLE XXXIII  
GROUP PARTICIPIATION

	Girl Scouts	YWCA	Belong to both	Boy Scouts	YMCA	Belong to both
Number	14	18	4	13	12	7
Percentage	27.45	35.29	7.84	29.54	27.27	15.91

Twenty-eight girls and 18 boys participate in the scout and/or the Y activities. This is only 48.42 per cent. More of the children should have an opportunity for group experience.

The clubs that the parents belong to are all segregated except the Urban League and the National Association for the Advancement of Colored People, but these two are organizations primarily interested in the

welfare of the Negroes.

TABLE XXXIV  
MOTHERS' CLUB PARTICIPATION

Name of Club	Number of Mothers Belonging
Elks	7
Baptist Lodge	4
Eastern Star	4
Y.W.C.A.	3
Missionary Society	2
Big 6 Club	1
Friendship Church	1
Heroines of Jericho	1
Modern Madams	1
Parent-Teachers Association	1
Belong to a Club but no name given	5
<b>Total</b>	<b>30</b>

Twenty-nine individuals or the mothers of twenty-nine children belong to clubs.

It is interesting to note only 2 of the fathers belong to church clubs while 8 of the mothers belong to church clubs.

TABLE XXXV  
FATHERS' CLUBS

Name of Club	Number of Fathers Belonging
Elks	17
American Legion	6
Mason	3
Home Missionary Society	2
Total	28

Twenty-five individuals, or the fathers of 26.32 per cent of the children belong to a club. Twenty-six or 27.37 per cent gave no answer, while 44 or 46.31 per cent stated their fathers did not belong to a club.

There are two national Negro organizations that have been in existence over 35 years. The National Association for the Advancement of Colored People, started in the early 1900's is an upper class Negro organization that has white sponsorship and help. Their aim is to abolish segregation, discrimination, insult and humiliation, based on race and color through legal action.

The National Urban League was established in 1911 as an interracial organization and is interested in adjusting Negroes who have left the south and gone west or north.

They have accepted whatever segregation exists and have begun their work within the limits of segregated communities always working with whites. They are usually under the Community Chest although the Tucson branch is not. Their main objective is more opportunity for Negroes to work at the jobs they are best fitted for with equal pay and equal opportunities for advancement with whites.

TABLE XXXVI

PARENTS BELONGING TO THE URBAN LEAGUE AND N.A.A.C.P.

Urban League	12
N.A.A.C.P.	21
Belong to Both	9

There is probably an error here due to the unknown incidence of siblings.

Thirty-three or 34.74 per cent of the parents belong to a national Negro organization.

The children were asked how they spent Saturday mornings, afternoons and evenings, Sunday afternoons and time after school. No suggestions were made. Some children put down more than one answer, although the majority put down only one answer for each period mentioned.

TABLE XXXVII

## HOW TIME IS SPENT OUT OF SCHOOL

Occupation	GIRLS					BOYS					Total
	Sat'dy Morn'g	Sat'dy After'n	Sat'dy Evening	Sunday	After School	Sat'dy Morn'g	Sat'dy After'n	Sat'dy Evening	Sunday	After School	
Housework	30	9	10		18	10	4	2	1	4	88
Church	1			50		1		1	34		87
Lessons			4		15			1		5	25
Movies	1	6	5	17		2	9	5	6		51
Play		5	7	1	6	2	3	2	9		35
Jobs	1	1		2		16	10	10	3	13	56
Nothing	2	2	1			4	4	3		5	21
Wash clothes	10	2	1		1	2					16
Iron	2	8	5		1						16
Sleep	2	5	1		1	1		2	1		13
Cook			2	1	6						9
At home					2		1	2		2	7
Resting		4	2	1						1	7
Visiting		1	2	1	1					1	6
Y				3	1					1	5
Eating		1			2		1				4
Radio			1		1	1	1				4
Feed Animals					1					2	3
Recreation			1		1				1		3
Swimming			1		2						3
Work in yard					1		1			1	3
Anything							1			1	2
Bicycle				1					1		2

TABLE XXXVII (Continued)

HOW TIME IS SPENT OUT OF SCHOOL

Occupation	GIRLS					BOYS					Total
	Sat'dy Morn'g	Sat'dy After'n	Sat'dy Even'g	Sunday	After School	Sat'dy Morn'g	Sat'dy After'n	Sat'dy Even'g	Sunday	After School	
Give baths or bathe			2								2
Go out								2			2
Picnics				2							2
Read		1							1		2
Riding				2							2
Shop		2									2
Walk			1				1				2
Council Meeting						1					1
Dance			1								1
Girl friend									1		1
Go to town			1								1
Music						1					1
Relax								1			1
No Answer	2	4	6		3	3	8	13	2	3	54

TABLE XXXVIII

## HOBBIES OF THE CHILDREN ACCORDING TO SEX

Hobby	Girls	Boys	Total
Sports	12	16	28
Reading	6		6
Dancing	5		5
Model Planes		5	5
Music	3	2	5
Sewing	5		5
Collect Movie Stars Pictures	4		4
Movies	3	1	4
Drawing and Painting	2	1	3
Cooking	3		3
Playing	3		3
Bicycling	1	1	2
Collect dolls	2		2
Embroidering	2		2
Collect Books	2		2
Eating		2	2
Fishing	1	1	2
Girls		2	2
Collect coins		1	1
Collect elephants	1		1
Collect hair styles	1		1
Collect paper dolls	1		1
Collect poems	1		1
Horseback riding	1		1
Hunting		1	1
Mystery	1		1
Recreation	1		1
Riding		1	1
Working		1	1

Five girls and 12 boys gave no answer while one girl said she had no hobbies, so these 95 hobbies represent the hobbies of 77 or 81.16 per cent of the children.

Many white people believe all Negroes are musical. This like all the other stereotypes is not true. Like

everything else, playing a musical instrument is a matter of the individual and his training. The question did not ask whether the child owned a musical instrument or the type of instrument played. Dunbar Junior High has an excellent band. How many of these children play in the school band is not known.

TABLE XXXIX

## NUMBER OF CHILDREN THAT PLAY MUSICAL INSTRUMENTS

	Girls	Boys	Total	Percent
Play a musical instrument	22	24	46	48.42
Do not play a musical instrument	24	16	40	42.11
No answer	5	4	9	9.47

Of the children giving an answer, more play than do not.

Toys that a child wants and cannot have are more important in coloring his personality than are the toys he has.

Table XL shows the number of boys and girls owning bicycles and skates, or bicycles or skates.

TABLE XL  
BICYCLE AND ROLLER SKATE OWNERSHIP

	Girls	Boys	Total	Percent
Own a bicycle and skates	11	7	20	21.53
Own a bicycle -no skates	9	19	28	29.47
Own skates -no bicycle	7	3	10	10.53
Own a bicycle-no answer/ on skates	2	5	7	7.36
Own skates- no answer/ on bicycle	1		1	1.05
Own neither Bicycle nor skates	19	8	27	28.42
No answer on either	2	2	4	4.18

Fifty-five or 57.89 per cent state that they own bicycles. Six of the girls and 19 of the boys or 45.45 per cent of the children owning bikes work. Whether the children earned their own "bikes" or their parents bought them is not known nor is the condition of the "bikes".<sup>of</sup>

Individuals often like the type/movies or radio programs that represent their desire for living. Through projection the individual lives the role he would like to play in real life and often gains emotional satisfaction or works off aggressive feeling in the situations depicted.

Table XLI shows the types of moving pictures the children prefer.

TABLE XII  
 TYPE OF MOVIE CHILDREN PREFER

Type	Girls	Boys	Total	Percentage of Children liking That Type movie
Romance	14	4	18	18.95
Western	9	9	18	18.95
Mystery	10	2	12	12.63
Murder	1	9	10	10.53
Musical	3	6	9	9.47
Comedies	6	2	8	8.42
Dramatic	3	5	8	8.42
All	1	4	5	5.26
Adventure	2	2	4	4.21
Educational	4		4	4.21
War	1		3	4.21
Action		2	2	2.1
Fight	1	1	2	2.1
Classics		1	1	1.05
Cartoons		1	1	1.05
Crime		1	1	1.05
Don't know	1		1	1.05
Exciting	1		1	1.05

TABLE XLI (Continued)  
 TYPE OF MOVIES CHILDREN PREFER

Type	Girls	Boys	Total	Percentage of Children liking That type movie
Gangster		1	1	1.05
Historical		1	1	1.05
No Answer	7	4	11	11.58

One hundred and eleven answers were given by the 84 children who answered the question. Two children gave three answers and several gave two. The girls and boys seemed to be interested in almost the same movies except for the boys being more interested in murder and crime pictures.

Table XLII shows the radio programs the children listen to.

Seventeen girls and 15 boys gave no answers so these 114 programs represent 65 children. Forty-three or 37.72 per cent of the programs are comedy programs while 25 or 22.11 per cent are crime programs.

TABLE XLII  
RADIO PROGRAMS THE CHILDREN LISTEN TO

Name of Program	Type	Number of Girls	Number of Boys	Total	Percentage of Children Listening
Red Skelton	Comedy	7	8	15	15.79
Amos and Andy	Comedy	4	6	10	10.53
Bob Hope	Comedy	6	4	10	10.53
Crime Doctor	Crime	2	3	5	5.26
Thin Man	Crime	2	3	5	5.26
Henry Aldrich	Story	3	1	4	4.21
The Whistler	Crime	3	1	4	4.21
Fat Man	Crime	2	1	3	3.16
Jack Benny	Comedy	2	1	3	3.16
All			2	2	2.1
Burns and Allen	Comedy	1	1	2	2.1
Dr. Christian	Story	2		2	2.1
Dr. I.Q.	Contest	2		2	2.1
Grand Prize	Contest	1	1	2	2.1
Jack Armstrong	Children's Program	1	1	2	2.1
John Nesbit	Story	1	1	2	2.1
Life of Reilly	Story	1	1	2	2.1
Lone Ranger	Children's		2	2	2.1
Lum and Abner	Story	2		2	2.1
Quiz Kids	Contest	1	1	2	2.1
Sam Spade	Crime	2		2	2.1
Sky King	Children's	1	1	2	2.1
Wings over Jordan	Religious	1	1	2	2.1
Big Town	Crime	1		1	1.05
Breakfast Club	Mixed		1	1	1.05
Church Program	Religious	1		1	1.05
Crosby	Singing	1		1	1.05
Dick Tracy	Children's	1		1	1.05
District Attorney	Crime		1	1	1.05
Fibber McGee	Story		1	1	1.05
Grand Central	Story	1		1	
Grand Old Opry	Music	1		1	
Inner Sanctum	Crime	1		1	

TABLE XLII (Continued)  
RADIO PROGRAMS THE CHILDREN LISTEN TO

Name of Program	Type	Number of Girls	Number of Boys	Total	Percentage of Children Listening
It Pays to be Ignorant	Comedy	1		1	
Jam Session	Music		1	1	
Joan Davis	Comedy	1		1	
Juvenile Delinquency	Crime		11		
Jimmy's Chicken Shack	Music	1		1	
Kate Smith	Singing	1		1	
Let's Pretend	Children's	1		1	
Love Stories	Story	1		1	
Music	Music		1	1	
Mystery is My Hobby	Crime	1		1	
People are Funny	Contest		1	1	
Pick and Pat	Comedy		1	1	
Suspense	Crime	1		1	
Supper Club	Music	1		1	
Take it or Leave it	Contest	1		1	
Teen Timer	Music	1		1	
Walter Winchell	News	1		1	
<b>Total</b>		<b>66</b>	<b>48</b>	<b>114</b>	

TABLE XLIII  
TYPE PROGRAMS LISTENED TO

	Number of Times Listened To	Percentage
Comedy	43	37.72
Crime	25	22.11
Stories	15	13.16

TABLE XLIII (Continued)  
TYPE PROGRAM LISTENED TO

	Number of Times Listened To	Percentage
Children	9	7.8
Contests	8	7.0
Music	8	7.0
Religious	3	2.63
Mixed	1	.88
News	1	.88

Much sentimentality has gone into writing about children and their need for pets. Many writers have stated that a childhood without a pet is not normal; as with toys a pet is more important to a child that does not have one than to a child that does.

Time spent with pets is recreational time, so pets are included under recreation.

TABLE XLIV  
FREQUENCY OF PETS IN THE HOMES

Type of Pet	Girls	Boys	Total
Birds	1	1	2
Cats	15	7	22
Chickens	23	18	41
Dog	21	21	42
Duck		1	1
Rabbit	1	1	2

TABLE XLIV (Continued)  
 FREQUENCY OF PETS IN THE HOMES

Type of Pet	Girls	Boys	Total
Type pet not given		2	2
No pets	4	8	12
No Answer	10	6	16

Sixty-six or 69.47 per cent of the children have pets.  
 Chickens are probably used to supplement the food bought.

CHAPTER VIII  
COLOR AND CONFLICT

31

What a Negro has to say about his color and that of other people, plus his response to color evaluation may often furnish a key to all of his thoughts, about himself and his very existence.

A Negro boy or girl often has better opportunity for economic and social advancement if his color is light. Color is more important to the girl than to the boy.

<sup>32</sup> Warren found high social standing and blackness incompatible for women but if a dark skinned man is ambitious and has intellectual ability, education, business success, and family background, his color becomes secondary and unimportant.

Table XLV shows the skin color children prefer according to age and sex, as well as the color they have.

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31. Sutherland, R.L., Color Class and Personality, p. 61

32. Ibid., p. 62

TABLE XLV

SKIN COLOR CHILDREN HAVE AND PREFER ACCORDING TO AGE AND SEX

LB-Light Brown MB-Medium Brown DB-Dark Brown

Age	GIRLS		BOYS		TOTAL	
	Have	Prefer	Have	Prefer	Have	Prefer
11	1-LB	1-LB			1-LB	1-LB
12	4-LB	4-LB	1-MB	1-LB	1-MB 4-LB	1-LB 4-LB
13	2-LB 7-MB 2-MB 1-DB 1-DB	2-LB 7-LB 2-DB 1-LB 1-DB	4-MB	4-LB	1-MB 2-MB 1-DB 1-DB	11-LB 2-DB 1-LB 1-DB
14	4-LB 6-MB 5-DB	4-LB 6-LB 5-LB	1-LB 8-MB 2-DB 3-DB 1-DB	1-LB 8-LB 2-LB 3-DB ?	5-LB 14-MB 7-DB 3-DB 1-DB	5-LB 14-LB 7-LB 3-DB ?
15	2-LB 4-MB 1-MB 1-DB 1-DB	2-LB 4-LB 1-MB 1-LB 1-DB	2-LB 5-MB 1-MB 4-DB 1-LB 1-DB	2-LB 5-LB 1-MB 4-LB 1-LB 1-DB	4-LB 9-MB 2-MB 5-DB 1-LB 2-DB	4-LB 9-LB 2-MB 5-LB 1-LB 2-DB
16	4-MB 1-DB 1-DB 1-DB	4-LB 1-DB 1-DB 1-Yellow	1-LB 1-LB 1-MB 1-MB 1-DB 3-DB	1-LB 1-LB 1-LB 1-DB 1-LB 3-DB	1-LB 5-MB 1-LB 1-MB 2-DB 1-DB	1-LB 5-LB 1-DB 1-DB 2-LB 1-Yellow
17	1-LB 1-MB	1-LB 1-MB	1-LB 1-MB	1-LB 1-DB	2-LB 1-MB 1-MB	2-LB 1-MB 1-DB

TABLE XLVI

SUMMARY OF COLOR PREFERENCE

Have	prefer	Number	Percentage	Preference
1-DB	1-Yellow	1	1.05	Yellow
19½-LB	19-LB	74	98.72	Light brown
40-MB	40-LB			
15-DB	15-DB	3	3.19	Medium Brown
3-MB	3-MB			
2-LB	2-DB	16	18.02	Dark Brown
4-MB	4-DB			
10-DB	10-DB			

TABLE XLVII  
SKIN COLOR GIRLS HAVE AND PREFERENCE

Have	Prefer	Total	Percentage
1-DB	1-Yellow	1	
14-LB	14-LB	14	
21-MB	21-LB	21	
8-DB	8-LB	8	
2-MB	2-MB	2	
2-MB	2-DB	2	
3-MB	3-DB	3	

Forty-three girls or 84.31 per cent prefer light brown skin. One or 1.96 prefer yellow skin; two or 3.92 per cent prefer medium brown skin, while 5 or 9.80 per cent dark brown skin. Preference of dark skin<sup>33</sup> may be a means of expressing resentment against implication that race or color is inferior and may imply conflict.

TABLE XLVIII  
SKIN COLOR BOYS HAVE AND PREFERENCE

Have	Prefer	Total	Percentage
5-LB	5-LB	5	
19-MB	18-LB	19	
7-DB	7-LB	7	
1-MB	1-MB	1	
2-LB	2-BB	2	
2-MB	2-DB	2	
7-DB	7-DB	14	
No Answer		1	

33. Sutherland, R.L., Color, Class and Personality, p. 49

It is interesting to note that 9.8 per cent of the girls state they prefer dark brown skin color, while 25.58 per cent of the boys state they prefer it. Whether the boys realize their skin color is not as important to them as it is to the girls or whether they have more conflict or more racial pride where color is concerned, would be interesting to know.

Thirty-one boys or 72.09 per cent prefer light brown skin color, one boy or 2.33 per cent prefers medium brown while 11 or 25.58 per cent prefer dark brown skin.

All Americans learn to memorize in school "that all men are created free and equal with the right to life, liberty and the pursuit of happiness". The child is taught this idealization at the same time he is absorbing the American cultural patterns of segregation and discrimination. It is only if the child becomes a realistic, clear thinking adult that he becomes aware of the incongruity of the beliefs going hand in hand.

The question upon which this next table is based was poorly worded and may have been confusing to the children because of its negative form. Instead of: "Have you ever felt all men are not created equal?" it would

have been wiser for it to have read: "Do you feel all men in America have equal opportunity?"

TABLE XLIX

BELIEF IN WHETHER ALL MEN ARE CREATED FREE AND EQUAL ACCORDING TO SEX AND AGE

Age	GIRLS			Equal	BOYS		TOTAL		
	Equal	Not Equal	No Answer		Equal	no Answer	Equal	Not Equal	No Ans.
11	1							1	
12		3	1			1		3	2
13	6	6	1		4		6	10	1
14	7	4	4	3	8	4	10	12	8
15	4	5	1	3	10	2	6	15	2
16		6	1	2	5	1	2	11	2
17	17	1	1	1	1		1	2	1
Total		25	9	9	28	8	26	53	16
Per cent	33.33	49.02	17.65	20.45	63.36	18.18	27.37	55.79	16.84

If we do not take into account the number not answering we find 67.08 per cent do not believe all men are created equal while 32.92 per cent believe all men are created equal.

The following chart will give the reasons shown for believing all men are not created equal.

TABLE L

## REASONS GIVEN FOR BELIEVING ALL MEN ARE NOT CREATED EQUAL

Reason	Number Giving That Answer
Colored people do not have the same rights	9
Colored people do not have the same opportunities	4
People don't like Negroes	1
Negroes are kept down	1
No racial Equality	1
I can't go some places	1
If an American - should be treated like one	1
Wouldn't be fighting , if equals	1
Everyone is not alike	1
Don't know	2
Because they aren't	2
Total	26

Eighteen or 69.23 per cent of the 26 reasons given were based on existing discrimination and/or segregation due to color. Ten of the children who do not believe all men are created equal gave reasons: "because are" was given by five; "made the same" by 1; "God made them that way" by 2; "Everybody is supposed to be" by 1; and "in the eyes of God are the same," by 1.

The last three reasons express a great deal of frustration and the need for justification. Possibly the 4 children giving these reasons have had experiences which have made them feel unequal but they still prefer to believe all men are created equal.

One boy who gave no answer stated that he thought people should be equal, which implies that he does not believe that all men are created equal.

TABLE LI

## FEELINGS AND BELIEFS ABOUT WHITE PEOPLE

Feelings	Girls	No. of times underlined			Neu- tral
		Boys	Total	Negative Positive	
Like	27	24	51		51
Dislike	4	8	12	12	
Hate	7	8	15	15	
Fear	2		2	2	
Indifferent	12	4	16		16
Despise	8	5	13	13	
Jealous of	2	4	6	6	
Look up to	6	4	10		10
Anger	3	1	4	4	
Friendly	29	18	47		47
Resentful	3	1	4	4	
Want to avoid	6	4	10	10	
Cruel	3	3	6	6	
Sportaman- like	15	19	34		34
Quick tempered	9	2	11	11	
Progressive	10	5	15		15
Total	146	110	256	83	147
Percent	57.42	42.58	100.	32.42	57.42
					10.16

These responses represent the answers of 81 girls and boys. Nine boys and 4 girls, or 13.68 per cent did not answer the question.

The responses called negative represent those which are detrimental for the children to have, for they will have to live in a society in which the majority is white, and with these negative feelings, it will be more difficult to be well adjusted,

Of the children answering 25 or 30.49 per cent are in conflict having negative and positive feelings toward white people. Thirty-three or 40.24 per cent have positive feelings towards white people. Nine children or 10.98 per cent feel indifferent or look up to white people. There are emotional overtones in these two emotions which were classified as mental and a more definite study would have to be made of these individuals in order to classify them properly, although some also underlined positive responses.

Fifteen children or 18.29 per cent range from disliking white people to hate or fear. These responses are not good. It is better for the child to have an integrated personality than to be torn by conflicting emotions.

The Negro's attitude should <sup>34</sup> be described as hatred or fear, rather than prejudice. It is the hatred or fear toward those who humiliate him and deprive him of

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34. Myrdal G., An American Dilemma p. 1143

many good things of life. If the deprivation and humiliation would cease the hatred and fear would cease.

Prejudice is a subtle thing; a personal may say that he is not prejudiced against a certain cultural or racial group but if an indirect question is asked it will often unearth prejudices.

Minorities absorb the stereotypes the majority holds against other minorities and thereby build up their prejudices.

Table LII shows the racial and cultural preferences for which children would like to work.

Many Negroes pass as white and live in the white world in order to pass the caste line. There are the professional passers who do so only for their work and socially continue to live as a Negro. Again, there are the Negroes who pass completely, cutting off all connections with their former life. Negroes know several who pass but few whites ever know or suspect any. Personally, the author knows one who passes professionally and two who pass completely.

36

Negro communities are built around the idea of adjustment to being a Negro and against the idea of escape into the white world. White and very light Negroes do not win

TABLE LII

RACIAL AND CULTURAL GROUPS CHILDREN WOULD LIKE TO WORK FOR.

Racial or Cultural Group	GIRLS			BOYS			TOTAL			PERCENTAGE		
	Yes	No	No Answer	Yes	No	No Answer	Yes	No	No Answer	Yes	No	No Answer
Negro	43	3	7	38	3	3	79	5	10	83.16	6.32	10.53
White	31	13	7	25	12	7	56	25	14	58.94	26.32	14.74
English	29	13	9	23	13	8	52	26	17	54.74	27.37	17.89
Mexican	25	14	12	22	10	12	47	24	24	48.48	25.26	25.26
Chinese	28	19	4	16	15	13	44	34	17	46.32	35.79	17.89
Irish	21	17	13	17	14	13	38	31	26	40.00	32.63	27.37
Italian	22	15	14	14	16	14	36	31	28	37.9	32.63	29.47
Russian	18	20	13	16	15	13	34	35	26	35.79	36.84	27.37
Jewish	19	21	11	13	18	13	32	39	24	33.69	41.05	25.26
German	16	24	11	14	17	13	30	41	24	31.6	43.14	25.26
Japanese	16	23	12	14	16	14	30	39	26	31.6	41.06	27.37
Total	266	182	113	212	149	123	478	330	237			
Percent	47.42	32.26	20.32	43.80	30.78	25.42	45.61	31.52	22.87			

favor with other Negroes for they are probably suspected of desiring to desert the Negro world. To desert the Negro world is a sacrifice of pride and an admission that the Negro is inferior.

TABLE LIII

## DESIRE TO PASS AS WHITE

Answer	Girls	Boys	Total	Percentage
Pass as white	1	2	3	3.16
Yes erased and no put in	1	1	2	2.11
Maybe	2		2	2.11
Very definite NO	8		8	8.42
Would not pass as white	38	31	69	72.63
No answer	1	10	11	11.57

Eight children or 8.42 per cent gave emphatic denial of wanting to pass as white. This emphasis may have been caused by revulsion of the idea or by a subconscious desire to pass as white with the knowledge that the individual could not possibly do so, due to pigmentation. The number of those who would attempt to "pass" is small.

Seven girls and 10 boys, or 17 children said they would be willing to work for any one of the racial or cultural groups mentioned in Table LII. One girl wrote anyone— "depending on their attitude toward Negroes." Two boys wrote

it would depend upon the individual, race or culture would make no difference. This implies 20 or 21.53 per cent are unprejudiced so far as working is concerned.

White was mentioned alone on purpose, the word American was not mentioned. All, except three of the groups mentioned, belong to the white race, yet 3 girls and 3 boys said they wanted to work for whites only.

35

Negro domestics will often refuse to work for Negroes for fear of losing social status.

One girl wrote that she would like to work for anyone except a white person, yet this same girl stated she wanted to go to an unsegregated school, believed everyone equal and her attitude toward whites was friendly.

One girl and two boys said they wanted to work for Negroes and whites only.

The attitude of the children towards other minorities reflect the opinions of the adults in the world in which they live.

Closely allied with passing as whites is racial pride.

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35. Myrdal, G., An American Dilemma, p. 1143.

TABLE LIV  
PROUD OF BEING A NEGRO

Answer	Girls	Boys	Total	Percentage
Yes	45	37	82	86.32
No answer	1	3	4	4.21
No crossed out or prased and yes put in	2	3	5	5.26
Yes- emphatically	3	1	4	4.21

The three boys who had erased no and put down yes, had stated that they did not believe all people were created equal. One of the boys had conflicting attitudes toward whites, one hated and despised them while the third gave no answer on his attitude toward whites. The boy who gave no answer on his attitudes toward whites stated he would try to pass as white if he could get away with it.

Of the two girls who had erased the no and changed to yes, one girl gave no answer while the other believed all men are created equal, yet both were afraid of getting jobs, one stating because of her color. One girl had antagonistic attitudes toward whites while the other had conflicting attitudes.

The type of racial composition a child may prefer to live amongst may be due to preference for a chance to be a member of a majority group, absorption of the stereotypes

the majority group holds toward other minorities or personal unpleasant experiences, with another group having a status higher than the status of the group he belongs to.

TABLE LV  
THE RACIAL COMPOSITION THE CHILDREN PREFER

Type	Girls	Boys	Total	Percentage
All races	37	30	67	
Majority of Negroes or All races	3	1	4	
Negroes only	3	9	12	
White majority	2		2	
Negro, Mexican or White	11		11	
Negro - Chinese Mexican	1		1	
Negro-Chinese White	1		1	
No answer	2	3	5	

It is interesting to notice the boys made only three choices and they involved either all races, Negroes only, or Negroes or all races.

Prejudice towards another group of people may be expressed indirectly in whether or not a child would fight back another child who is a member of a group. The importance in these answers lies not in the children who

would hit back, at any child hitting them or would hit none of them, but in the children who would hit back only children belonging to certain groups.

TABLE LVI  
WHO CHILDREN WOULD HIT BACK

	Girls	Boys	
ALL	33	24	
None	9	6	
No answers		6	
Maybe		1	
Depend on reason he was hit	2	2	
Not if colored But yes for others	1	1	
Hit back white Only	2	1	2
Hit back Chinese Only	1		
Hit back Colored Only	3	2	
Wouldn't hite white but would hit others		1	

Each person's hero usually represents to him what he would most like to achieve in life. Table LVII shows the children's selection of the greatest American, the greatest white and the greatest Negro in their eyes.

TABLE LVII

## GREATEST AMERICAN, NEGRO AND WHITE, IN THE EYES OF THE CHILDREN

Greatest American		Greatest Negro		Greatest White	
Franklin D. Roosevelt	22	George Washington Carver	32	Franklin D. Roosevelt	28
George Washington Carver	7	Marian Anderson	18	Abraham Lincoln	8
Harry Truman	7	Loe Louis	14	Harry Truman	6
Marian Anderson	6	Mary McLeod Bethune	6	George Washington	5
Abraham Lincoln	5	Jackie Robinson	3	General MacArthur	3
Mrs. Roosevelt	3	Paul L. Dunbar	3	James Byrnes	2
Mary McLeon Bethune	3	Duke Ellington	2	Ike Eisenhower	2
Joe Louis	2	Paul Robeson	2	John L. Lewis	2
Harriet Tubman	2	Count Basie	1	Mrs. Roosevelt	2
Count Basie	2	Harriet Tubman	1	Nelson Eddy	1
Paul L. Dunbar	1	Booker T. Washington	1	Gen. Marshall	1
John L. Lewis	1	Phyllis Wheatley	1	Theodore Roosevelt	1
Henry Wallace	1	Methusalem	1	Babe Ruth	1
George Washington	1			Lawrence Tibbett	1
Phyllis Wheatley	1			Henry Wallace	1
No answer	31	No answer	10	No answer	10

Franklin D. Roosevelt was mentioned 60 times; George Washington Carver 39 times; Marian Anderson 24 times; Joe L. Louis 16 times; then Harry Truman and Abraham Lincoln 13 times, then Mary McLeod Bethune 9 times.

Only ten did not answer the question on the greatest Negro while 31 did not answer the greatest American and 31 did not answer the greatest white.

The names <sup>of</sup> 5 women and 23 men were mentioned, and of these 13 were Negro and 15 were white. Negro names were given in 109 of the 213 cases while white names were given in 104 cases.

TABLELVIII

## WHERE WOULD YOU LIKE TO SIT IN THE MOVIES

Place	Girls	Per cent	Boys	Per cent	Total	Percentage
Balcony	8	15.69	12	27.27	20	21.05
Downstairs	25	49.02	12	27.27	37	38.95
Loge	5	9.8	2	4.55	7	7.37
Any place want to	10	19.61	10	22.73	20	21.05
Doesn't Matter			1	2.27	1	1.05
No answer	3	5.88	7	15.91	10	10.53
		100.00				100.00

Negro children do not have freedom of action on

where they would like to sit in the movies.

The group mentioning that they prefer to sit elsewhere in the movies would naturally resent being forced to sit in an inferior location.

TABLE LIX

## NUMBER OF CHILDREN EATING MEALS OUTSIDE OF THEIR HOMES

Eat meals out but no place given	9
Eat meals at school	4
Eat meals at boss' house	1
Eat meals at friends' homes	13
Eat meals at relatives' homes	2
Eat meals at restaurants	26
Do not eat meals out	38
No answer	2

TABLE LX

## RESTAURANTS WHERE MEALS ARE EATEN

Name	Number Eating there
Duke's Drive-in	10
Chat and Chew	5
Cafes	2
Georgette's	2
Golden Rule	2
Jack and Jills	2
Bob's Drive In	1
Brown Derby	1
Chick Chick	1
Economy	1

Only 26 or 27.37 per cent of the children have eaten meals in restaurants. Negroes are very much discriminated against in the Tucson restaurants. The majority of restaurants have large signs saying: "We reserve the right to refuse service to anyone." Anyone meaning anyone classified as a Negro.

One small third rate cafe, across the street from one of the Negro churches on Stone Avenue has a large sign saying: "We do not solicit colored trade." Many of the white owned restaurants have refused to serve Negroes although serving Indians and Mexicans. Often times some of the Indians and Mexicans are as dark as Negroes. Negroes do not get service at the fountains of any drug stores in Tucson. It would be humiliating to be refused service in a restaurant.

Most of the restaurants open to Negroes are frequented by prostitutes and cheap gangsters. Rarely does a white patron go into any of them. Duke's Drive-in is frequented by as many whites as Negroes.

Table LXI shows, according to preference what most of the children want most out of life.

TABLE LXI

## WHAT CHILDREN WANT MOST IN ORDER OF PREFERENCE

	Girls	Boys	Total
Racial equality	7	5	12
Home	6	5	11
Obtain career wanted	8	3	11
Good education	9	1	10
Car	1	2	3
Don't know	2	1	3
Bicycle	1	1	2
Live with Mother	1	1	2
Children	1	1	2
Be kind to all		1	1
Combination radio	1		1
Fish and rest	1		1
Farm		1	1
Good clothes	1		1
Good wife		1	1
Go to Heaven		1	1
Horse		1	1
Mother		1	1
Nothing		1	1
Pleasure in the right way	1		1
Respect	1		1
Sister	1		1
Set of drums		1	1
Teeth fixed	1		1
Travel	1		1
True religion	1		1
Do something in life		1	1
Wealth		1	1
No answer	14	20	34

Twelve of the children or 20 per cent of those answering want racial equality more than anything else, ten or 16.66 per cent want an education while 11 or 18.33 per cent want a home. The same percentage want to attain the careers they desire.

Dreaming is common to primitive and advanced  
 37  
 people. Freud postulated the unconscious mind as the  
 source of unceasing psychical activity, which during sleep  
 represented its wishes in dreams.

Free association would be valuable in investiga-  
 ting the significant present day stimuli and the present day  
 setting of conflict and emotions of children, but someone  
 with psychopathic training would be needed to draw out and  
 interpret the dreams. This cannot be done here but it is  
 of interest to know the number of children dreaming and  
 what they are dreaming about.

TABLE LXII

## CHILDREN DREAMING ACCORDING TO SEX

	Yes	No	No Answer	Total
Girls	36	7	8	51
Boys	30	2	12	44

Prolific dreaming indicates a great deal of un-  
 39  
 solved internal conflict.

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37. Sharpe E., Dream Analysis, Norton and Co., NY, 1938. p.13

38. Ibid., p. 60

39. Ibid., p. 197

People often dream about things they want sub-consciously- that they consciously do not realize they want.

TABLE LXIII

## TYPES OF DREAMS ACCORDING TO SEX

Type of dream	Girls	Boys	Total
Everything	13	7	20
People know	7	6	13
Future	1	6	7
Opposite sex	2	4	6
School	2	-	2
Nightmares	2	-	2
Racial equality	1	1	2
Forget	1	-	1
Love	-	1	1
Killing	1	-	1
Spooks	1	-	1
Things seen	1	-	1
Things want	1	-	1
No answer	3	5	8
	36	30	66

Eleven of the girls and 5 of the boys stated that they believed in ghosts. Fear of the supernatural may cause an increase in dreaming.

There is one Negro doctor in Tucson who has an excellent reputation. There is a Negro dentist in Tucson with the same name as the Negro doctor. Negroes who are working for white people are often sent by their employees to a white doctor. Their employer often pays the bill so there is no question then of which doctor they will go to.

TABLE LXIV  
CHILDRENS' DOCTOR

	Girls	Boys	Total
Negro doctor (only one)	23	14	37
White doctor (several names were given)	15	13	28
No answer	13	16	29
Nondoctor		1	1

It is probably safe to assume that the majority of those not giving an answer do not have a doctor for childrens' illnesses. Children are often treated at home, and it must be taken into consideration that 14 children have lived in Tucson less than a year. Thirty-seven children or 57 per cent of those answering go to a Negro doctor while 27 or 43 per cent go to a white doctor.

## CHAPTER IX

### CONCLUSION

This thesis was an experiment not based on anything that had previously been tried. Lack of money and time prevented a more thorough study before giving the questionnaire. Interviews with members of the Negro and white race working with Negro youth were attempted but quickly discontinued to avoid an element of bias that might have been introduced by having preconceived notions of what one should expect to find.

The questionnaires were made as impersonal and as understandable as possible but it is now apparent they were not as good as they might have been. If further study were possible it would be advisable to use these responses as a basis to formulate a new questionnaire, and to improve the techniques of scoring.

The test should have been given to the children by an unknown member of their own race as my having given the test may have influenced some of the answers of the children. Groups of ten or twenty would be easier to handle than groups of 40 and 55, but the size of the group should never be so small as to make the child self-

conscious or feel that his identity will be known.

Conditions should be such that it would be impossible to collaborate with a neighbor by looking at his paper or whispering to him.

The questionnaire would be much more attractive printed than mimeographed. Two different colors; one for each sex would be preferable for purposes of tabulation. In a mimeographed form both sides of the paper cannot be used. The mimeographed questionnaire was four and one half pages of full length typing paper, and if printed it could have been a small folded booklet about 6 x 9 that would have been more easily read. It would have been more attractive through the use of different size letters, and less tiring. A printed booklet could also have been arranged so that the answers could have been tabulated by machine thus saving the time and energy of making a master card for each child and then hand scoring.

More of the questions in the questionnaire could be answered by yes or no, or by an underlining. Some of the questions should be struck out while others should be more fully elaborated. The questionnaire should be given to other groups and reliability scores should then

be given to the questions,

This study, though it can't be considered conclusive, seems to point up to the fact that segregation, discrimination and their cumulative effects upon personality are the problems peculiar to Negro youth in Tucson.

A Negro youth must live in a poorer neighborhood, have fewer conveniences in his home, live under more crowded conditions, have less food to eat, poorer clothes to wear, less medical attention, less recreation and accept without hostility, the jobs that members of the majority group think beneath them. Forced to live under these conditions, he is taught to believe in a democratic creed while he is young, and impressionable. He often does not have emotional security in his home and he can not hope to have it in an environment in which the majority try to make him feel inferior because he has a little more pigment in his skin than the white majority. No matter how hard a Negro youth works to attain their goal they cannot get out of the caste system except by passing as whites.

Passing brings in more conflicts for the individual must give up all his former associates and life to "Pass"; at the same time living under constant fear of

exposure; also the majority of Negroes cannot pass as their color and features are too pronounced.

All Negro youths need the opportunity to be looked at as individuals, not pre-judged by stereotypes, to not be kept apart from the rest of American youth but have the chance to go forward with all American youth with equal incentive, and opportunity.

Continued segregation and discrimination in Tucson cannot help the Negro go forward. It can only keep him in a static lower class, lower caste position.

40

With some youth learning how to be a Negro in a predominantly white world is not a difficult task, while to others learning how to preserve self-respect and acquire ambition to rise while belonging to a subordinate group, takes on the proportions of a personal crisis. The biological nature of the individual and his earliest interracial contacts are often crucial in defining his later mode of response. His home training in racial attitudes, his schooling, his occupation, his membership in social groups and many other factors enter into a full study of a particular child's reactions to his membership in a minority group.

APPENDIX I  
QUESTIONNAIRE

Age

Date of Birth

Place of Birth

Color of skin -almost white light brown medium brown dark brown

How long have you lived in Tucson?

Where before?

Father's name

Birthplace

Occupation

Check grade in school your father completed- 1 2 3 4 5 6 7  
8 9 10 11 12

Mother's name

Birthplace

Occupation

Check school grade mother completed - 1 2 3 4 5 6 7 8 9 10 11 12

Do you want to go to High School?

College?

Do any of your relatives have a college degree?

What college would you like to go to?

Would you like to do the same work as your father does (boy)

" " " " " " " " " mother does (girl)

What kind of work would you like to do?

What kind of work do you expect to do?

Who is the "boss" in your home: Your Mother?

Your father?

Who do you believe is the greatest American?

Who do you think is the greatest Negro?

Who do you think is the greatest white?

Would you like to join the army? Navy? Marines?

How many rooms do you have where you live? 1 2 3 4 5 6 more

Does your family own the house you live in?

Do you have running water in the house? Hot water?

Is the toilet and bathtub for your family's use only?

List all people living with you-

Name	Age	Occupation	RELATION TO YOU	
			Brother, sister, aunt, uncle, none	

Do you have an icebox? What kind? Radio? Automobile?

What model and year automobile?

Does your father belong to the Elks? Other clubs (state names)

What club does your mother or head woman belong to?

How often do they meet? Where?

Do you belong to the scouts? YMCA? YWCA?

Name five friends in order of preference.

Does your whole family eat evening and Sunday meals together?

Do you help wash dishes? With housework?

What chores, if any, do you have around the house?

Do you have an allowance? How much?

What do you do Saturday mornings? afternoons? evenings?

What do you do Sunday?

What do you do after school?

Name the stores where you buy your clothes. Groceries

Do you ever eat meals out? Where?

Name your Hobbies.

Do you have a job? What do you do?

How much money do you average weekly?

Would you like to work after school?

Do you have a bicycle? roller skates? Play a musical instrument?

Which movie houses do you go to? Where would you like to sit in the movies?

What kind of movies do you like best?

What are your favorite radio programs?

Have you any Mexican friends? Names

White friends? Names

Chinese friends? Names

If not, why?

Do you go to their houses? Do they come to your house?

Have you ever felt that all men are not created free and equal? Why?

What operations, if any, have you had? Hospital?

Who is your doctor? Dentist?

What illnesses have you had?

Do you want to go to Tucson High?

If you could be born again and pick the color skin, number,

in order of preference the colors you'd prefer -

light brown yellow white dark brown red

Have you ever been ashamed of your appearance? Why?

Underscore all the ways which you feel about white people-

like dislike hate fear indifferent despise jealous of

look up to anger friendly resent want to avoid cruel

sportsmanlike quick tempered progressive.

What part of the United States would you most like to live in?

Would you rather go to a school in which there are all races?

Why? What church do you go to? Do you go to S.S.?

Y.P.M.? Who else in your family go to this church?

Do you regularly get any newspapers? Which ones?

What magazines do you have at home? Redd?

Does your father vote? Mother vote? Which political party do they belong to?

Are you ever afraid of not being able to get a job you want?

Why? What subjects do you like best in school?

What subjects do you like least in school?

If you go to college would you like to earn your own way?

What would your parents like you to do when you grow up?

Do they want you to go to high school? College?

Do your parents belong to the Urban League? N.A.A.C.P.?

Do you enjoy studying? Do you have a dog? Chickens?

other pets? Do you ever go on a trip or vacation in the

summer? Where? Have you ever been to Mexico? What

places have you visited outside Arizona?

Do you think you always want to live in Tucson? If not, where?

What other places have you lived besides Tucson?

What would you like more than anything else in this world?

How often do you dream? What about?

As far as race opportunities are concerned, would you always

like to live in Tucson, Arizona, or where?

If you were working, would you like for a boss ( put Yes or NO after each one, If NO, put the reason)

Negro

Chinese

White

Jew

German

Mexican

Japanese

Russian

Italian

Irish

English

Would you like to live in a city that had a majority of:

Negroes? Chinese? White? Mexican ? All races?

Is there any one else you would rather be? Who?

Do you feel you are different from other children? Why?

Do you share the room you sleep in? With whom?

Do you share the bed you sleep in? With whom?

Are you proud that you are a Negro?

Do you want to get married and have children?

Are there many things that you would like that you can't have because of money? Do you believe in fortune tellers?

Why? Ghosts? Do you love your mother more than your father?

If you thought you could get away with it, would you try to pass for white? Do you get punished in your family?

How late are you allowed to go out in the evenings?

If a child your own age and size hit you, would you hit him back? If he were Colored? White? Mexican? Chinese?

Have you ever had a fear experience with white people?

What happened?

Have you ever had a fear experience with Mexicans or any other nationality?

What happened, if you did?

APPENDIX II  
MASTER CARD PLAN

		Education	Vocation
Sex	Birthplace	Fathers'	Fathers'
Age	Years in Tucson	Mothers'	Mothers'
Marriage with Children	Prefer to Live	High School	Want to do
Feel different	Stay in Tucson	Tucson H.D.	Expect to do
Why	Vacation places	College	Parents want
Afraid job	Where	Name of College	Same work as Parents
Why	Type city	Magazines	Negro
			White
Musical Instrument	Father's Birthplace	Newspapers	German
Bicycle	Father's Clubs	Subjects like	Jew
Skates	Mother's Birthplace	Subjects Dislike	Italian
Work way through College	Mother's Clubs	Unsegregated School	English
Pass as White			Chinese
	Hit back	Why	Japanese
			Mexican
			Russian
	Want many things		Irish
			Job
			Money earned

Home			Recreation
Rooms	Skin color have	Greatest American	Scouts
Own home	Prefer	Greatest Negro	nyw
Hot water		Greatest	Saturday
Running water	Mexican friend	White	Morning
Own toilet and bath	White friend	Doctor	Saturday Afternoon
Number of people	Chinese friend	Dentist	Saturday evening
Family Unit	Why	Want most	Sunday
Ice box	Go to each other's houses	How often dream	After School
Radio	Ashamed of Appearance	Dreams about	Hobbies
Auto	Why	Prefer to be	Church
Share room	All created Equal	Fortune teller	Sunday School
Share bed	Why	Ghosts	Young people's Meeting
Buy Clothes	Attitudes towards whites	Time allowed Out	Movie houses
Buy Groceries			Want to sit
Chores	Meals out		Type movie
Head of House	Where		Radio Program
Who punishes	Fear Experience		Pets
How punished			
Love most			
Meals together			

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