

RELATION OF SOCIAL FACTORS TO
ELIMINATION OF STUDENTS FROM THE
MILLER INTERMEDIATE SCHOOL
DETROIT

THESIS FOR THE DEGREE OF M. A.

Charles G. Burns

1933

THESIS

School attendance

SUPPLEMENTARY
MATERIAL
IN BACK OF BOOK

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RELATION OF SOCIAL FACTORS TO ELIMINATION OF
STUDENTS FROM THE MILLER INTERMEDIATE
SCHOOL (DETROIT)

By

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1933

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CHAPTER I

INTRODUCTION

The elimination of boys and girls from school during early adolescence has been a problem of major social importance for a long time. As society becomes more complex and the scope of life broadens to meet changing conditions, the problems confronting those seeking to become self supporting members of society increase in number and difficulty. Even to persons surrounded by culture and refinement with every means at hand to assist in character development, with every opportunity to experience proper social contacts, the problems of life are often baffling. To the unfortunate child born in poverty and forced to spend the most impressionable part of life in the crowded foreign quarters of a large city, a satisfactory adjustment to the social and economic demands of modern life may prove almost impossible.

The situation must be faced. The children in such districts leave school in large numbers as soon as they have satisfied the legal requirements and sometimes before. Whether we are right or wrong in attempting to educate the child before we have educated the parent, the fact remains that our accomplishments with this type of child leaves much to be desired. Why do these pupils leave school? What types of boys and girls are eliminated? What social influences force children out of school into industry or idleness at an early age, poorly equipped to face the problems of life?

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Several studies of elimination from school have been made in the past few years. These indicate a desire on the part of the educator to face the problem and to attempt a solution. Emily G. Palmer, in a study of the schools of Oakland, California, in 1928, arrived at the following:

"Of the group of pupils who leave school the following may be said: more boys than girls leave school before completing the secondary school course; half of the pupils eliminated are of foreign, mixed, negro, or oriental parentage; pupils who left school early were unsuccessful in school, over age for their grade; the pupils eliminated are, on the average, from a lower social and economic level than the pupils of the same age in high school; pupils who leave school early do so for many reasons, but more than half leave school for reasons with which the school is definitely concerned and for which it must share the responsibility." (1)

These findings agree in general with those of Edward E. Hylton in his study of graduation, elimination, and failure in the Garfield High School, Terre Haute, Indiana. He says,

"The result of this study shows that the ratio of the number of graduates to the number of withdrawals in Garfield is slightly less than two to three; the percentage of graduates is higher among the girls than among the boys and higher among the whites than among the colored children. Three fourths of the withdrawals leave high school before completing the sophomore year." (2)

Similar results were obtained by Amelia M. Rohlfing in a case study of the pupils of the schools of Gasconade County, Missouri. The four outstanding causes of elimination were found to be "(1) lack of encouragement from the

(1) Palmer, E. G. "Why Pupils Leave School" Ph.D. Thesis, 1928

(2) Hylton, E. E. "A Study of Graduation, Elimination, and Failure in Garfield High School" M.S. Thesis, 1929. p. 123

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parents, (2) school work not interesting, (3) work for family support, (4) too old for the grade." It was found that these causes were responsible for 54.45 per cent of the eliminations. It was also found that 17.78 per cent of the pupils were eliminated at the ages of 12 and 13, 51.11 per cent at 14 and 15, and 10 per cent at the age of 16. (3)

Guy Stantz in a study of the pupils of a technical high school finds that "only twenty five per cent of the pupils withdraw because of absolute necessity; that pupils who withdraw have lower teacher's marks than those who graduate; there seems to be little difference in the intelligence quotient of those who graduate and those who withdraw; there seems to be no relationship between elimination and tardiness; those who withdraw have a lower career motive than those who graduate; there are more withdrawals at about the time the pupils become sixteen years of age than at any other time." (4) The findings of Amelia Rohlfing in her study of eliminations among rural school pupils agree substantially with those of Stantz. The findings of Amelia Rohlfing also show that these studies indicate clearly that the causes of elimination vary with the community whether city or rural, whether a large city high school or a county school system.

(3) Rohlfing, A. W., "Causes of Elimination in the Schools of Casconade County, Missouri, M.S. Thesis, 1938. p. 63

(4) Stantz, Guy, "A Study of Elimination from the Gerstreyer Technical High School", M.S. Thesis 1929. p. 72

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W. O. DeWees interviewed 168 students of the high schools of Fort Worth, Texas, in an effort to determine whether pupils withdraw from school because of internal factors within the school or external factors outside the school. He arrived at the following conclusions:

"(1) About one fourth of the eliminates interviewed claim to have withdrawn from school because of internal factors within the school, such as dislike for required high school subjects, dislike for teachers, etc. These students were usually rated low on behavior and attitude by their teachers; (2) about three quarters of the eliminates claimed to have withdrawn because of external factors outside the school, such as preference for work outside the school, ill health, marriage, etc. These students were usually rated high on behavior and attitude by their teachers; (3) it is suggested that many pupils who otherwise might withdraw would be held in school by such policies of school administration as the introduction of the junior high school organization, an efficient system of educational and vocational guidance, part time school attendance, and an extension of vocational training.")5)

There can be little doubt that the causes of elimination vary and that home and community conditions, as well as school environment, are significant factors in the length of the child's school life.

PURPOSE OF THIS STUDY

In the search for an answer to the problems which they indicate, all available data about the social factors influencing school children, the factors of race, home, community and school experience have been carefully examined. In later chapters an attempt will be made to reduce these factors to comparable terms so that a more accurate comparison may be made.

(5) DeWees, W. O., "High School Elimination in Fort Worth", M.S. Thesis, 1928. p. 61

The group chosen for the study is the class that entered the 7B grade of the Miller Intermediate School, Detroit, Michigan, September, 1926. This group was composed of 328 boys and girls. Of this number 92 were transferred to other schools before the end of the three year period and the records of 26 others were so incomplete as to be of no value. This leaves a total of 210 pupils whose records were complete and accurate. Since this is a district where foreigners live, the following races and nationalities are represented: English 8, German 11, Greek 6, Hungarian 3, Irish 1, Italian 33, Jewish 3, Polish 1, Roumanian 7, Russian 6, Serbian 1, Syrian 4, and Negro 126. The number of national groups represented is so large and the membership of each group so small that nationality was not used as a basis for classification. The principal classification used, therefore, is one based on racial lines. Comparisons are made between groups of 58 white boys, 26 white girls, 68 colored boys and 58 colored girls.

The data used in this thesis was obtained from two sources; (1) from a personal interview with each of the 210 pupils whose records form the basis of this study and a survey of the home of each pupil, and (2) from the school records of these pupils covering the period between September, 1926 and June 1929. In the home and family survey the investigator was aided by a schedule previously

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prepared. This contained a list of questions designed to present a picture of the home environment and other social factors which necessarily influence the life of the pupil to be studied. Information was secured about the following points: type of home, ownership and equipment, marital status and relationships of the parents, number and sex of the children and other members of the family, such as relatives, roomers and boarders, language spoken in the home, newspapers, books, and magazines in the home as well as occupational and organizational affiliations of the father, mother, and pupil. The school record kept for each pupil was: name, race, age, letter rating, address, place of birth, grade achievement, attendance, final mark for all subjects each semester and disposition.

Of the pupils who entered the 7B grade September, 1926, some completed the work or were graduated from the 9A grade in June, 1929; others remained in school during this period but for various reasons did not complete the work; still others left the school before the end of the three year period. For purposes of classification and comparison, the pupils used in this study are divided into three general heads--Graduates, Failures and Lefts. The Graduates are those pupils who entered the school September, 1926 and completed the required work of the seventh, eighth, and ninth grade by June, 1929. The Failures are

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those who remained in school for the three year period but were unable to complete the work of the school in the required time. The Lefts are those pupils who entered the school at the same time as the others but according to our records were not attending any school in June, 1929. Students who were transferred to other schools, public or private, due to the fact that the family moved to another district, were not included among the Lefts. According to the state law, children sixteen years of age who desire to leave school, may apply for and receive working permits upon presenting acceptable reasons for their withdrawal from school. In such cases they are transferred from regular school to continuation school, which they must attend at least one day per week until they are seventeen years of age. Other pupils who desire to leave school after reaching the age of sixteen may be transferred to the vocational school where they receive training which prepares them for entrance into trade and industry.

In most cases the boys and girls sent to vocational schools from the Miller were those whose attendance and scholarship had been poor. Since these used a transfer as a means of leaving school, they are included in the group of 105 Lefts of this study.

With the school data as a basis then, comparisons are made between the different races, sex, and achievement groups on the basis of age, intelligence, attendance and

scholastic accomplishment. The ages as given on the school records are checked with those on file in the central office Attendance Department and are constantly verified from the time the pupil enters the elementary until he finishes high school. Every pupil in the Detroit Public Schools has been examined by the Psychological Clinic and assigned a letter rating before he reaches the intermediate school. This is done by means of a group intelligence test given by trained examiners. The letter ratings, used as a basis for the tables in Chapter IV, are the results of these tests. The data used in the attendance tables are obtained from school and attendance department records.

In order that the scholastic achievements of the various racial-sex groupings might be compared, that any variation in accomplishment, as indicated by marks in the different subject offered by the school, might be noted, it was thought advisable to divide the subjects into two general heads. One group contained the more formal subjects requiring the use of textbooks and calling for considerable mental application. The second group contains those subjects permitting a greater freedom of thought and action as well as a maximum of self-expression. These two groups are called academic and vocational for purposes of this study and are listed below.

ACADEMIC

English
Social Sciences
Mathematics
General Science
Latin
General Language
Bookkeeping, Typing*

VOCATIONAL

Auto Shop
Machine Shop
Household Mechanics
General Shop
Mechanical Drawing
Household Arts, Design
Health, Auditorium, Music

In order to arrive at an equitable basis on which the marks of one pupil could be compared with those of another, or the marks of different groups compared, each letter in the regular marking system was given a numerical value.

The letters and the points assigned to each one follows:

A	Excellent	4
B	Good	3
C	Fair	2
D	Poor	1
E	Failure	0

The number of credits a pupil receives for successfully completing a given subject is equal to the number of hours the class meets per week, and the value given to the final mark in each subject is the sum obtained by multiplying the number of hours of credit given for the subject by the numerical value representing the final mark. In the tables in which the various groups are compared on the basis of academic and vocational accomplishments, the figure given in each case is the sum of the academic or the vocational marks.

* Typewriting and bookkeeping are included in the list of academic subjects purely on the basis of their standing in the Miller Intermediate School. Owing to the fact that many pupils leave school and go to work with only such preparation as we can give them, the amount of time given to these subjects has been considerably increased above that given in other schools of this type. The requirements for admission and completion have been raised equal to if not higher than the regular academic subjects.

CHAPTER II

SOCIAL CONDITIONS IN THE MILLER SCHOOL DISTRICT

The district in which the Miller School is located stands as a typical example of the social and historical development of the City of Detroit.* The area was first settled by the French following the building of Fort Pontchartrain by Antoine De La Mothe Cadillac in 1701. Cadillac's original grant was supposed to be fifteen arpents square or approximately 225 acres. (The United States standard fixes the arpent at 192.24 feet.) This grant was bounded on the west by the Cass farm or grant, on the east by the Brush farm, on the south by the Detroit River, and on the north by what is now Adams Avenue.

The original French farmers built their homes close together on the river bank, (East Jefferson Avenue) partly for protection against the Indians, and partly because the old world farmers were accustomed to living in small villages. These original settlers and their descendants continued to live on the farms and to till the soil for about one hundred years, or until about 1800. As the land became cleared and the danger from Indian raids lessened, the original settlement about the fort increased in size and the population soon outgrew the confines

* See map in pocket.

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of the stockade. The growth of the city was influenced by the transportation facilities of the times. Most travel and commerce was by boat. Detroit was linked in early times to the outside world by water, so its people settled upon the banks of the river.

In 1805, at which time most of the Town of Detroit was destroyed by fire, its area was estimated to be two acres. The town was rapidly rebuilt and soon expanded beyond its old limits. The first mention of sub-divisions and the laying out of streets for residential purposes, except along the river, appeared in 1835. By 1860 the city had reached Elmwood Avenue, or nearly the eastern limits of the Miller school district. The transition from farm land to a city residential section was rapid. In just a few years the area changed from one of fields of grain, potatoes, and other farm produce to wide city thoroughfares lined with beautiful homes. Into this new section came the wealthy people of the city to build their dwellings. It soon became the finest residential part of the city. The identity of the original owners and first settlers may be found in such street names as Dubois, Chene, St. Antoine, and Daubion, given by the French in honor of the original owners, their wives and their patron saints.

Following disturbances in Europe in 1848, large numbers of German people immigrated to this country.

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Many of them came to Detroit and settled in the area now served by the Miller School where street names such as Waterloo, Arndt, and Antietam show the result of this influence and also indicate the location of the first German settlements. The entire district, north of Jefferson Avenue and east of Brush Street, continued to be a fine residential neighborhood until about 1900 when Detroit began its rise as an industrial center.

With the increase in population, the expansion of the down-town business section began gradually to encroach upon this area. Increasing business demanded more docks, warehouses, railroads, freight depots, and terminals. Residences were razed to make way for industry and the shift of the French and the German to other parts of the city began.

With the business expansion came the Jew. He settled in the area between Brush and Dequindre Streets from Gratiot Avenue north beyond the limits of the district, and until 1920 he dominated the neighborhood. Hastings Street was its main thoroughfare. It was crowded with small stores, Jewish bakeries, fish markets, pawn shops, and Kosher meat markets. Push-cart men and peddlers of all description swarmed the streets, hawking their wares of clothing, fish, trinkets, and notions. Families were large and children at an early age were pushed on the streets to shift for themselves. The most common

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occupation of the Jewish boy was selling papers on downtown business corners. It was and is yet, to some extent, not an unusual sight to see Jewish and Italian boys of six and seven years selling papers in the down-town area as late or early as two o'clock in the morning. About 1915 the more prosperous Jewish people began to move to the north and west sections of the city.

Following the Jew came the negro. While there have been negroes in Detroit since before the Civil War, when escaped slaves were spirited into Canada by means of the so-called "Under ground railway", the numbers were comparatively small. About twenty years ago, however, when the automobile industry began to attract its hordes of negro workers, the number increased very rapidly. They first settled in the old Jewish quarters but increased so fast that now they are found in every section of the district.

Most of the negroes in this district are of the lower type from the standpoint of economic and social status. The majority are laborers and odd job men who work at peddling coal or ice, expressing, gathering papers from the alleys, etc. The women, especially in the family group, seem to assume more responsibility for the support of the family than do the men and so work more steadily. The rate at which the negro population is crowding out the older inhabitants of the district

is indicated by the changing proportions of negro and southern Europeans in the neighborhood schools. In 1915 the population of the Bishop Elementary School, which serves this district, was 90 per cent Jewish and 10 per cent Italian and negro. Today these percentages are reversed and the negroes far outnumber the Italians.

While the negro population increased north of Gratiot Avenue, the Italian population was increasing in the area south of Gratiot. By 1920 this area was practically dominated by the Italian, the French and German having moved on to the east or other parts of the city. The section today contains many Italians, although as stated before, the negro, who does not colonize as readily as do some other races except in the face of restrictions, has been forced by increasing numbers into every section of the district. The Italian, in turn, is gradually moving out of the neighborhood into other sections of the city and the lower section of the district is becoming the home of the southern European and the Asiatic immigrant. These people live very much to themselves in small colonies, speak their native tongue and cling to their native customs and traditions.

Although in this district many homes typifying the French and German influence in architecture remain, they are rapidly passing into a state of decay and are being crowded out by wholesale and retail business, warehouses

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and railroads. Thus the district has changed. Once it was a suburb of fine large homes--the dwelling place of the business and professional men of the city. Now these homes, once the pride of the city, are unpainted, unrepaired, and crowded with people from the four corners of the earth. Unkempt children swarm the yards, streets, and alleys until the ground is bare. Broken windows are stuffed with rags and a babble of tongues is heard on every hand.

Business is found in every section of the district, but the size and character of the enterprise is determined somewhat by the location. The large wholesale and retail business places are located in the down-town areas, and on the two main business arteries east of Woodward Avenue, namely, Gratiot and Jefferson Avenues. Docks, ship-building yards, warehouses, and supply yards are found along the river front. Manufacturing, freight sheds, and fruit houses follow the railroads. Smaller business places, such as drug stores, grocery stores, pool rooms, restaurants, barbeque stands, and near-beer saloons, are found in every part of the district, especially on streets having street car lines.

Business and residential streets, for the most part, are jumbled together without plan or discrimination. Of the blocks in the neighborhood, 100 are confined to business pursuits, 54 to residences, while in the remaining

330 the two flourish side by side. Only two small sections may be described as residential districts of the better class, the apartment house district in the two blocks east of Woodward Avenue and north of Vernor Highway and that part of Joseph Campau and McDougall Avenues which extends from Fort Street north to Vernor Highway. This is a neighborhood of single and two-family homes built of brick. Until recently it has been an attractive residence district. Aside from these two sections, the character of the homes is generally poor. The district covers an area of three and one half square miles and comprises a population of approximately 90,000. Of this number about 70 per cent of the residents are negro, 20 per cent Italian, and 10 per cent mixed whites. The school population shows a corresponding predominance of negro students, with a mixture of whites, mostly from the south European nations.

In 1919, when the Miller School opened, 90 per cent of the pupils were white, and 10 per cent were colored; in 1923, 75 per cent of the pupils were white and 25 per cent were colored; in 1929, 35 per cent of the pupils were white and 65 per cent were colored. In 1919 the white population of the school was almost entirely German with a few Italians, while a survey of the school in 1929 revealed the fact that the following nationalities were represented: Austrian, Armenian, Australian,

Canadian, French, German, Greek, Hungarian, Italian, Irish, Jugo-Slavian, Lithuanian, Mexican, Polish, Russian, Roumanian, Serbian, Scotch, Syrian, Turkish, Norwegian, and Czecho-Slovakian.

The churches, like the residences, show the influence of a shifting population. In 1821 the first Protestant Church was erected in this neighborhood and in 1850 the first German Lutheran. Today the Protestant Churches found in the district reflect the blending of the old and the new population and the rising tide of color which is dominating the area.

The Central Methodist Episcopal
Christ Episcopal
Friendship Baptist (colored)
Greek Evangelismos Orthodox
Lily Missionary Baptist (colored)
Morning Star Negro Baptist
St. Gilead African Methodist Episcopal
St. James Negro Baptist
St. Mathews Protestant Episcopal (colored)
Second Negro Baptist
Calvary Negro Baptist
Macedonia Negro Baptist
Memorial Presbyterian
Mount Vernon Negro Baptist
Palmer Methodist Episcopal
St. John's Presbyterian (colored)
Third Roumanian Baptist
Church of the Messiah
St. John's Episcopal
St. John's Evangelical
Metropolitan Negro Baptist
St. Paul's African Methodist Episcopal
St. Paul's Lutheran

The district also has Catholic Churches with the following names:

- Holy Family (Italian)
- St. Maron's (Syrian Maronite)
- St. Mary's
- St. Peter and St. Paul
- Our Lady of Help
- St. Joachim (French)
- Cathedral of St. Peter and Paul
- St. Joseph's

There is one Jewish church in the district, Musach Hoari Synagogue. In addition to the colored churches listed there are smaller congregations, sects, and storefront missions preying upon the imagination and superstition of the illiterate. Charms and talismans to drive away sickness and evil spirits are sold; tellers of fortune, healers, and mediums are numerous.

As if in an effort to combat the forces of poverty and superstition that stalk the neighborhood, many social agencies have built up varied programs for children and adults. There are eight playgrounds in the district. During the summer vacation months, the Department of Recreation furnishes playground directors who supply materials, organize, direct, and assume general supervision over all activities of the playgrounds from twelve o'clock noon until nine o'clock at night each day of the week except Sunday. On the smaller playground only one director is furnished, but on the larger ones two are supplied, one for girls' and one for boys' activities.

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Teams of all ages, sex, size, and description are organized. Leagues are formed and a schedule of games and sports is engaged in to some extent. On the larger playgrounds sand boxes, swings, and other apparatus are provided for children too young to engage in organized sports or activities. The activities for the older children include indoor and outdoor base ball, volley ball, field ball, quoit pitching, track and field events, model airplane and kite building and flying.

Since the district lies in the center of Detroit's municipal service area, it houses various civic and social agencies as the following list shows:

- American Legion
- Circuit Court
- Baptist Christian Center
- Common Pleas Court
- Community Center of the Detroit Urban League
- Detroit League for the Handicapped
- Disabled American Veterans of the World War
- Friend of the Court
- Goodwill Industries
- McGregor Institute for Homeless Men
- Michigan Association of Occupational Therapy
- Michigan State Dept. (Division of Rehabilitation)
- Newberry House
- Phyllis Wheatley Home
- Police Headquarters
- Probate Court
- Prosecuting Attorney
- Department of Public Welfare (Headquarters)
and Registration Bureau
- Recorders Court
- St. Andrew's Society
- Society of St. Vincent DePaul (Clothing Bureau)
- United Spanish War Veterans
- Veterans of Foreign Wars

1885

Civic and Social Agencies (Continued)

United States Veterans Bureau
Weinman Settlement
Y. M. C. A.
Y. W. C. A.
Department of Recreation
Franklin Street Settlement
Portestant Orphans Asylum
St. Vincent Orphans Asylum
Volunteers of America
Detroit Council of Social Workers
Detroit Urban League

Clinics and Hospitals

Department of Health
Child Welfare Station
Dental Clinic
Public Health Station
Venereal Clinic
Receiving Hospital
City Physicians Office
St. Lukes Convalescent Home
St. Mary's Hospital
Visiting Nurses Clinic
Evangelical Deaconess Hospital
Michigan Mutual Hospital

Public Buildings

Police Headquarters
Municipal Court Building
County Jail
Detroit House of Correction
County Building
Board of Education Office
Municipal Garage
Board of Health
Farmers Produce Market (Eastern Market)
Fire Department Repair Shops

The district is served by eight public elementary schools, eight parochial schools, one intermediate school and four colleges.

The Miller Intermediate School is a division of the Detroit Public Schools and includes grades seven, eight

and nine. It is located at 2322 Dubois Street and with its playground, occupies the block bounded by Dubois, Chene, Jay, and Waterloo streets. The first unit of the building was constructed in 1919. An addition was constructed in 1923 which increased the capacity from 1000 to 1800. The building has three floors, is "L" shaped and contains the following rooms:

First Floor

- 1 Auto Mechanics
- 1 Machine
- 1 Household Mechanics
- 1 General Shop
- 1 Pattern Shop
- 2 Mechanical Drawing
- 1 Gymnasium
- 2 Recitation

Second Floor

- 2 Domestic Science
- 2 Domestic Arts
- 2 Art and Design
- 1 Auditorium
- 1 Library
- 4 General Science
- 3 Recitation

Third Floor

- 1 Cafeteria
- 1 Typewriting
- 1 Bookkeeping
- 21 Recitation

The staff of the school may be divided into three general heads, administrative, instructional, and operative. The administrative staff consists of the principal, assistant principal, counselor for boys, and counselor for girls.

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The instructional staff is made up of five department heads and fifty one teachers. The operating staff includes janitors, engineer fireman, and bath attendants, all under a chief engineer who is responsible for the heating, ventilating, and cleaning of the school.

The chief duties of the administrative staff are to adjust school policies to neighborhood needs and to interpret educational regulations to the community. The administrators occupy the strategic position of mediators between a system and a group but half assimilated into American culture. Sometimes the adjustment depends on research into and investigation of social conditions in the district and their relation to school accomplishment. Occasionally it results in the emphasis on one phase of the curriculum which is of particular value to the group. Thus a well developed music course at the Miller School serves both as a stimulus to real achievement and as vocational training for the colored students. Through contacts with individual pupils, through follow-up studies of its graduates in terms of the occupational demands and opportunities of Detroit, pupils are helped to choose and prepare for occupations.

On the other hand, the school attempts to educate the community to standards of regular attendance, of co-operation between home and school, and of educational achievement.

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Within the limits of the prescribed courses, study material is introduced which is pertinent to the habits and environments of the students and teaching techniques adjusted to the temperament and ability of the student body.

The school is organized on the home room plan. Incoming pupils are assigned, in groups of forty children of the same grade and sex, to a class room teacher who directs and supervises all their activities outside the class room. Since the group remains under the guidance of the same teacher for three years and whenever possible is assigned to that teacher for instruction in her special subject as well as in home room, both pupil and teacher have the opportunity to become well acquainted and aware of mutual problems of school and the group.

In addition to the home room groups, pupils may become members of various extra-curricular organizations. Through extra-curricular activities, pupils may satisfy their natural curiosity about pursuits and activities not provided for in the home or in the regular program of studies of the school. Such activities are carried on by grouping pupils with common interests under club sponsors, in order that research, investigation, and activity beyond that possible in the class room, may be carried on. The extra-curricular activities of the school are:

Art Club
Boy Scouts
Commercial Club
Debating Club
Model Airplane
Nature Study
Saturday Art Class
Service Club
Science Club
Young Mothers
Young Writers

The heterogeneous nature of the pupil population brings into school organizations the same problems of racial and national adjustments that the boys and girls are meeting in society at large. The extra-curricular program should, therefore, offer an excellent opportunity for building up a friendly spirit of cooperation between the various groups, for enlarging the pupils appreciation of the contributions which his own and other nations and races have made to our civilization, and for developing a sense of mutual tolerance which might go far in solving certain social problems.

This heterogeneity also presents administrative problems in groups where tolerance is not developed. However, since the whites of the neighborhood are in general of an inferior social class, they seem to accept membership of white and colored pupils in school clubs as a normal part of the social set up. Greater difficulties are experienced in bringing the more clannish Southern Europeans into mixed groups.

Segregation, on the whole, seems to grow out of varying interests rather than out of group prejudice. Colored boys and girls are found in large numbers in the athletic and social and, to a lesser extent, in the literary and research activities.

The curriculum offered in the Miller Intermediate School follows the plan for all city schools of this type. The program of studies for boys and girls in the seventh grade are similar, with the exception of the vocational subjects. Boys in this grade study household mechanics; girls, food and clothing. Differentiation begins in the eighth grade when Language, Commercial, and Practical Arts curricula are introduced. The Language course is recommended to pupils who plan to finish in high school the language requirements for college entrance. Commercial courses are planned for pupils who wish to prepare for various clerical, commercial, and business occupations, and the Practical Arts work offers activities in many practical fields. During the eighth year the pupil is introduced to the field in which he wishes to specialize, and helped to explore its possibilities. Training in this field becomes more intensive in the ninth grade.

Through the combined agencies of an administrative staff that is conversant with the problems and capacities of the student group, a teaching body that is acquainted with the needs and abilities of individual pupils, an

operating force that provides adequate, well kept physical conditions, and a curriculum that can be adjusted to the interests and desires of the community, the Miller Intermediate School is able to serve as a socializing agency in a heterogeneous, poorly adjusted neighborhood.

When, in addition to the school situation, the home conditions of the pupils are also known, it becomes possible not only to understand but also to predict and to control, to a certain extent, the school achievement of the child.

CHAPTER III

THE HOME ENVIRONMENT OF THE INDIVIDUALS STUDIED

A visit was made to the home of each of the 210 pupils studied in order to gain information about this aspect of their life. In these visits data were obtained about the more important phases of the home environment. Due to the many difficulties encountered in making a home visit and to the obstacles which must be overcome, especially in dealing with negroes and foreigners, it was impossible to get the correct information in every case. So where there was any reasonable doubt as to the reliability of the information it was not used. This procedure will account for the fact that in several instances the totals do not agree with the number of pupils considered in the study which comprises 42 Graduates, 63 Failures and 105 Lefts.

In the investigation of the homes, inquiry regarding home ownership showed that fourteen of the Graduates lived in owned homes and twenty seven in rented places. Among the Failures, fifteen were in owned and forty two in rented homes. Of the Lefts only seventeen of the ninety were living in houses owned by the family. It is quite evident from these data that those pupils who were able to complete the work of the school in an acceptable manner and within the required time were proportionally more numerous in the home owner class than were either the Failures or the Lefts.

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

It is a matter of record that the rents in this area are high when the accommodations and conveniences offered are taken into consideration. In as much as the majority of the people are of the lowest type of wage earners, the rent problem becomes highly important from an economic standpoint. The families that rent are continually moving about from one part of the district to another and consequently it requires considerable time and effort on the part of the attendance office of the school to keep a correct record of the home addresses of the pupils from these families.

The period of occupancy among families of the district is shown in the results of a survey made by the writer in 1929. Of 1391 families, 327 or 23.5 per cent had lived at their present address more than five years. Of the 500 white families involved, 66 or 13 per cent showed a period of occupancy of less than six months and 200 or 40 per cent showed a period of occupancy of more than five years. Of the colored families, 261 or 29 per cent of the total (891) showed a period of occupancy of less than six months and only 110 or 12 per cent of more than five years.

Whether this frequent shifting of home environment is responsible for the greater failure among the negro pupils in our intermediate schools if, of course, only a matter of conjecture. However, it seems probable that the difficulty which the negro adult experiences in adjusting to the

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social and economic situation in Detroit is also experienced by the negro pupil in his adjustment to school life. When this difficulty is increased by the strain of a continually changing home background, the child's chances of success are seriously limited.

Mental hygienists emphasize the fact that the adolescent is constantly being called upon to make adjustments to new responsibilities and new freedoms. If these adjustments are to be made successfully and efficiently, the individual must be protected from strains not inherent in this period of growth itself. An insecure home life which shifts from community to community, separating the youth from his neighborhood interests and affiliations, and necessitating new household arrangements robs the child of the stable background which is essential to wholesome development. Moreover, it diverts the energy which might otherwise be spent on school work and frequently leaves the child incapable of school success.

A majority of the pupils live in single homes. They are mostly of the cottage type, of wood construction, built after the French and German moved out of the district. Those occupied by the foreigner, especially when owned by him, are usually neat in appearance and in a fairly good state of repair. The residences of the negroes are, in most cases, ill kept, unpainted, and in a run-down condition. The double houses on Elmwood and McDougall Avenues

on the east side of the district are modern brick two family flats. Until recently these were occupied by native whites. The double houses in the western part of the district are in most cases the old original homes made over into two family dwellings.

TABLE I. TYPE AND SIZE OF DWELLING OCCUPIED BY THE 210 PUPILS CONSIDERED IN THIS STUDY

Type of Home	: Number of Pupils	: Graduates	: Failures	: Lefts
Single	: 113	: 22	: 31	: 60
Double	: 53	: 13	: 16	: 24
Apartment	: 5	: 0	: 3	: 2
Number of Rooms	:	:	:	:
4	: 10	: 0	: 6	: 4
5	: 42	: 7	: 11	: 24
6	: 75	: 16	: 22	: 37
7	: 39	: 9	: 11	: 19
8	: 14	: 4	: 2	: 8
9 or more	: 7	: 1	: 5	: 1

Only five of the 210 pupils live in apartment houses. This is due to the fact that most of the apartment houses are located in the northwest section of the district and these children are sent to schools in the districts to the north and west, where the enrollment consists of the better class whites with few or no negro pupils.

The fact that a large group of the pupils live in single houses must not be interpreted as highly indicative of social or economic success. However, the single dwellings are, for

the most part, poorly built structures put up hastily to accommodate a rapidly expanding industrial population. They are flimsily constructed rows of houses, all alike and built so close together that sunlight and air are at a premium. Conveniences are limited and sanitation frequently questionable. When these dwellings are over-crowded, they present very real menaces to community health.

A computation of the number of persons per room shows .78 for the graduate group, .87 for the failing group, and for the left group .99. While the difference is not great, it is evident that the graduate is less hampered by crowded conditions in the home than is either the failure or the left. In one case there were six people living in five rooms. In three cases there were seven people living in six rooms and one case of eight people living in seven rooms. In nine cases there were as many people as there were rooms in the house, and in twenty one cases there were fewer people than there were rooms.

In the failing group, there was one case of six and one of five people living in four rooms. There was one case of eight, one of seven, and two of six people living in five rooms, and three cases of seven people living in six rooms. There were ten cases in which there were as many people in the house as there were rooms and thirty one cases in which the number of people in the home totaled less than the number of rooms.

The families of the Left group presented several cases of extreme over-crowding. In three cases there were six, and in one case five people living in four rooms. In one home there were eleven, in another ten, in another nine, in another seven, and five cases of six people living in five rooms. There was one instance of fifteen people living in six rooms, two of ten, one of nine, one of eight, and six of seven people occupying the same amount of space. There were two cases of eleven, two of nine, and one of eight people living in seven rooms, and one case of twelve people living in eight rooms. There were nineteen cases in which there were as many people in the home as there were rooms and forty two cases in which the number of people in the home totaled less than the number of rooms.

Although the data are not conclusive, it seems apparent that failure in school is correlated with unsatisfactory housing conditions. The crowded home not only offers no space and quiet for home study, but it also increases emotional tension, deprives the child of the privacy essential for rebuilding of energy. Moreover, it presents a definite health menace. Under such handicaps the pupils' chances of success in school are decidedly curtailed.

The equipment and conveniences found in the homes of the Graduates exceed those in the homes of the Failures and the Lefts in five items, namely: bathroom, telephone, automobile, radio, and piano. While the difference is not

great nor the cases numerous enough to afford a basis for prediction, it is evident that for the group studied, the Graduates came from more progressive homes than did the Failures or the Lefts.

TABLE II. HOME EQUIPMENT OF THE PUPILS STUDIED

Equipment in the Home	Number of Pupils	Graduates		Failures		Lefts	
		No.of: Cases	Per Cent	No.of: Cases	Per Cent	No.of: Cases	Per Cent
Bath Room	170	36	85.7	52	82.5	82	78.8
Telephone	57	15	35.2	18	28.6	24	23.0
Automobile	50	12	28.6	16	25.5	22	21.1
Radio	88	25	59.5	23	36.5	40	38.5
Piano	59	14	33.3	17	27.0	28	26.9

In a district such as the one studied the family income is low and the problem of mere existence one that must be met almost on a day to day basis. The presence of the most meager amount of equipment and modern conveniences, therefore, indicates great sacrifice on the part of the family that it may enjoy some of the pleasant things of life.

In addition to the pianos and radios listed in Table II, thirty musical instruments were found in the homes visited. The list includes 13 Violins, 6 Saxaphones, 3 Banjos, 3 Flutes, 2 Trumpets, 2 Drums, and 1 Trombone. These instruments were about equally distributed between the three groups of pupils and have no significance as far as this study is concerned.

The distribution does seem to indicate, however, the influence which the music classes in the school have upon the pupils. Besides the regularly scheduled music classes which all pupils, except certain of the vocational classes in the upper grades, attend there are girls glee clubs, boys glee clubs, boys quartettes, boys and girls mixed choruses, school orchestra, and several smaller units, such as violin, saxophone and clarinette ensembles.

Probably one of the greatest contributions made by Miller School to its pupils, especially to the colored boy and girl, is the rudiments of a musical education. Many colored boys received their first musical instruction at Miller and as a result are now members of orchestras and bands. They earn good salaries, are able to maintain a high standard of living. As a rule they are good citizens, and have earned the right to be classed as self-supporting members of society. It often happens that in the musical world there is no color line. Good colored orchestras, bands, and glee clubs are always in demand and it is the opinion of the writer that no greater service can be rendered to the colored boy and girl than to encourage the study of music.

There were 24 different magazines found in the homes visited. While the list does not include many publications of the so-called better type, it does include several magazines found in the average home. It also includes some of

questionable value such as True Story, Love Story, Wild West, and Detection Fiction. The Literary Digest heads the list, being found in eight different homes. This is probably due to the fact that this magazine is kept in the school libraries and is used quite extensively in connection with civics and current events. While better types of magazines were found in the homes of the Graduates than in the homes of the Failures or the Lefts, the number of cases is so small that it suggests only a probable relationship.

In comparing the lists of magazines in Table III with the magazines in the Miller Intermediate School library, it is found the homes of the Graduates approach nearer to the library standards than do either the homes of the Failures or the Lefts. The following magazines are included in the school library:

- American Boy
- Youths Companion
- Forecast
- Hygiea,
- Industrial Education
- McCall Quarterly
- Literary Digest
- National Geographic
- Outlook
- Popular Science
- St. Nicholas
- School Arts

These magazines are available at all times to the pupils of the school but cannot be taken from the library.

TABLE III. MAGAZINES FOUND IN THE HOMES

Name of Magazine	Number of Homes	Graduates	Failures	Lefts
Afro-American	1	0	1	0
Better Homes and Gardens	1	0	0	1
Boxing Magazine	1	0	0	1
Colliers	5	0	4	1
Cosmopolitan	1	0	0	1
Detective Fiction	6	0	4	2
Detroit Independent	1	1	0	0
Gentle Woman	2	2	0	0
Good Housekeeping	1	0	0	1
Housewife	1	1	0	0
Ladies Home Journal	2	2	0	0
Literary Digest	8	3	3	2
Love Story	2	0	0	2
McCalls	2	1	0	1
Metropolitan	1	0	1	0
Needle Craft	1	1	0	0
New Author	2	0	2	0
Popular Mechanics	2	0	1	1
Religious Magazine	1	0	0	1
Saturday Evening Post	5	1	2	2
True Story	1	1	0	0
Wild West	1	1	0	0
Womans Home Companion	1	0	0	1
TOTAL	51	15	18	18

The homes of 26 Graduates, 34 Failures, and 70 Lefts contained no magazines at all and in only one case did any home have more than three. In many instances it was noted that the magazines had been used previously and were brought into the home from places where members of the family were employed.

TABLE IV. NUMBER OF BOOKS FOUND IN THE HOMES
OF PUPILS STUDIED

Number of Books	Number of Homes	Graduates	Failures	Lefts
1 - 10	50	6	16	28
11 - 20	40	4	15	21
21 - 30	16	5	6	5
31 - 40	4	3	0	1
41 - 50	2	1	0	1
Over 50	3	1	1	1

There were comparatively few books found in any of the homes visited. The few found were of a religious nature and in many cases were printed in a foreign language, or were obsolete editions of little or no interest to the younger members of the family. This is probably due in part to the fact that many families have little in the way of personal belongings such as furniture, books, or clothing because of the unstable and unsettled nature of their existence. It is also true that the parents of both the white and colored pupils have little education and seldom read books of any kind.

The pupils of the school are allowed to draw books from the school library and most of them avail themselves of this opportunity. This supplies their need for outside reading matter. Due to the fact that the school library is readily available and its use is part of the curricular requirements of the school, it is used much more extensively than the public libraries.

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In contrast to the fact that few books or magazines were found in any of the homes visited, it is noted that a majority of them subscribe to one or more of the four daily papers.

TABLE V. NEWSPAPERS FOUND IN THE HOMES OF PUPILS STUDIED

Name of Newspaper	: Number: : of : Homes	: : Graduates: :	: : Failures: :	: : Lefts: :
Detroit Daily Mirror	: 22	: 4	: 9	: 9
Detroit Free Press	: 17	: 7	: 5	: 5
Detroit News	: 56	: 12	: 20	: 24
Detroit Times	: 67	: 19	: 18	: 30
Italian Language Paper:	: 1	: 0	: 0	: 1
:	:	:	:	:

The newspapers of Detroit put forth considerable effort to capture the interest of the children of school age. One paper fosters the Metropolitan Spelling Bee, giving dictionaries and other prizes to school and district winners. It sends the Champion to Washington, D.C. to compete with other children for national honors. Another paper furnishes prizes for the Field Meet at Belle Isle. This is an annual affair conducted by the Board of Education and each year thousands of school children, up to and including the intermediate grades, compete for prizes. Still another newspaper awards cups and trophies to school teams winning championships in inter-school sports. Considerable publicity is given to these events and this is widely read by the children. Since the

children of the Miller School have won the Belle Isle Field Meet each year for the past eight years and are usually quite successful in competitive games, their interest in this news is high.

The Graduate group averages at least one newspaper per home which outnumber either the Failures or the Lefts. The Failures average .82 newspapers per home and the Lefts .66. The advantage of the Graduate group is somewhat doubtful due to the fact that the newspaper having the largest circulation in that group is one which gives considerable prominence to news of a sensational character.

There are seven different languages spoken in the homes of the pupils studied. English is the language spoken in the homes of 71 per cent of the Graduates, 87 per cent of the Failures, and 77 per cent of the Lefts. Italian is the home language of 16 per cent of the Graduates, 8 per cent of the Failures, and 18 per cent of the Lefts.

TABLE VI. HOME LANGUAGE OF THE PUPILS STUDIED

Home Language	: Number of Pupils :	: Graduates :	: Failures :	: Lefts :
English	: 159 :	: 30 :	: 52 :	: 77 :
German	: 1 :	: 1 :	: 0 :	: 0 :
Greek	: 3 :	: 2 :	: 1 :	: 0 :
Italian	: 30 :	: 7 :	: 5 :	: 18 :
French	: 1 :	: 0 :	: 0 :	: 1 :
Roumanian	: 4 :	: 2 :	: 1 :	: 1 :
Syrian	: 2 :	: 0 :	: 1 :	: 1 :
	: :	: :	: :	: :

The homes in which German, Greek, French, Roumanian, and Syrian are spoken are about equally divided between the three groups. The predominance of the English speaking homes among the Failures and Lefts is due to the fact that one half of the Graduates are white children, and a majority of the Failures and Lefts are colored. School records show that the French, German, and Italian speaking parents are decreasing while the English (Negro), Greek, Roumanian, Syrian, and Serbian are increasing. This is due to the changing population.

TABLE VII. BIRTHPLACE OF PUPILS

Birthplace of Pupil	: Number : of : Pupils	: Graduates	: Failures	: Lefts
Alabama	: 29	: 4	: 13	: 12
Arkansas	: 3	: 1	: 1	: 1
California	: 1	: 0	: 0	: 1
Canada	: 1	: 0	: 0	: 1
Delaware	: 1	: 0	: 1	: 0
Detroit	: 77	: 12	: 21	: 44
Florida	: 2	: 1	: 0	: 1
Georgia	: 16	: 5	: 5	: 6
Greece	: 1	: 1	: 0	: 0
Illinois	: 4	: 0	: 2	: 2
Indiana	: 1	: 0	: 1	: 0
Italy	: 3	: 0	: 0	: 3
Kansas	: 2	: 1	: 0	: 1
Kentucky	: 1	: 0	: 1	: 0
Louisiana	: 1	: 0	: 1	: 0
Michigan	: 2	: 2	: 0	: 0
Mississippi	: 3	: 2	: 1	: 0
New York	: 5	: 0	: 0	: 5
North Carolina	: 1	: 1	: 0	: 0
Ohio	: 3	: 1	: 1	: 1
Pennsylvania	: 3	: 1	: 0	: 2
South Carolina	: 1	: 1	: 0	: 0
Tennessee	: 4	: 1	: 2	: 1
Texas	: 2	: 0	: 1	: 1
Washington, D.C.	: 1	: 0	: 0	: 1

The influx of population comes from a wide area as Table VII shows. Fifty three per cent of the pupils in this study were born outside of Michigan. They came from twenty three different states of the United States, Canada, Italy, and Greece. The negroes came from the south, while the foreigners came from the mining regions of the east or various ports of entry along the coast. While the data presented in Table VII shows little variation between the Graduates, Failures, and Lefts as to place of birth, it does indicate that a certain proportion of children born in the rural regions of the south, in the coal regions of the east, or in Europe, can adjust themselves to a large city and its life. It shows also that they were able to adopt its ways and to compete successfully with their more fortunate companions in spite of the uninspiring surroundings of the foreign quarter.

It is the opinion of the writer based upon twenty years of experience and association with colored people that the so-called high type of negro is on a par with and is actuated by the same motives and high ideals as the corresponding members of any other race. In direct contrast the poor, uneducated negroes, such as make up the majority found in this district, have little regard for the principles and conventions of good citizenship and wholesome family life. It is difficult to obtain

correct information regarding family relationships of the colored people of the latter type. Marriage, divorce, and common-law relationships are casual and are difficult to trace for obvious reasons.

TABLE VIII. FAMILY RELATIONSHIP OF PUPILS

With Whom Living	: Number : of : Pupils	: Graduates	: Failures	: Lefts
Father and Mother	: 127	: 27	: 35	: 65
Foster Father or Mother	: 28	: 4	: 9	: 15
Father	: 2	: 0	: 2	: 0
Mother	: 4	: 1	: 1	: 2
Aunt	: 2	: 1	: 1	: 0
Sister	: 1	: 1	: 0	: 0
Guardian	: 10	: 0	: 5	: 5
Grandmother	: 1	: 0	: 1	: 0
Cousin	: 1	: 0	: 0	: 1
Alone	: 2	: 0	: 0	: 2
:	:	:	:	:

Seventy nine per cent of the Graduates, 65 per cent of the Failures, and 72 per cent of the Lefts live with their own parents. These data can be considered reliable for the Graduate group because a majority of them are white, but in the other two groups in which a majority are colored, it is difficult to determine parenthood with any degree of accuracy. While the data as presented indicate that an unbroken family group is more favorable to school success than the broken home, it is the opinion of the writer that were it possible to obtain the correct information, the evidence would be much more convincing.

The number of children per family in the Graduate group ranges from one to eight and the median is 5.2. The range in the Failing group is from one to eight and the median is 3.8. The range in the Left group is from one to thirteen and the median is 5.5. Size of family does not seem to be especially important if other factors are favorable as indicated by Table IX.

TABLE IX. NUMBER OF CHILDREN PER FAMILY

Number of Children	Number of Families	Graduates	Failures	Lefts
1	20	4	11	5
2	79	11	30	33
3	43	13	6	22
4	23	6	5	12
5	14	2	4	8
6	7	1	2	4
7	6	1	2	5
8	6	2	2	2
9	1	0	0	1
11	1	0	0	1
13	1	0	0	1

The parents of the pupils studied have few organized contacts outside the home and the family. Fifteen fathers belonged to one or more organizations, usually civic or fraternal. Of this group four were fathers of Graduates, five of Failures, and six of Lefts. Fifteen mothers belonged to one or more religious or fraternal organizations. Five are mothers of Graduates, seven of Failures, and four of Lefts.

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5	14	3	4	8
6	7	1	2	4
7	6	1	2	3
8	6	2	2	2
9	1	0	0	1
11	1	0	0	1
13	1	0	0	1

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In the Graduate group there were twenty eight cases in which neither the father or the mother belonged to organizations outside the home and only one case in which each belonged to at least one organization outside the home.

In the Failing group there were forty two cases in which neither the father or the mother belonged to organizations outside the home and in no case did both belong to some organization outside the home.

In the Left group there were seventy three cases in which neither the father or the mother belonged to organizations outside the home and two cases in which each belonged to at least one organization.

In contrast to this, there were 314 pupil memberships in thirty six different organizations. The thirty six organizations can be divided into three groups, namely, religious, non-religious, and gangs as shown by Tables X, XI, and XII. A few children belonged to more than one of these organizations.

There is a decided difference in the type of organization to which the Graduate, the Failure, and the Left belong. Of the one hundred thirty three pupils who belong to religious organizations, thirty three are Graduates, fifty five are Failures and forty five are Lefts.

TABLE X. RELIGIOUS ORGANIZATIONS TO WHICH THE PUPILS BELONG

Organizations	Total Number of Memberships	Graduates	Failures	Lefts
B.Y.P.U.	7	2	2	3
Calvary	1	0	1	0
Church Club	22	6	12	4
Church Choir	3	2	1	0
Junior Class	1	1	0	0
Red Circle	3	1	1	1
Second Baptist	2	2	0	0
Sunday School	81	15	33	33
St. Johns	2	1	1	0
Sunshine League	1	0	0	1
Usher Board	2	1	1	0
Y.M.C.A.	5	0	3	2
Y.W.C.A.	5	2	0	1
Total	133	33	55	45

Of the thirty eight who belong to non-religious organizations, fifteen are Graduates, thirteen are Failures, and ten are Lefts.

TABLE XI. NON-RELIGIOUS ORGANIZATIONS TO WHICH PUPILS BELONG

Organizations	Total Number of Memberships	Graduates	Failures	Lefts
Athletic Club	4	0	2	2
Azalia Hockley	1	1	0	0
Baptist Athletic Club	1	1	0	0
Buster Club	1	1	0	0
Boy Scouts	5	0	3	2
Detroit Amateur Athletic Assoc.	1	0	0	1
Detroit Boxing Assoc.	1	0	0	1
Music Club	1	1	0	0
Girl Reserves	1	0	1	0
Nat'l Assoc. for the Advancement of Colored People	1	0	0	1

TABLE XI. CONTINUED

Organizations	Total Number: of Memberships	Graduates	Failures	Lefts
Royal Ambassador	1	0	1	0
School Clubs	16	11	4	1
Young Progress	3	0	1	2
Young Peoples Club	1	0	1	0
Total	38	15	13	10

Forty three pupils belonged to gangs. Of this number none were Graduates, sixteen were Failures, and twenty seven were Lefts.

TABLE XII. GANG MEMBERSHIP OF THE PUPILS STUDIED

Organizations	Total Number: of Memberships	Graduates	Failures	Lefts
A.C.B.	1	0	0	1
Bunch of Fellows	1	0	0	1
Chene Street Gang	17	0	7	10
Bad Gang	7	0	1	6
Flaming Youth	4	0	2	2
National Gang	1	0	1	0
Rag Time Juniors	1	0	1	0
Hendricks Street Gang	6	0	3	3
Smith School Gang	5	0	1	4
Total	43	0	16	27

In considering the contacts made by the pupil outside the home, it is quite evident that those made by the Graduate group are of a higher type than those made by either the Failures or the Lefts. This is of great importance in a district such as this one because the home environment of the

foreign born as well as the negro is often unsatisfactory. In many of these homes there is a constant conflict between the old world culture and the new. The father and the mother cling to old world customs, traditions, and language. They do not understand the new world and its ways. They attempt to raise children and to regulate their conduct according to old world standards. Many cases have been noted in which the children are allowed no freedom, free play, movies, parties, or friends. The only social contact outside the home receiving parent sanction is the church. This applies more strictly to the girls than to the boys. The children of these parents associate with all types of children in school, visit their homes and learn the way other people live. As a result, children of the foreign born soon become discontented and ashamed of their parents and their homes. They make contacts and associations without the knowledge of their parents. Friction and rebellion develop which frequently leads to truancy and vagrancy unless some means of socially approved release is provided for the child.

Organized club activities under competent leadership may help the child to adjust to his own world and to understand the world in which his parents live. When the group lacks direction or guidance, the gap between child and successful social adjustment is increased. From such groups the school Failures are recruited.

The number of roomers and boarders found in the families studied is shown in Table XIII.

TABLE XIII. NUMBER OF ROOMERS AND BOARDERS IN THE HOMES OF THE PUPILS STUDIED

Number of Roomers	Number of Families	Graduates	Failures	Lefts
1	51	9	18	24
2	13	1	2	10
3	2	0	1	1
4	1	0	1	0
Boarders				
1	45	8	14	23
2	9	1	3	5
3	2	0	1	1
4	1	0	0	1
Total	124	19	40	65

If the presence of roomers and boarders in a family can be taken as an indication of its economic status (or as an indication of the necessity to increase the family income), it is evident that the Graduates come from homes representing a higher type of financial independence than do the Failures or the Lefts.

When these data are considered together with the data pertaining to over crowding, it appears that the presence of boarders and roomers increase the probability of over crowding and decreases the possibility of successful home study. In addition, it frequently injects uncongenial and undesirable relationships into the family circle.

It may hamper discipline or place too great restrictions on the children of the household. Certainly the presence of strangers in the home deprives the family of its right to function as a self limiting, primary social group. Pupils who must adjust to lack of privacy and of a fixed family circle seem to experience greater difficulties in school than those whose home life is not thus complicated. Additional evidence to this effect may be found in the survey of homes sheltering relatives outside of the immediate family.

The Graduate group was found to contain .25 relatives per family, the Failures .31 per family and the Lefts .39 per family. In computing the size of the household which included parents or guardian, children, relatives, roomers and boarders, it was found that the average for the Graduate group was 5.3, for the Failures 5.5, and 6.1 for the Lefts. While the differences between these three groups is not great, especially that between the Graduates and Failures, the indications are that the smaller groups are more favorable to school success than the larger ones.

Most of the pupils in this study seemed to have participated in some form of athletics while in school. This is partly due to the fact that health education is a required subject for all grades and the activities reported in Table XIV were engaged in during the health period

or as members of the various teams practicing or playing games after school under the supervision of coaches or teachers.

TABLE XIV. ATHLETICS ENGAGED IN BY THE PUPIL WHILE IN SCHOOL

Type of Athletics	Number of Pupils	Graduates	Failures	Lefts
Base Ball	65	12	23	30
Basket Ball	58	19	13	26
Boxing	5	0	0	5
Foot Ball	1	1	0	0
Gym	13	5	4	4
Hand Ball	1	1	0	0
Hockey	1	1	0	0
Hit Pin	1	1	0	0
Soccer	14	4	6	4
Stunts	1	0	1	0
Track	12	0	7	5
Wrestling	1	0	1	0
Total	173	44	55	74

It was found that 44 Graduates, 55 Failures, and 74 Lefts took part in some form of athletics while in school. It is quite evident from these data that the Graduates took greater advantage of the athletic facilities of the school than did either the Failures or the Lefts. They averaged 1.05 sports per pupil, the Failures averaged .87 and the Lefts .71. The athletics engaged in outside of school are important for purposes of this study because they indicate the type of activity the pupil does of his own free will. Table IV shows the extent to which the different groups participate in this kind of activity.

TABLE XV. ATHLETICS ENGAGED IN BY THE PUPIL
OUTSIDE OF SCHOOL

Type of Athletics	Number of Pupils	Graduates	Failures	Lefts
Base Ball	25	6	9	10
Basket Ball	7	3	4	0
Boxing	6	0	3	3
Gym	1	1	0	0
Hockey	1	0	1	0
Skating	4	2	1	1
Swimming	43	12	10	21
Tennis	8	6	1	1
Track	2	0	0	2
Total	97	30	29	38

It is clearly evident that the Graduates were more interested in athletics outside as well as in school. They averaged .71 sports per pupil, the Failures .46 and the Lefts .37.

There is little difference between the three groups so far as the occupation of the father is concerned. As shown in Table XVI, twenty two occupations and professions are represented. Two are professional men, one is a government employee, ten can be classed as having trades and the balance are common laborers. Occupations such as peddling coal and ice, expressing, rag picking, paper gathering, street hawking, and hotel service are usually followed by the colored man in this district.

TABLE XVI. OCCUPATIONS OF THE FATHERS OF THE PUPILS STUDIED

Occupation	Number of Fathers	Graduates	Failures	Lefts
Auto Factory	6	3	3	0
Butcher	1	0	0	1
Carpet Layer	1	1	0	0
Cement Worker	1	0	0	1
Chef	1	1	0	0
Chauffeur	1	0	0	1
Contractor	1	0	0	1
Coal Man	1	0	1	0
Electrician	2	1	1	0
Expressman	1	0	1	0
Farmer	1	1	0	0
Foundry Man	1	0	1	0
Garbage Collector	2	1	1	0
Janitor	2	1	0	1
Laborer	141	25	38	78
Merchant	2	1	0	1
Minister	1	0	1	0
Miner	1	0	0	1
Night Watchman	1	0	1	0
Painter	1	1	0	0
Physician	1	0	1	0
Post Office	1	0	1	0

At the time the home visits were made, it was found that 86 per cent of the fathers of the Graduates, 79 per cent of the Failures, and 82 per cent of the Lefts were employed. At the same time, it was found that 28 per cent of the mothers of the Graduates, 24 per cent of the Failures, and 18 per cent of the Lefts were employed outside the home.

TABLE XVII. OCCUPATION OF THE MOTHER OUTSIDE THE HOME

Occupation	Number of Mothers	Graduates	Failures	Lefts
Clerk	1	0	0	1
Cook	1	1	0	0
Drugstore	1	1	0	0
Housework	20	7	4	9
Janitress	1	0	1	0
Laundress	5	2	2	1
Maid	12	0	5	7
Nurse	2	1	1	0
Sewing	2	0	1	1
Waitress	1	0	1	0

In many districts the absence of the working mother from the home might be considered a handicap to the child. In a neighborhood where more people receive aid from the Department of Welfare than in any other section of the city, this condition has another significance. When the mother works, the home maintains itself, perhaps with greater opportunities and conveniences for the child, at least on a self supporting basis. The higher degree of employment among both mothers and fathers of the Graduates may indicate that these pupils have more "employable" parents as well as more ambitious ones than do the Failures and Lefts.

It was found that 19 per cent of the Graduates, 16 per cent of the Failures, and 19 per cent of the Lefts were employed at twenty one different occupations after school and Saturdays. While there is little

difference between the number of pupils employed or the occupations engaged in by the members of the three groups, the wide range of occupations indicate the extent to which children are employed in a large city as well as the opportunity for employment offered.

TABLE XVIII. PART TIME OCCUPATIONS OF THE PUPILS STUDIED

Occupation	: Number : of : Pupils	: Graduates	: Failures	: Lefts
Boxing	: 1	: 0	: 0	: 1
Clerk	: 7	: 1	: 2	: 4
Coal Man	: 1	: 0	: 1	: 0
Dairy	: 1	: 1	: 0	: 0
Dancing	: 1	: 0	: 0	: 1
Errands	: 1	: 0	: 0	: 1
Laborer	: 1	: 0	: 0	: 1
Housework	: 1	: 0	: 0	: 1
Jumper	: 2	: 0	: 1	: 1
Laundress	: 2	: 1	: 1	: 0
Mechanic	: 1	: 0	: 0	: 1
Musician	: 1	: 1	: 0	: 0
Maid	: 5	: 3	: 0	: 2
Papers	: 5	: 0	: 3	: 2
Porter	: 1	: 0	: 1	: 0
Peddler	: 1	: 0	: 0	: 1
Painter	: 1	: 0	: 0	: 1
Secretary	: 1	: 1	: 0	: 0
Stage	: 1	: 0	: 0	: 1
Shoe Shine	: 1	: 0	: 0	: 1
Truck Driver	: 2	: 0	: 1	: 1

The data in Table XIX shows that the Graduates attended church in greater numbers than did either the Failures or the Lefts. The Failures have the highest per cent in Sunday School attendance and the Lefts excelled in attendance at the motion picture theaters.

TABLE XIX. CHURCH, SUNDAY SCHOOL, AND MOTION PICTURE
ATTENDANCE OF THE PUPILS STUDIED

	: Number : of : Pupils :	Graduates		Failures		Lefts	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
Church	: 140	: 55	: 23	: 59	: 62	: 66	: 65
Sunday School	: 51	: 14	: 53	: 22	: 55	: 15	: 24
Motion Picture Theater	: 186	: 54	: 81	: 48	: 76	: 64	: 82
	: :	: :	: :	: :	: :	: :	: :

It is evident from the data assembled in this chapter that the Graduate group of pupils come from more stable homes than do the Failures and the Lefts. The marital relations of their parents seem more satisfactory, the family life less disturbed by the presence of outsiders, and the physical environment better equipped both with conveniences and such cultural influences as books and newspapers.

In general, the economic status of the Graduates is also superior. Both fathers and mothers of this group are more regularly employed than the adults of the other groups.

Although the social affiliations of all groups of parents are limited, the children are making numerous group contacts. The Graduates prefer a higher type of organization than do the others. They figure prominently in church groups and are active in athletics. Gang life and the movies appeal to the less successful pupils.

In his home and community the graduating student has the advantage of both spiritual, economic, and social security. He is adjusted to his world and thus able to devote his efforts to a successful school career. From the conflict and insecurity of shifting, unadjusted homes, the less fortunate pupil goes forth to almost certain failure in school. When to these handicaps are added the problems of low intelligence, the task of adjusting the child to his school assumes even greater proportions.

CHAPTER IV

OTHER SOCIAL INFLUENCES IN RELATION TO INTELLIGENCE RATING

The high correlation which exists between the pupil's native ability and his success or failure in school work is generally recognized by all educators. Cubberley in his discussion of intelligence tests says, "Better than any other type of information that can be made available, the intelligence test gives the data from which a pupil's educational possibilities can be best foretold, and his further education be profitably directed. The many questions that arise in any school system relating to proper grading, promotions, delinquency, choice of studies, educational and vocational guidance, and the handling of sub-normals on the one hand and the gifted children on the other, can be handled more intelligently when working with the results of intelligence tests at hand. Alone, the intelligence test is by no means an infallable indication as to the action to be taken, but used in connection with other evidence it is the best of all indicative tests and measures of ability to do." (6)

This is also the point of view of Douglass. "When ninth grade students are tested and their subsequent school career checked, it will be found that the average intelligence level of those dropping out is lower than that of those remaining in school. The inevitable conclusion is that lack of ability to do the work causes elimination." (7)

In a study based on tests records of 14,000 elementary school pupils in the State of Michigan, Bergman found that school success was more highly correlated with intelligence than with any other factor. (8)

(6) Cubberley, Elwood P. "Public School Administration"
Houghton Mifflin Co., Boston, 1929. p. 444

(7) Douglass, A. A. "Secondary Education", Houghton Mifflin
Co., New York, 1928. p.246

(8) Bergman, W. G. "Standardization of Norms" Unpublished
Ph.D. Dissertation. University of Michigan, 1929.

A study of the intelligence ratings of pupils in the Miller Intermediate School is, therefore, of interest in the attempt to determine how social conditions, such as the home and community, are related to the school progress of these boys and girls. The materials used in this section of the investigation are the progress records of the 210 pupils concerned in Chapter III, the intelligence ratings assigned to each pupil at the time of his entrance to the school and the data about home and community conditions. These ratings are the result of group intelligence tests given June, 1926, by the Psychological Clinic of the Detroit Board of Education under the direction of Dr. Harry J. Baker, Clinical Psychologist and director of the clinic.

An earlier picture of the neighborhood from which the Miller draws its population has indicated certain social, economic, and racial problems which differentiate this school, to a certain extent, from other intermediate schools in the city. It is a neighborhood of rather unsuccessful people. Many families are continually on the Welfare. Most of the adults are engaged in menial, uncertain labor, and to provide a family income sufficient for necessities and a few conveniences both parents must work. A great many

of the residents seem not only to be unemployed but also unemployable. The foreign element is poorly adjusted to American culture and the Negro untrained and irresponsible. There is every indication that a large part of the group lacks the ability to provide a stable economic or social background for their children.

An examination of the comparative intelligence ratings of the pupils in the district indicates that this limited ability appears also in the educational capacity of the group.

Table XX presents data showing the intelligence rating of the total group of students who entered the school September, 1926, and of the white and colored children separately. The normal distribution of intelligence scores for all Detroit Public School pupils and for those who were graduated from the A-6 grade June, 1926, are also included. These data are based on the Detroit Alpha Test given to all pupils in the Detroit Public Schools.

The data indicate that the group entering the Miller in September, 1926, stands out as a much less able group than the groups with which it is compared. There were no colored pupils having an "A" rating, and only 7.1 per cent of the white pupils reached this standard. Consequently the Miller group was much more heavily weighted with children of "D" and "E" intelligence. Whereas, the normal distribution includes only 8 per cent "E's" and 12 per cent

"D's" and the A-6 graduating group 10 per cent of each, the Miller class of September, 1926, had approximately 31 per cent of its total number in the lowest ability grouping, and approximately 18 per cent in the "D" group. In both these low ability groups, the colored students predominated, but the proportion of white children of very low intelligence was much greater than would be found in the Detroit school system as a whole, or in the A-6 classes prepared to enter the other intermediate schools of the city.

TABLE XX. DISTRIBUTION OF 86 WHITE AND 124 COLORED PUPILS CONSIDERED IN THIS STUDY ACCORDING TO THEIR INTELLIGENCE RATINGS

Intelligence Rating	Standard	Percentage	Pupils		Average
	Distribution	Distribution	In this Study	White	Colored
	All pupils in Detroit, June 1926.	All A-6 Graduates, June 1926.	White	Colored	
A	8	14	7.1	0	2.9
B	12	16	7.1	3.9	5.2
C+	18	16	10.7	6.4	8.1
C	24	20	26.2	15.9	20.1
C-	18	14	8.4	19.8	15.2
D	12	10	16.7	18.3	17.6
E	8	10	23.8	35.7	20.9

Dr. Harry J. Baker of Detroit stated in an interview that, it is his opinion based on data gathered over a period of years that pupils with "C" intelligence or lower have less chance to finish the regular high school college preparatory course than do pupils with higher intelligence ratings,

and that in all probability the same situation would apply to students of the intermediate school to a somewhat lesser degree. Hampered then by an unsatisfactory social environment the pupil of low intelligence has little chance of school success.

An examination of the relationship between intelligence rating and certain social conditions reveals significant facts. Some data substantiating this statement follows:

TABLE XXI. RELATIONSHIP OF THE INTELLIGENCE RATING OF THE 210 PUPILS ENTERING THE 7-B GRADE OF THE MILLER INTERMEDIATE SCHOOL (DETROIT) SEPTEMBER, 1926, AND CERTAIN ENVIRONMENTAL FACTORS

Rating	: :Total :Number :of :Pupils	: :Per Cent :Living :in Owned :Homes	: :Per Cent :Belong- :ing to Non- :Religious :Clubs	: :Per Cent :Who are :Members :of :Gangs	: :Per Cent :Families :Having :Roomers, :Boarders	: :Per Cent :Pupils :Employed :Outside :School
A	: 6	: 67	: 17	: 0	: 50	: 0
B	: 11	: 27	: 9	: 9	: 55	: 0
C-	: 17	: 19	: 0	: 0	: 44	: 6
C	: 42	: 31	: 24	: 7	: 56	: 12
C-	: 32	: 6	: 36	: 29	: 48	: 26
D	: 37	: 22	: 16	: 32	: 35	: 32
E	: 65	: 20	: 22	: 26	: 31	: 26
	: :	: :	: :	: :	: :	: :

In general pupils having higher ratings come from the home owning class. The presence of roomers and boarders in the home is rather general throughout the group. Gangs and non-religious organizations recruit most of their members from the middle and lower ranges of intelligence. Most of the outside employment also is centered in this group.

Evidently the call of the gang and the call of the job sounds loudest to those whose intelligence rating is low. Or, perhaps this condition arises out of the indisputable fact that schools are designed to appeal to our more intelligent pupils.

Table XIII gives the facts pertaining to the ultimate achievement of the 210 pupils who embarked on the three year course in the Miller School, September, 1926, distributed according to the intelligence ratings given at the time these pupils entered the school. An examination of the Graduating, Failing, and Eliminated groups show that the intelligence distribution of the Graduates correspond more nearly to the normal than does that of either of the other two groups. Whereas, the normal distribution has 8 per cent falling in the "A" group, and 8 per cent in the "E" group, percentages based on data in the table show that the Miller Graduating group has 7.1 per cent "A's" and 7.1 per cent "E's". The Failing group has 5 per cent in the "A" and 29 per cent in the "E" group. The Left group includes only one pupil in the "A" class and 44 pupils or 42 per cent having "E" ratings.

A further comparison of percentages based on data in the table shows that 7.1 per cent of the Graduating class had a rating of "A" while 5 per cent of the total group were so rated. Forty per cent of the total group had "E" ratings, but the corresponding figure for the Graduates

was 7.1. Pupils failing had a percentage of "A's" slightly higher than that of the total group and a slightly lower per cent of "E's". Pupils leaving school before June, 1929, had lower ratings than any other group.

TABLE XXII. INTELLIGENCE RATING OF THE 210 PUPILS ENTERING THE 7-B GRADE OF THE MILLER INTERMEDIATE SCHOOL (DETROIT) SEPTEMBER, 1926, DISTRIBUTED ACCORDING TO THEIR EDUCATIONAL STATUS THREE YEARS LATER

Intelligence Rating	Total Number Pupils	Number of		
		Graduates	Failures	Lefts
A	6	3	2	1
B	11	5	4	2
C+	17	3	7	7
C	42	16	12	14
C-	32	6	11	15
D	37	6	9	22
E	65	3	18	44
Total	210	42	63	105

These data were divided also according to sex and race classifications of the pupils. Table XXIII shows the result of this analysis and Tables XXIV to XXVI show the relationship between success in school for these race-sex groups and their ability ratings.

It is evident from percentages based on figures in Table XXIII that the white boys have the highest per cent in the upper intelligence group. Nine per cent of their number have "A" ratings. The white girls follow with 4 per cent. There were no colored children in the "A" group. In the "B"

TABLE XXIII. DISTRIBUTION OF RACE AND SEX GROUPS
ACCORDING TO INTELLIGENCE RATINGS

Intelligence Rating	Total Number Pupils	Number of			
		Boys		Girls	
		White	Colored	White	Colored
A	6	5	0	1	0
B	11	5	2	1	3
C+	17	6	5	3	3
C	42	13	11	7	9
C-	32	5	13	2	12
D	37	7	16	7	7
E	65	15	21	5	24
Total	210	58	68	26	58

and "C" groups, also, the percentage of white boys is higher than that of any other group. The white girls have a slightly lower percentage of "B's" than do the colored girls, but exceed them in the percentage of C+ pupils. At the other end of the scale, the percentage of "E" ratings is highest for the colored girls as twenty four or 41 per cent are in this category. Twenty one colored boys or 40 per cent are next in "E" ratings, white boys are third, and white girls fourth. The median ratings for the four groups place the white boys highest with a rating of "C", white girls next with a rating of "C-", and both colored groups on a par with "D" ratings. The white boys more nearly approach the normal intelligence distribution for the pupils in the entire city than does any other group, although the "E" ratings of this group are high. It is not the white boys, however, who furnish the highest percentage

of graduates. For according to Table IXIV, only twelve of the original fifty eight who entered the school in September, 1936, were graduated in June, 1939. Sixteen out of an equal number of colored girls completed the work in three years, nine of twenty six white girls and five of sixty eight colored boys were successful in graduating.

TABLE IXIV. MEMBERS OF VARIOUS RACE AND SEX GROUPS WHO GRADUATED DISTRIBUTED ACCORDING TO INTELLIGENCE RATINGS

Intelligence Rating	: Total : : Number : : Pupils :	Number of			
		Boys		Girls	
		White	Colored	White	Colored
A	: 3	: 2	: 0	: 1	: 0
B	: 5	: 2	: 0	: 1	: 2
C+	: 3	: 2	: 0	: 0	: 1
C	: 16	: 6	: 2	: 6	: 2
C-	: 6	: 0	: 1	: 0	: 5
D	: 6	: 0	: 2	: 1	: 3
E	: 3	: 0	: 0	: 0	: 3
Total	: 42	: 12	: 5	: 9	: 16

Although the intelligence ratings of the pupils who graduated range from "A" to "E", the home environment of all members of this group were markedly superior. All lived in comparatively good neighborhoods and under conditions quite superior for the district. The two white boys rated "A" and the white girl rated "D", all live in single homes, owned by the family. These homes are neat, clean, and well furnished. They are equipped with modern plumbing

and supplied with telephones and radios. There are no boarders or roomers in these homes nor is the family income augmented by the pupil's employment. All have church affiliations. The white girl rated "A" lives in a rented flat in a poorer neighborhood, but the home environment is superior, the economic status of the family satisfactory, and the social contacts of the child are varied.

The three colored students rated "E" live in rented homes having modern plumbing, household conveniences and such equipment as radios and telephones. Two of the families own automobiles. There books, magazines, and newspapers in these homes. Two of the children have church and other club memberships. In no case is the child employed and in only one home were boarders and roomers kept.

This sampling of the Graduating group gives evidence that social background may have a rather profound influence on the child's intelligence rating. Evidently it is not a guarantee of success, or lack of it a certain barrier. The weight which superior home environment may add to the child's intellectual equipment seems to play an important role in school progress. Or, it may be possible that teachers' marks are influenced more by the appearance and social adjustment of the children than by their actual ability to accomplish.

These conclusions are supported by a similar study of certain pupils in the group of Failures and Lefts. The group

of Failures includes thirty colored boys, seventeen white boys, fourteen colored girls, and only two white girls. Table XXV corroborates the evidence of Table XXIV to the effect that high intelligence and success in school are not synonymous.

TABLE XXV. MEMBERS OF THE RACE AND SEX GROUPS WHO FAILED DISTRIBUTED ACCORDING TO INTELLIGENCE RATINGS

Intelligence Rating	Total Number Pupils	Number of			
		Boys		Girls	
		White	Colored	White	Colored
A	2	2	0	0	0
B	4	2	2	0	0
C+	7	2	4	0	1
C	12	5	5	0	2
C-	11	2	6	0	5
D	9	2	5	1	1
E	18	2	8	1	7
Total	63	17	50	2	14

Two of the five white boys with "A" ratings and two of the five with "B" ratings failed to graduate. No white girls in the upper ranges of ability were in the Failing group, and only two out of the original class of twenty six were failures. All colored boys with "B" ratings failed, but continued in school for three years. Evidently some factor other than intelligence operates in producing school achievement from this group. A study of the home environment of these pupils gives a clue to their lack of achievement. Five out of six pupils taken by random

sampling came from homes broken by death, desertion, or divorce. Five of the six live in ill-equipped, rented homes in the poorer sections of a very poor neighborhood. This group included two white boys rated "A", two colored boys rated "B", a white girl rated "D" and a colored girl rated C+.

From Table XXVI, it is possible to determine the distribution of the 105 pupils who left school before the completion of the three year period.

TABLE XXVI. PUPILS OF RACE AND SEX GROUPS WHO LEFT
DISTRIBUTED ACCORDING TO INTELLIGENCE RATINGS

Intelligence Rating	Total Number Pupils	Number of			
		Boys		Girls	
		White	Colored	White	Colored
A	1	1	0	0	0
B	2	1	0	0	1
C+	7	2	1	3	1
C	14	4	4	1	5
C-	15	3	6	2	4
D	22	5	9	5	3
E	44	13	13	4	14
Total	105	29	33	15	28

In this group are found only one rated "A" and forty four rated "E". The number of Lefts increases as intelligence decreases. In each case, except the white girls, the groups have few in the upper ability ranks, but are heavily weighted at the bottom. The white boys who left range from the highest to the lowest ability group. More than one half

of them had ratings of "D" and "E". The colored boys had no ratings of "A" or "B". Twenty two of the thirty three in this group had "D" and "E" ratings. The white girls have the same range as the colored boys. The colored girls have one member with a "B" rating and fourteen of the group have "E" ratings.

The home environment of the group that left school parallels that of the Failures in many particulars. Of seven cases taken from among those with the higher ratings, six come from broken homes. Four pupils come from the poorest type of home in the district, three from overcrowded homes, and in only one case is the house owned by the family. Each home is equipped with toilet facilities, but contained few other conveniences. In every instance, except one, there was little or no furniture, no luxuries, or evidences of culture or refinement. The one exception is the home of a white boy with an "A" rating. The family owns a duplex in a good neighborhood. The home is well furnished and from all appearances is a good social background for the boy. Upon further examination, it was discovered that there is a step mother and the family relationships are not of the best.

On the whole, the Miller group is inferior to the city intelligence standards. From the data presented in this chapter, it is concluded that the more intelligent girls of the group are graduated from the Miller School, and that in

general pupils rating low in intelligence have little chance of success. Other relations between intelligence and school success seem to indicate that some factor besides intelligence is influencing school progress. The brighter colored boys fail to graduate. In a community where the economic status is very low, regard for education is necessarily less powerful than the urge to get a job. Since the brighter colored boy qualifies for certain positions, he soon leaves school. Those who remain represent the economically unsuccessful group. The white boy also shows the influence of economic insecurity. Although his group rates comparatively higher in intelligence, few of the brighter boys stay in school long enough to graduate.

The colored girl illustrates another problem in the adjustment of school to racial groups. Since these children mature very early, we find that by the time they reach the intermediate school, they are well developed young women. Their very mediocre intelligence combined with the low social standards of their group and the vicious influence of the neighborhood conspire to make them old in experience, while they are still children in understanding. The intermediate curricula are not designed for them. Moreover, the physically mature colored girl usually finds herself in unsuccessful competition with the still undeveloped white child. The school makes no appeal to her emotional

needs; her financial assistance is needed at home; she is ready for marriage. Home and community lend their approval when she leaves the school.

If the intermediate school is to function successfully in a community where its pupils are handicapped by low intelligence, which is both the outcome and reflection of inadequate and unfavorable social environment, there must be a greater understanding of the factors in school life which can work most effectively to combat these retarding influences. A further study of the home and community factors in relation to school success should indicate the direction of the effort.

CHAPTER V

RACIAL FACTORS IN RELATION TO SCHOOL PROGRESS OF PUPILS

How well defined is the relationship between pupil progress and marks earned in specific school subjects? To what extent is progress related to regular attendance, and to what extent are both of these factors influenced by the environment of the community? If such relationships exist, records in the intermediate school, with its differentiated courses offering to the pupil a stimulus to regular attendance, should show such facts. Chapter V is concerned especially with a study of the scholarship and attendance records of the pupils studied in relation to the community environment. The influence of the home has been considered already in a previous chapter.

Since educational theory and practice offer little agreement on the subjects which shall be classified as academic or vocational, it is incumbent upon each investigator to define his own terms and delimit his own field. For the purpose of this study the following subjects have been classified as academic:

English	General Science
Social Science	Latin
Mathematics	Bookkeeping
Typing	

and as vocational:

Automobile	General Shop
Machine	Household Arts
Household Mechanics	Art and Design
Pattern Shop	Auditorium
Music	

The tables in Chapter V present a general distribution of grades in relation to the degree of pupil success or failure, and an analysis of the data according to sex-race and achievement groupings. A further analysis of Graduates, Failures, and Lefts according to subject matter grades on the basis of race and sex will be found in the Appendix.

The figures used in these tables represent the grades or final marks for the semester converted into numerical values. This has been done, as previously mentioned, by assigning to each of the marks a numerical value. Thus, A = 4, B = 3, C = 2, D = 1, and E = 0. These values are multiplied by the number of hours credit allotted to each subject in such a way that a pupil receiving a grade of "A" in a course carrying five hours credit receives a score of four times five or twenty points for the semester. His total score for the semester is the sum of the scores made in each course. The average score, the value given in the tables, is obtained by adding the total scores of the pupils in the various groups and dividing this sum by the number of pupils in the group. Table IXVII shows that during the first semester of residence at the Miller Intermediate School, the white boy made an average grade score of 14.4 points, the colored boy 12.9 points, the white girl 14.8 points, and the colored girl 12.8 points.

TABLE XVII. A DISTRIBUTION BY SEMESTER OF THE
ACADEMIC SCORES OF THE RACE-SEX GROUPS

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	14.4	13.9	14.8	13.8
2	16.4	15.2	17.3	15.9
3	34.3	17.4	34.2	22.9
4	37.6	18.7	48.	25.1
5	29.5	18.5	53.8	30.2
6	33.3	16.8	60.	25.6
Mean	22.9	15.4	30.7	20.2

The table shows that white pupils make consistently higher grades in the academic subjects than do the colored pupils. Scores for all pupils show an increase from the first through the fourth semester. With the completion of the fourth semester, the colored boys begin to show lower scores. A decrease is evident for colored girls at the end of the fifth semester, but for white boys and girls the increase in score continues through the end of the six semesters. The greatest gains made by the white pupils and colored girls appears during the third semester with a similar, though less marked spurt, for colored and white girls in the fifth semester. In mean or average scores, the white girls surpass all other groups.

Table XXVIII presents the scholastic fate of the group in relation to their academic ratings.

TABLE XXVIII. A DISTRIBUTION BY SEMESTERS OF THE ACADEMIC SCORES OF THE GRADUATES, FAILURES AND LEFTS

Semesters	Graduates	Failures	Lefts
1	35.8	12.5	9.3
2	29.4	15.2	11.9
3	42.	17.2	10.4
4	40.7	20.2	11.6
5	43.5	18.3	9.
6	47.5	17.2	0
Mean	38.	16.4	10.6

The Graduating group has the highest mean and a consistently higher record in every semester than either of the other two groups. The marks of the Graduates improve consistently from the first through the sixth semester, those of the Failures reach the highest point in the fourth semester and then decline, whereas, those of the Lefts remain consistently low throughout.

Certain tentative conclusions might be drawn from these facts. The third semester in the intermediate school curriculum marks the beginning of the differentiated courses. The first year corresponds very closely to the usual elementary school program with a few enriching experiences, but at the beginning of the second year the pupil chooses or is advised to elect a specialized course. It seems significant that at this point the student who eventually graduates suddenly comes into his own, that his record improves very markedly and continues to improve

throughout his school career. Since earlier tables have indicated that this group has a higher intelligence rating than do the other groups, it might be inferred that the academic course is best fitted to the highly intelligent pupil. It must be remembered, however, that pupils ranking relatively high in intelligence in the Miller School would be classified not as superior but merely as normal in the city at large. The result of this part of the study would, therefore, suggest that the academic program is adjusted to the normally intelligent intermediate school pupil.

Under the old eight-four year plan of education, the Failures would probably leave school upon the completion of the eighth grade. They continue to attend the intermediate school, but fail to keep abreast of the procession. Probably these pupils should be directed away from the academic and into the vocational courses. A further analysis of the data into race-sex groups offers certain interesting information.*

Throughout the six semesters, the white girls maintain the highest mean scores in the academic subjects for the Graduating group. The white boys rank second in achievement and the colored boys fourth. The same comparative rating is found in the Failing group. Among those who left

* See Appendix

school, the colored children rated higher than the white in academic achievement.*

A summary of the findings on academic scores shows that white students achieve a higher degree of success in the academic subjects than do the colored. White girls make the highest records and colored boys the lowest. The Graduating group have consistently higher scores in the academic field than do the Failures and the Failures than do the Lefts. For the Graduating group, the most marked improvement comes with the third semester which marks the introduction of the differentiated curriculum. Failing groups tend to reach their highest point in academic achievement in the fourth semester. Following this their grades tend to decline. The pupils leaving school are consistently low in academic achievement.

VOCATIONAL ACHIEVEMENT: The analysis of pupil progress in its relation to achievement in the vocational subjects emphasizes a different aspect of the subject. Table XXIX shows that the difference between race and sex groups is less marked for the vocational than for the academic subjects. The white girls still lead and the colored boys bring up the rear of the procession, but the differences in average score are slight.

* See Appendix

TABLE XXII. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE 210 PUPILS USED IN THIS STUDY BASED ON THE RACE-SEX GROUPS

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	30.5	27.7	32.8	31.8
2	26.2	31.6	30.3	26.8
3	30.	37.3	31.3	25.9
4	28.3	28.4	34.5	32.5
5	32.3	28.6	33.2	33.5
6	39.	27.1	32.8	33.9
Mean	29.8	26.1	32.3	29.4

In all groups there is a slight drop in score for the second semester. Upon entering the intermediate school from the elementary, the pupil is surrounded by the various shops and such rooms as mechanical drawing, cooking, sewing, art and design, auditorium and health. These are entirely different from that to which he has been accustomed and his interests are immediately challenged. He is exploring in new fields and his interest is shown in his score. The drop in score for the second semester would seem to indicate that what was at first a pleasure has now become work, requiring concentration and a reasonable amount of application in order that the minimum essentials be met and suitable progress made. From the third semester on, the scores of the white boys tend to increase. For the other three groups the variation from semester to semester is slight.

TABLE XXX. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE GRADUATES, FAILURES, AND LEFTS

Semesters	Graduates	Failures	Lefts
1	59.6	51.2	36.1
2	58.5	22.7	30.8
3	54.6	27.4	20.9
4	52.5	51.3	24.4
5	53.8	29.	19.8
6	53.7	30.3	0
Mean	55.6	39.7	25.5

Although the scores of the Graduating group surpass those of the Failures, who in turn are more successful than the Lefts in the vocational subjects, the difference here is not so outstanding as in the academic field. In this field the variation in score from semester to semester is also less marked. For the Graduating group, scores show a slight but fairly consistent decrease from semester to semester. This tendency is directly opposed to the increase in scores found in academic fields. The scores of the Failures fluctuate from semester to semester, reaching the lowest point in the second semester and the highest in the fourth. The Lefts show a general tendency toward a reduction of score, but maintain a higher level in the vocational than in the academic field.

The average score for Graduating students is lower in the vocational than in the academic subjects while the

Failures and Lefts achieve a higher average degree of success in the vocational than in the academic subjects.

The more highly technical and industrial work, which is introduced in the third semester, finds all groups slightly less successful. Observation indicates that the pupil who is proficient in the more purely academic fields is less willing to do the dirtier and more manual type of work demanded by some of the vocational courses. Wherein, the Graduating group was quite noticeably superior to the Failures in academic subjects, this superiority is much less significant in the vocational field.

The fact that health education is numbered among the vocational subjects is undoubtedly responsible for the relatively high marks for the Failing and the Left groups. In all academic and intelligence tests the Miller Intermediate School is far below the city standard. In most fields of endeavor it stands lowest of all intermediate schools. Athletics prove the one exception. In this field the Miller boys and girls are rather outstandingly successful. They have the advantage of a mature development and an interest in their physical prowess that outshadows all other achievements. Perhaps the sense of the dramatic, which is more easily fostered in athletic contests than in academic rivalry, spurs the colored boy and girl to the height of his ability. Anyway, the health work of these

pupils is of a much higher quality than is any other school activity in which they engage. Since the health course carries five hours of credit each semester, a satisfactory mark in this field would bring the pupil's total score to a point high enough to obscure many of his other deficiencies. As a result, the vocational ratings of the less successful pupils, who tend also to be the older boys and girls, seem disproportionately high when compared with the academic. Even the group of eliminated students shows evidence of this factor.

Any comparison from semester to semester is vitiated by the fact that the number of pupils in each group decreases from one computation to the next. However, the higher scores made by white boys and by white girls during their last semester in residence would indicate that the most successful students remain longest in school. The same tendency, although not so marked, is evident in the record of the colored girls. For colored boys there seems to be no indication that higher ability in the vocational subjects has influenced the last of the eliminated group to remain in school as long as they did.

The survey of vocational achievement shows that in this field as well as in the academic, white boys and girls are superior to the colored. The difference between races is, however, much less marked, since colored children are more successful in vocational subjects than in academic

and white children slightly less successful. The students who graduate achieve less in this field than in the academic. Their scores decrease as the courses become more highly differentiated. The Failures and Lefts achieve relatively higher scores in vocational courses than in academic. This achievement is, however, a result of superior work in athletics rather than in class room activities.

Apparently progress through the intermediate school is much more closely related to success in the academic subjects than in the vocational. Successful students do not particularly enjoy nor do they seem to profit much by the vocational program. For the child who is academically unsuccessful, this department offers a chance for success. For the colored child it provides a stimulus to greater adjustment. But, on the whole, it seems that the work must be tied much more closely to the life of the community and the needs of the social group if it is to make a real contribution.

SCHOOL PROGRESS AND ATTENDANCE: Other things being equal, the pupil who is most regular in his attendance has a greater chance of successfully completing the prescribed course of study than one who is irregular. So many factors, however, seem to influence school progress that it is difficult to determine to what extent the mere fact of physical presence in the school room is related to achievement. An investigation of the attendance record of the 210

pupils included in this study show some interesting indications.

TABLE XXXI. A DISTRIBUTION BY SEMESTERS OF THE PER CENT OF ATTENDANCE OF THE 210 PUPILS USED IN THIS STUDY

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	87.6	86.9	84.5	87.
2	90.1	90.7	80.4	90.6
3	88.4	92.7	90.1	91.9
4	84.8	92.9	87.7	92.1
5	91.6	90.4	93.3	93.8
6	92.9	91.	94.6	91.6
Mean	89.3	90.3	87.2	91.2

The attendance percentages are derived according to the procedure common in school accounting: The number of days present is divided by the number of school days in the semester. Table XXXI shows that colored pupils had a higher mean attendance record than white children. Yet, according to data presented earlier, colored children made lower scores in both academic and vocational subjects. Attendance improves a trifle from semester to semester, with slight variations, as the less adjusted children join the ranks of the Lefts.

Table XXXII shows further that Graduates maintain a high record of attendance throughout the six semesters. Failures tend to become less regular in attendance after their third semester, indicating that in some way the drop in marks at this point and the lowered attendance may be related.

TABLE XXXII. A DISTRIBUTION BY SEMESTERS OF THE PERCENTAGE OF ATTENDANCE OF THE GRADUATES, FAILURES, AND LEFTS

Semesters	Graduates	Failures	Lefts
1	95.8	91.7	81.1
2	95.2	92.4	85.1
3	96.	93.6	82.2
4	95.7	91.8	78.8
5	95.6	92.8	70.
6	96.7	89.6	0
Mean	95.8	91.9	81.8

The group of eliminated pupils as a whole show a much lower and much more erratic attendance record than do any other group. It is interesting to note that on the whole the colored boys and girls come to school more regularly than do the whites of similar groups. Regardless of their success or failure, they seem to regard attendance as important. From a study of the neighborhood standards, this fact might be interpreted to mean that for the colored group enrolled in the Miller Intermediated School, attendance is in itself a guarantee of the much coveted "education" which is to lift the children above the economic and social status of their parents.

In general, it may be concluded that the Graduates have the best attendance records, and the Eliminated pupils the poorest. Colored pupils have a higher attendance percentage than do the whites. Also, attendance records

showing upward trends are more indicative of successful completion of work than percentages showing downward trend. Erratic attendance and elimination seem closely related. These findings are in accord with those of Cubberley. He states, "The increased regularity of attendance of children enrolled is of itself an important item, as all studies have shown a close correlation between retardation and dropping from school on the one hand, and irregular attendance on the other." (9)

It may be concluded then that successful children, in general, tend to be regular in school attendance, while the unsuccessful are erratic; that the satisfactory completion of academic courses is more closely related to school progress than is success in vocational subjects; that colored children fail to equal the white in achievement scores, but surpass them in attendance records. All of these facts must be interpreted in the light of certain community conditions. Attendance is in itself a virtue in the eyes of the colored population, but to the white group, it is less essential and so a less marked cultural trait.

A comparison of the achievement groups based on data from Tables XI, XII, XIII, and XVIII seems to strengthen

(9) Cubberley, E. F. "Public School Administration" p.588
Houghton Mifflin Co., Boston, 1929.

the conviction that factors of home and community environment, that part of the child's life over which the school has little or no direct control, tends to cause variations and patterns of behavior. If these variables are favorable to school progress, the child will probably succeed regardless of his intelligence rating. If, on the other hand, the community background lacks certain qualities such as opportunity for wholesome recreation, social approval of achievement in school, and financial sufficiency, the child's chances for school success are greatly lessened.

TABLE XXXIII. A COMPARISON OF THE GRADUATES, FAILURES, AND LEFTS ON THE BASIS OF CERTAIN ENVIRONMENTAL FACTORS

Groups	: :Total :Number :of :Pupils	: :Per Cent :Living :in Owned :Homes	: :Per Cent :Belong- :ing to Non- :Religious :Clubs	: :Per Cent :Who are :Members :of :Gangs	: :Per Cent :Families :Having :Roomers, :Boarders	: :Per Cent :Pupils :Employed :Outside :School
Graduates	: 42	: 34	: 36	: 0	: 45	: 19
Failures	: 63	: 26	: 21	: 25	: 63	: 16
Lefts	: 105	: 19	: 10	: 26	: 62	: 19

If the data in Chapter III can be used as a basis upon which to draw conclusions, the personnel of the groupings used throughout this study, namely, Graduates, Failures, and Lefts (a measure of school progress) was probably determined more by the home and community environment than by the school influences.

CHAPTER VI

SUMMARY

Several studies have been made of the elimination of pupils from school in various parts of the country and under varying conditions, but there are certain aspects of the problem encountered in the negro and foreign sections of a large city, such as Detroit, which deserve further consideration.

This study includes two hundred ten boys and girls of the Miller Intermediate School, Detroit, Michigan. The group was composed of fifty eight white boys, sixty eight colored boys, twenty six white girls, and fifty eight colored girls. The study covers a period of three years from September, 1926 to June, 1929, and includes the seventh, eighth, and ninth grades. Comparisons were made on the basis of race, sex, home and community conditions, and on school achievement for the three year period as indicated by graduation, failure to complete the work, and leaving school entirely.

The successful pupils, or those who graduated from school at the end of the three year period, were products of the better types of social relationships of the district, regardless of race or nationality. This group of forty two pupils was composed of twelve white boys, five colored boys, nine white girls, and sixteen colored girls.

They came from homes, from family groups, and from neighborhoods that in most cases were superior to those representative of the Failures and those who left school. A larger per cent lived in owned homes. These homes contained more conveniences, more newspapers, and more magazines suitable for children to read. The fathers were more regularly employed and the marital status of the parents more satisfactory. The average number of children in the home of the Graduate was greater than that of the Failure, but there were fewer relatives, roomers and boarders. The average number of people per room was less for the Graduate than for either of the other two groups. A larger per cent of them lived with their own parents, belonged to better types of social organizations, attended church, and engaged in athletics, both in and outside of school.

The sixty three Failures were composed of seventeen white boys, thirty colored boys, two white girls, and fourteen colored girls. The findings of this study indicate that the Failing group was inferior to the Graduates in every phase of the home and community environment covered by the investigation. The Failures were in turn superior to the pupils who left school.

The one hundred five pupils who left school were composed of twenty nine white boys, thirty three colored boys, fifteen white girls, and twenty eight colored girls. These

pupils with but few exceptions came from the poorest homes in the poorest sections of the district. The homes were ill kept and contained little beyond the bare necessities. There were few books and magazines. The only convenience common to all was toilet facilities and this because it is required by law. Overcrowding was general. The families were large and as a rule included relatives, roomers, and boarders. The fathers and others who assisted in the support of the family represent a type of labor low in the scale of occupations. There was much desertion and common law marriage, as well as every other unsocialized type of relationship known to society. This group led in gang membership and attendance at the cheaper movies, but was second to the more successful pupils in organized club work.

A survey of the intelligence ratings of all A-6 graduates in Detroit, Michigan, June, 1926 showed that 14 per cent had "A" ratings and 10 per cent had "E" ratings. That portion of the above group, the 210 A-6 pupils who entered the Miller Intermediate School, September, 1926, had six pupils or approximately 3 per cent with "A" ratings, and sixty five or 31 per cent with "E" ratings. Of the six pupils with "A" ratings, three graduated, two failed, and one left school. The three who graduated came from comparatively good homes; they lived with their parents

and were not employed while enrolled in school. The two who failed came from broken homes, as did the one who left school.

Of the sixty five pupils with "E" ratings, three graduated, eighteen failed and forty four left school. The three who graduated lived with their mother and father in good homes and in good sections of the district. In each case, the father was regularly employed and was able to support the family. In one case the mother was employed as a nurse, and in no cases were the pupils employed after school or Saturdays. Eight of the eighteen who failed and nine of the forty four who left school came from broken homes. In many cases the fathers were unemployed and these children worked after school and Saturdays to augment the family income.

The Graduates received higher marks and more consistent scores in the academic subjects than did the Failures or the Lefts. There was a decided increase in score between the second and third semesters for the Graduates, a slight increase for the Failures and a decrease for the Lefts. It is at this point that the differentiating courses begin and it is quite apparent that the Graduates were a much better adjusted group than either of the other two.

In a comparison of race-sex groups, the white boys and white girls showed better and more consistent scores than

did the colored. In each case there was an increase of score from the first through the sixth semester, but the most decided increase was between the second and third semesters. The colored girls showed an increase in score from the first through the fifth with a decided increase between the second and third semesters. They showed a decrease for the sixth semester. The colored boys showed an increase in score from the first through the fourth, and a decrease for the fifth and sixth semesters. There was no unusual increase in score between the second and third semesters for this group. From these data, it is evident that white pupils were a better adjusted group and responded more readily to curriculum and subject stimuli than did the colored pupils.

The Graduates received better marks in vocational subjects than did the Failures or the Lefts, but in no case were their scores as consistent as in the academic subjects. In all cases the best marks were received the first semester followed by a decrease in score. The Graduates showed the most decided decrease in score between the second and third semesters. They entered the Miller from the elementary school and immediately responded to its enriched curriculum, especially the shops, arts, and home making courses, which differentiate the intermediate curriculum from that of the elementary. At the beginning of the third semester, at which point the differentiating curriculum

begins, the interest naturally centers upon subjects of the chosen field which in two of the three curricula offered are academic in character.

The Failures and more especially the Lefts represented the poorly adjusted pupil in school as well as in the home. The counselors are continually making changes in subjects and curriculum for this group, attempting to make adjustments which will create new interests, but home and neighborhood influences usually are too inadequate and in the end the pupil leaves school.

There was less consistency in the vocational scores of the race-sex groups. In each case there was a decrease in score between the first and second semester. Evidently the work became less attractive for the group as a whole after the first semester. It ceases to be play and gradually becomes work. The white boys showed a consistent increase in score from the second through the sixth semester, but the other three groups showed little consistent variation. The mean score for the white pupils exceeded that of the colored.

The Graduates as a group had a higher and more consistent attendance record than the Failures or the Lefts. They were the only one of the three groups who showed an increase in attendance for the last semester in school. Their average attendance expressed in per cent was 95.8.

The Failures showed a decrease in attendance for the last semester. Their average attendance was 91.9 per cent. The Lefts with 81.8 per cent had the poorest attendance record. The decrease in attendance for this group started with the third semester and the decline was rapid to the end.

When segregated by race and sex, the group presented a different aspect. The colored pupils had better attendance records than the white. The average attendance for the colored girls was 91.2, for the colored boys 90.5, for the white boys 89.3, and for the white girls 87.2. It is evident that the colored pupils consider regularity of attendance in school to be of greater importance than do the white pupils. In many cases they seem to consider physical presence the only requisite to school success. In contrast, many white pupils find the economic responsibilities and cares of a home and a large family influencing their school attendance at any early age.

From the data presented and for the group studied, it may be said that home and community environment has a great deal of influence on the school success of the child. The successful pupils are the product of relatively superior economic, social, and spiritual backgrounds, and, conversely, the failing pupils and those who leave school do so largely because of unstable and unsatisfactory conditions outside

~~outside~~ the school. They are the products of poor home environment, overcrowding, questionable community contacts, low economic level, and represent the insecure, shifting unjusted population.

the school. They are the products of poor home environment, overcrowding, questionable community contacts, low economic level, and represent the insecure, shifting unadjusted population.

APPENDIX

TABLE I. PROGRAM OF STUDIES IN HOURS PER WEEK

Boys			Girls	
<u>7B</u>	<u>7A</u>		<u>7B</u>	<u>7A</u>
5	5	Health	5	5
5	5	Social Science	5	5
5	5	English	5	5
4	4	Mathematics	4	4
2	2	General Science	2	2
2	2	Auditorium	2	2
2	0	Music	2	0
0	2	Art and Design	0	2
0	0	Clothing	3	2
0	0	Foods	2	3
5	5	Household Mechanics	0	0
<hr/>			<hr/>	
30	30		30	30

The curriculum offered in the seventh grade is the same for boys and girls with the exception of the vocational subjects.

Differentiation of curriculum begins in the eighth grade. Three curricula are offered, Language, Commercial, and Practical Arts. The program of studies of each curriculum was chosen to provide a foundation for training and exploration through subject matter worth while itself and at the same time leading to a definite type of activity, either in an advanced school or in some form of employment.

LANGUAGE CURRICULUM OF THE EIGHTH AND NINTH GRADES

TABLE II. PROGRAM OF STUDIES IN HOURS PER WEEK

Boys					Girls			
<u>8B</u>	<u>8A</u>	<u>9B</u>	<u>9A</u>		<u>8B</u>	<u>8A</u>	<u>9B</u>	<u>9A</u>
5	5	5	5	Health	5	5	5	5
5	5	5	5	Social Science	5	5	5	5
4	4	4	4	English	4	4	4	4
4	4	4	4	Mathematics	4	4	4	4
2	2	2	2	General Science	2	2	2	2
1	1	1	1	Auditorium	1	1	1	1
2	0	2	0	Music	2	0	2	0
0	2	0	2	Art and Design	0	2	0	2
5	5	0	0	<u>General Language</u>	5	5	0	0
0	0	5	5	<u>French or Latin</u>	0	0	5	5
0	0	0	0	Clothing	0	2	0	2
0	0	0	0	Foods	2	0	2	0
0	2	0	2	Shops	0	0	0	0
2	0	2	0	Mechanical Drawing	0	0	0	0
<hr/>					<hr/>			
30	30	30	30		30	30	30	30

This curriculum is recommended to the pupils who plan to finish in high school the language requirements for college entrance. It differs from the other curricula in only one subject. In the eighth grade, General Language is the differentiating subject and it is followed by a choice of French or Latin in the ninth grade. In the above program of studies, the differentiating subjects are underscored.

COMMERCIAL CURRICULUM OF THE EIGHTH AND NINTH GRADES

TABLE III. PROGRAM OF STUDIES IN HOURS PER WEEK

Boys					Girls			
8B	8A	9B	9A		8B	8A	9B	9A
5	5	5	5	Health	5	5	5	5
5	5	5	5	Social Science	5	5	5	5
4	4	4	4	English	4	4	4	4
4	4	4	4	Mathematics	4	4	4	4
2	2	2	2	General Science	2	2	2	2
1	1	1	0	Auditorium	1	1	1	0
2	0	2	0	Music	2	0	2	0
0	2	0	0	Art and Design	0	2	0	0
0	0	0	0	Clothing	0	2	0	0
0	0	0	0	Foods	2	0	2	0
0	2	2	0	Shop	0	0	0	0
0	2	0	0	Mechanical Drawing	0	0	0	0
5	5	0	0	Business Practice	5	5	0	0
0	0	5	5	General Business Science	0	0	5	5
0	0	0	5	Typewriting*	0	0	0	5
30	30	30	30		30	30	30	30

The Commercial Curriculum is planned for pupils who wish to prepare for various clerical, commercial, and business occupations. The work in the eighth grade of the differentiating subjects is general and exploratory in nature, so planned that the pupil and the counselor may determine his fitness for such work. In the ninth grade, specialized training is begun. This training correlates with the commercial work in the senior high school and may be continued without interruption.

* As noted in Chapter I Typewriting and Bookkeeping are included in the list of academic subjects in the Miller Intermediate School.

PRACTICAL ARTS CURRICULUM OF THE EIGHTH AND NINTH GRADES

TABLE IV. PROGRAM OF STUDIES IN HOURS PER WEEK

Boys					Girls			
<u>8B</u>	<u>8A</u>	<u>9B</u>	<u>9A</u>		<u>8B</u>	<u>8A</u>	<u>9B</u>	<u>9A</u>
5	5	5	5	Health	5	5	5	5
5	5	5	5	Social Science	5	5	5	5
4	4	4	4	English	4	4	4	4
4	4	4	4	Mathematics	4	4	4	4
2	2	2	2	General Science	2	2	2	2
1	1	1	1	Auditorium	1	1	1	1
0	0	0	0	Art and Design	3	3	3	3
0	0	0	0	Clothing	3	3	3	3
0	0	0	0	Foods	3	3	3	3
6	6	6	6	Shop	0	0	0	0
3	3	3	3	Mechanical Drawing	0	0	0	0
<hr/>					<hr/>			
30	30	30	30		30	30	30	30

This curriculum offers training in many practical fields of activity. It serves both as a basis for the selection of a future vocation by testing one's ability in many lines, and as an opportunity to become acquainted with the tools and materials of possible vocations. Pupils who select this curriculum devote the same amount of time as other pupils to English, Social Science, and Mathematics.

PRACTICAL ARTS CURRICULUM OF THE EIGHTH AND NINTH GRADES

TABLE IV. PROGRAM OF STUDIES IN HOURS PER WEEK

Boys					Girls			
<u>8B</u>	<u>8A</u>	<u>9B</u>	<u>9A</u>		<u>8B</u>	<u>8A</u>	<u>9B</u>	<u>9A</u>
5	5	5	5	Health	5	5	5	5
5	5	5	5	Social Science	5	5	5	5
4	4	4	4	English	4	4	4	4
4	4	4	4	Mathematics	4	4	4	4
2	2	2	2	General Science	2	2	2	2
1	1	1	1	Auditorium	1	1	1	1
0	0	0	0	Art and Design	3	3	3	3
0	0	0	0	Clothing	3	3	3	3
0	0	0	0	Foods	3	3	3	3
6	6	6	6	Shop	0	0	0	0
3	3	3	3	Mechanical Drawing	0	0	0	0
<hr/>					<hr/>			
30	30	30	30		30	30	30	30

This curriculum offers training in many practical fields of activity. It serves both as a basis for the selection of a future vocation by testing one's ability in many lines, and as an opportunity to become acquainted with the tools and materials of possible vocations. Pupils who select this curriculum devote the same amount of time as other pupils to English, Social Science, and Mathematics.

TABLE V. THE NORMAL DISTRIBUTION OF INTELLIGENCE RATINGS
IN PER CENT COMPARED TO THE RANGES
OF THE INTELLIGENCE QUOTIENT

Intelligence Rating	Percentage Distribution	Intelligence Quotient
A	8	118 to 130 or higher
B	12	111 to 117
C+	18	105 to 110
C	24	96 to 104
C-	18	90 to 95
D	12	83 to 89
E	8	70 or lower to 82

TABLE VI. THEORETICAL DISTRIBUTION OF INTELLIGENCE

Class	Intelligence Quotient	Percentage of all Children Included
"Near" genius or genius	Above 140	.25
Very Superior	120 to 140	6.75
Superior	110 to 120	13.00
Normal	90 to 110	60.00
Dull, rarely feeble-minded	80 to 90	13.00
Borderline, sometimes dull, often feeble-minded	70 to 80	6.00
Feeble-minded	Below 70	1.00
Moron	50 to 70	.75
Imbecile	20 or 25 to 50	.19
Idiot	Below 20 or 25	.06

TABLE VII. A DISTRIBUTION BY SEMESTERS OF THE ACADEMIC SCORES OF THE GRADUATE GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	32.9	26.	26.7	20.
2	31.3	26.	33.3	26.9
3	48.3	29.	53.3	35.
4	49.2	31.	52.2	30.9
5	45.	31.	58.9	37.5
6	50.8	27.5	66.7	37.3
Mean	42.9	28.4	48.5	31.1

TABLE VIII. A DISTRIBUTION BY SEMESTERS OF THE ACADEMIC SCORES OF THE FAILING GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	13.5	13.8	5.	9.3
2	18.5	11.7	5.	11.1
3	17.7	16.1	22.5	18.2
4	22.4	18.7	27.5	19.6
5	19.4	17.7	30.	17.5
6	20.9	15.4	30.	14.6
Mean	18.7	15.5	20.	15.1

TABLE IX. A DISTRIBUTION BY SEMESTERS OF THE ACADEMIC SCORES OF THE LEFT GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	7.2	10.2	9.	10.5
2	11.5	12.6	9.3	13.5
3	9.1	8.8	12.9	12.1
4	10.5	12.5	16.3	8.
5	15.	7.5	0	0
6	0	0	0	0
Mean	9.4	10.9	10.5	11.6

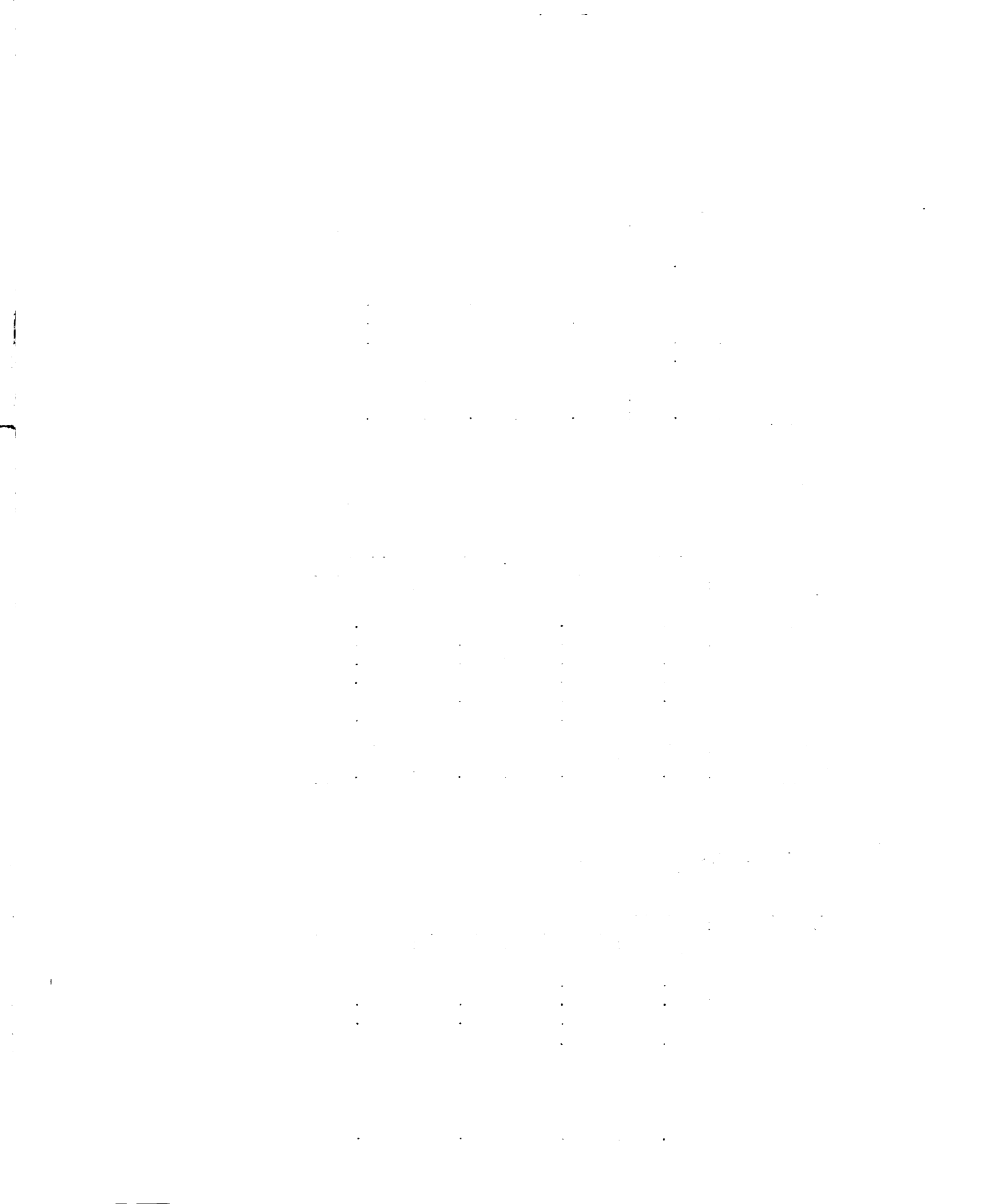


TABLE X. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE GRADUATE GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	40.3	40.	40.3	38.6
2	40.5	29.6	44.4	38.6
3	33.6	37.2	38.2	32.5
4	32.6	34.2	32.8	31.9
5	32.9	37.8	34.6	32.9
6	35.6	36.8	30.6	33.2
Mean	35.9	35.9	36.8	34.6

TABLE XI. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE FAILING GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	34.9	28.1	36.	32.4
2	25.3	22.8	19.5	20.4
3	29.9	25.2	36.5	27.5
4	32.5	28.4	36.5	35.5
5	32.7	24.8	27.	33.9
6	35.6	25.8	43.	34.4
Mean	31.8	25.8	33.1	30.7

TABLE XII. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE LEFT GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	23.9	25.4	28.1	28.
2	19.4	19.1	23.3	22.7
3	18.9	27.8	20.9	15.5
4	18.	25.6	37.5	24.6
5	34.	16.3	0	0
6	0	0	0	0
Mean	21.1	23.4	26.	23.7

TABLE X. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE GRADUATE GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	40.3	40.	40.3	38.6
2	40.5	29.6	44.4	38.6
3	33.6	37.2	38.2	32.5
4	32.6	34.2	32.8	31.9
5	32.9	37.8	34.6	32.9
6	35.6	36.8	30.6	33.2
Mean	35.9	35.9	36.8	34.6

TABLE XI. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE FAILING GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	34.9	28.1	36.	32.4
2	25.3	22.8	19.5	20.4
3	29.9	25.2	36.5	27.5
4	32.5	28.4	36.5	35.5
5	32.7	24.8	27.	33.9
6	35.6	25.8	43.	34.4
Mean	31.8	25.8	33.1	30.7

TABLE XII. A DISTRIBUTION BY SEMESTERS OF THE VOCATIONAL SCORES OF THE LEFT GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	23.9	25.4	28.1	28.
2	19.4	19.1	23.3	22.7
3	16.9	27.8	20.9	15.5
4	18.	25.6	37.5	24.6
5	34.	16.3	0	0
6	0	0	0	0
Mean	21.1	23.4	26.	23.7

TABLE XIII. A DISTRIBUTION BY SEMESTERS OF THE PERCENTAGES OF ATTENDANCE OF THE GRADUATE GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	95.4	95.6	97.1	95.5
2	96.1	92.8	92.8	96.3
3	94.6	97.2	96.3	96.6
4	95.9	97.7	93.3	96.3
5	96.	96.9	96.	94.6
6	96.4	99.5	95.9	96.8
Mean	95.7	96.4	95.2	95.9

TABLE XIV. A DISTRIBUTION BY SEMESTERS OF THE PERCENTAGES OF ATTENDANCE OF THE FAILING GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	94.1	92.5	95.1	86.7
2	89.2	94.7	96.4	91.1
3	94.4	93.2	94.	93.6
4	89.2	92.3	100.	92.8
5	92.4	92.7	97.3	92.9
6	98.9	98.9	91.1	86.9
Mean	91.4	93.1	95.6	90.7

TABLE XV. A DISTRIBUTION BY SEMESTERS OF THE PERCENTAGES OF ATTENDANCE OF THE LEFT GROUP BASED ON RACE AND SEX

Semesters	Boys		Girls	
	White	Colored	White	Colored
1	80.5	79.9	75.5	85.9
2	87.6	86.1	71.7	86.4
3	72.3	90.	79.7	84.8
4	70.	92.6	68.9	76.7
5	87.9	65.7	0	0
6	0	0	0	0
Mean	80.2	84.1	74.1	84.9

TABLE XVI. AGE DISTRIBUTION OF THE 210 PUPILS USED
IN THIS STUDY BASED ON RACE AND SEX

Age	: Number : of : Pupils	Number of			
		Boys		Girls	
		White	Colored	White	Colored
17	: 1	: 0	: 0	: 0	: 1
16	: 9	: 1	: 6	: 0	: 2
15	: 31	: 8	: 12	: 0	: 11
14	: 44	: 13	: 14	: 8	: 9
13	: 50	: 13	: 17	: 4	: 16
12	: 45	: 13	: 12	: 7	: 13
11	: 26	: 8	: 7	: 7	: 4
10	: 3	: 2	: 0	: 0	: 1
9	: 1	: 0	: 0	: 0	: 1
Total	: 210	: 58	: 68	: 26	: 58
Mean	: 13.6	: 13.4	: 13.9	: 13.	: 13.7

TABLE XVII. AGE DISTRIBUTION OF THE 210 PUPILS USED
IN THIS STUDY AND THEIR EDUCATIONAL ACHIEVEMENT

Age	: Number : of : Pupils	Number of		
		Graduates	Failures	Lefts
17	: 1	: 0	: 0	: 1
16	: 9	: 0	: 1	: 8
15	: 31	: 2	: 3	: 26
14	: 43	: 4	: 10	: 29
13	: 50	: 9	: 16	: 25
12	: 44	: 17	: 16	: 11
11	: 27	: 8	: 16	: 3
10	: 4	: 1	: 1	: 2
9	: 1	: 1	: 0	: 0
Total	: 210	: 42	: 63	: 105
Mean	: 13.6	: 12.7	: 13.	: 14.7

TABLE XVIII. AGE DISTRIBUTION OF THE GRADUATE GROUP
BASED ON RACE AND SEX

Age	: Number : of : Pupils	Number of			
		Boys		Girls	
		White	Colored	White	Colored
15	2	0	0	0	2
14	4	1	1	0	2
13	9	2	3	1	3
12	17	5	1	4	7
11	8	3	0	4	1
10	1	1	0	0	0
9	1	0	0	0	1
Total	42	12	5	9	16
Mean	12.7	12.4	13.5	12.2	14.1

TABLE XIX. AGE DISTRIBUTION OF THE FAILING GROUP
BASED ON RACE AND SEX

Age	: Number : of : Pupils	Number of			
		Boys		Girls	
		White	Colored	White	Colored
16	1	0	1	0	0
15	3	0	1	0	2
14	10	2	5	0	3
13	16	3	9	0	4
12	16	7	8	0	1
11	16	5	6	2	3
10	1	0	0	0	1
Total	63	17	30	2	14
Mean	13.	12.6	13.2	11.5	13.3

TABLE XX. AGE DISTRIBUTION OF THE LEFT GROUP
BASED ON RACE AND SEX

Age	: Number : of : Pupils	Number of			
		Boys		Girls	
		White	Colored	White	Colored
17	: 1	: 0	: 0	: 0	: 1
16	: 8	: 1	: 5	: 0	: 2
15	: 26	: 8	: 11	: 0	: 7
14	: 30	: 10	: 8	: 8	: 4
13	: 25	: 8	: 5	: 3	: 9
12	: 12	: 1	: 3	: 3	: 5
11	: 2	: 0	: 1	: 1	: 0
10	: 1	: 1	: 0	: 0	: 0
	: :	: :	: :	: :	: :
Total	: 105	: 29	: 33	: 15	: 28
Mean	: 14.7	: 14.4	: 14.7	: 13.7	: 14.3

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