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UNIVERSITY OF LOUISVILLE

HOME BACKGROUNDS OF PUPILS
IN X SCHOOL

A Dissertation
Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Arts

Department of Education

by

Sophie Meyers

Year

1943

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TITLE OF THESIS: HOME BACKGROUNDS OF PUPILS
IN X SCHOOL

APPROVED BY READING COMMITTEE COMPOSED OF THE
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DATE: May 17, 1944

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HOME BACKGROUNDS OF PUPILS

IN X SCHOOL

CHAPTER I

INTRODUCTION

INTRODUCTION

Statement of the Problem. The purpose of this study is to make recommendations to the principal, teachers, and other workers in the X School in the light of certain economic and sociological facts concerning the homes of pupils from the point of view of a teacher in the school. If by studying these recommendations and the facts on which they are based, teachers become more sensitive to the type of pupils they teach and to the home lives of these pupils in the school community, then the purpose of this study will be accomplished. It is also hoped that this study will point out certain needs of pupils that will result in special planning and a more effective school administration.

Scope of the Problem. The scope of this study is as follows: Attempt will be made to give facts concerning certain relationships between pupils and their families, certain aspects of housing in the community, certain facts concerning economic status of pupil' homes, and certain facts concerning the social experiences and attitudes of pupils. The greater portion of this study will be based on

conditions in January, 1941 but there will be some study of conditions in May, 1943.

Materials Used in This Survey. The materials used as sources of data are the following: question-
¹naires submitted to pupils, the United States Cen-
²sus Tracts, a W.P.A. low income housing area survey,
³a W.P.A. study of juvenile delinquency in Louisville,
⁴a research monograph of the Council of Social Agencies
⁵in Louisville, and reports of delinquency and indi-
⁶gent pupils ⁷in the school files.

1

Appendix

² U.S. Bureau of the Census, Population and Housing, Louisville, Kentucky and Adjacent Area, 1940 (Washington, D.C.: United States Government Printing Office, 1942), 55 pp.

³ Real Property Survey and Low Income Housing Area Survey, Volume I, (City of Louisville Municipal Housing Commission and City Planning and Zoning Commission, 1938-1939), 44pp.

⁴ A Study of Juvenile Delinquency in Louisville, 1935, W.P.A. Project, (Files, Community Chest Headquarters).

⁵ Robert I. Kutak and Ernest Greenwood, Impact of War Upon Louisville Social Agencies, (Council of Social Agencies, Research Monograph Vol. I, No. 1, Louisville, Kentucky, March, 1943) 28 pp.

⁶ Delinquency Cases, Files, X School, Louisville, Kentucky, June, 1941).

⁷ Report of Indigent Pupils in 8A, (Files, X School, Louisville, Kentucky, June, 1941).

The questionnaire that was given to pupils was made up by a committee made up of the principal, guidance and health counselors, and the author, after studying a list of one hundred thirty-eight questions submitted by teachers in the school on points about which they wished information. The pamphlet, "How to Make a Community Youth Survey"¹ was studied together with two standardized score cards, "The Sims Score Card for Socio-Economic Status"² and "The Minnesota Home Status Index; A Scale for Measuring Urban Home Environment"³. The two standardized score cards were not used because they did not include certain questions pertinent to the lives of pupils in this school. They also contained many questions suitable for pupils of higher-income groups such as questions referring to college education of parents, lecture courses taken by parents, and private dancing and music lessons by pupils. The

¹ M.M. Chambers and Howard M. Bell, How to Make a Community Youth Survey (American Council on Education Studies. Washington: American Youth Commission, 1939) 45pp.

² Sims Score Card for Socio-Economic Status, Form C (Bloomington: Public School Publishing Company, 1927), 3pp.

³ Alice Leahy, The Minnesota Home Status Index; a Scale for Measuring Urban Home Environment (Minneapolis, Minnesota: University of Minnesota Press, 1936) 4pp.

questionnaire compiled by the committee was set up to satisfy the particular needs of the X School. It was not set up to bear scientific scrutiny, nor could it be used by a school in a different type of community. The fact that the data from the questionnaire is based on 872 cases should assure some degree of the validity of the information. In addition, these data from the questionnaires were in many cases checked with more detailed investigations, such as the United States Census Tracts and found to fall within a reasonable range of difference. Since such W.P.A. studies as those on low income housing and juvenile delinquency are frequently used by social scientists, it was assumed that they were a valid source of information.

Limitations of This Survey. Although use of the terms "social" and "economic" will be made, no attempt will be made to give a complete sociological or economic picture of conditions. This study is not intended to be a scientific social survey or a definite study. It is primarily a general survey that perhaps may be of educational value to teachers in the X School. The writer, in presenting the facts, is not making any claims that pupils would achieve more success in their school work, if they came from homes

of a higher economic status.

Research in education does show some relationship between home environment and school achievement. The next chapter deals with summaries of other surveys in the field of socio-economic research that have a relationship to the scope of this study.

CHAPTER II

OTHER SURVEYS IN THE FIELD OF
SOCIO-ECONOMIC RESEARCH

OTHER SURVEYS IN THE FIELD OF
SOCIO-ECONOMIC RESEARCH

The field of research on socio-economic problems in education is extensive. Investigations show a high positive correlation between the socio-economic situation in the home and school adjustment and success. Of greatest bearing to this study, "Home Backgrounds of Pupils in X School" were the following:

¹

Springer found that the children of middle-class families in a good residential district were superior in behavior to children from an economically and socially poor neighborhood, the difference ranging from two to seven times their standard errors on the several rating schedules.

²

Winston, in an examination of the biographies of three hundred seventy-two (372) inventors, found that the occupations of their fathers were above an average status and that favorable environmental factors were nearly always present.

¹N. Norton Springer, "The Influence of General Social Status on School Children's Behavior," Journal of Educational Research, 32:583-91, April, 1939.

² Sanford Winston, "Bio-Social Characteristics of American Inventors," American Sociological Review 2:837-49, December, 1937.

¹
 Hill, in a comparison of delinquents and non-delinquents, found that home conditions, scholastic achievement in school, school citizenship, and social habits were important factors in the rate of delinquency.

²
 Crook found that partners in delinquency were prevailingly surrounded by the same culture.

³
 Collins and Douglas found a high positive correlation between the socio-economic status of the home and the success of pupils in junior high school.

⁴
 Wallenstein found that children's characters and personalities were influenced negatively by broken homes.

¹ Arthur S. Hill, "A Statistical Analysis of Significant Factors in Pupil Maladjustment," Journal of Educational Sociology, 9:219-30. December, 1935.

² Evelyn B. Crook, "Sexual Delinquency in Relation to Cultural Infiltration," Sociology and Social Research, 19:44-54, September, 1934.

³ Joseph H. Collins and H.R. Douglas, "Socio-Economic Status of the Home as a Factor in Success in the Junior High School," Elementary School Journal 38: 107-13, October, 1937.

⁴ Nehemiah Wallenstein, "Character and Personality of Children from Broken Homes," Contributions to Education, No. 721. (New York: Teachers College, Columbia University, 1937), 86 pp.

1

Pidgeon found that the increase in the number of women going out of the home to work has brought about serious problems in the lives of school children.

2

In "Thirty Thousand Urban Youth," a social problem study of the Work Projects Administration, Payne stated:

The results of this survey show that the successes of youth in the labor market are often foreshadowed by their families' social and economic conditions. The effects of early background factors may be clearly seen in youths' education, their occupations, their earnings, and even their proportions of unemployment.

Significant among Payne's findings were:

1. Of every one hundred youths whose fathers were white collar workers the number who completed high school was seventy-six. Of every one hundred youths whose fathers were unskilled workers the number who completed high school was forty-seven.

2. Of every one hundred youths who came from high-rental district areas the number who completed high school was seventy-six. Of every one hundred youths who came from medium-rental areas the number who completed high school was sixty-one. Of every one hundred youths who came from low-rental areas the number who completed high school was forty-nine.

¹ Mary Elizabeth Pidgeon, "The Employed Woman Homemaker in the United States," United States Department of Labor, Women's Bureau, Bulletin Number 148. (Washington, D.C.: Government Printing Office, 1936), 22 pp.

² Stanley L. Payne, "Thirty Thousand Urban Youth." Federal Works Agency, Work Projects Administration, Social Problems Series Number 6. (Washington, D.C.: Government Printing Office, 1940), 35 pp.

3. Of every one hundred youths in the labor market whose fathers were white-collar workers the number that was unemployed was fifteen. Of every one hundred youths in the labor market whose fathers were skilled workers the number that was unemployed was nineteen. Of every one hundred youths in the labor market whose fathers were semiskilled workers the number that was unemployed was twenty. Of every one hundred youths in the labor market whose fathers were unskilled workers the number that was unemployed was twenty-six.

These data were compiled in July, 1938.

¹

Howard M. Bell in Youth Tell Their Story made an analysis of youth and the home as a part of a survey based on personal interviews with 13,500 boys and girls between the ages of sixteen and twenty-four in the State of Maryland. His findings are given in detail because of their close relationship to the findings of this study, "Home Backgrounds of Pupils in X School."

Significant among Bell's findings were these facts:

1. Sixty-four and six-tenths per cent of the city youth (6,015 persons interviewed) were living in unbroken homes with 35.4 per cent living in broken homes. In the broken homes 28.1 per cent were living in homes where one or both parents were dead and 7.3 per cent were living in homes where there was divorce, or desertion, or separation.

2. The median number of living children in the parental family was 4.4 per cent among city youth.

3. The highest percentage, 22.8 per cent for the usual occupation of the youth's father, was found to be the skilled worker and the lowest 2.8 per cent for the usual occupation of the youth's father was found to be the domestic-personal worker.

¹ Howard M. Bell, Youth Tell Their Story, (Washington, D.C.: American Council on Education, 1938), 273 pp.

4. The number of children in white relief families was substantially larger than that in white non-relief families. (6 as against 4.4)

5. The median number of children increased as the occupational level of the father descended from professional-technical worker to farm labor worker, the laborer having almost twice as many children as the professional person.

6. While only half the youth from white families of nine or more children went beyond the eighth grade, nine out of every ten of the youth from white one-child families went beyond the elementary school level.

7. Sixty-eight per cent of the youth from single-child white families reported that they felt that their school training had been, or will be, of considerable or great economic value to them, while only 43 per cent of the children from large white families made the same report.

8. The probability that a child from large white families will go to work before he is sixteen years old was almost three times as great as it was for the youth in a white single-child home. (31.3 per cent as against 11.8 per cent)

9. The father's occupation affected the youth's going to the dentist with 78.7 per cent of youth with father's occupation professional-technical having visited the dentist during the twelve months preceding the interview in contrast to 38.7 per cent of youth with father's occupation that of an unskilled worker.

10. As to conveniences available at the city youth's residence 1.1 per cent were found to have no conveniences, 96.2 per cent were found to have electricity in the home, 90.0 per cent were found to have a radio, 86.3 per cent were found to have a bathroom, 53.4 per cent subscribed to magazines, 41.2 per cent had automobiles, and 64.2 per cent had central heating in the home.

11. A substantially larger proportion of boys than girls failed to go beyond the eighth grade. (45 per cent as against 32 per cent)

Bell stated that his findings tend to arouse the suspicion that

Underneath the placid surface of our social scheme of things there operates a striking concurrence of social and economic forces that tends to freeze social levels and groups into a sort of perennial "status quo" ¹

Bell further stated that there were always two ways of blasting this circle of economic determinism.

One of these is to recognize the state or community responsibility to the youth in families whose incomes are too low to provide opportunities for such growth and development as is fundamental to a healthy and enduring democracy. And the other is to clarify, through both youth and adult education, the usual consequences that are visited upon the individual child when the family's income and the family's size are inadequately adjusted to each other.²

³
A local study was made by Naomi Peak of the George W. Morris School in Louisville, Kentucky, in 1941. Significant in the summary were the following facts:

1. Fifty-eight and two-tenths per cent of the families who were represented in the school during the school year 1938-1939 had incomes that were under the minimum standard budget requirements.

¹ Ibid., p. 47.

² Ibid., p. 48.

³ Naomi Peak, A Study of the George W. Morris School and Community with Emphasis upon the Personnel Work of the School, (Master's Thesis, University of Louisville, 1941).

2. Thirty-nine per cent of the families were broken through death of one or both parents, through separation or divorce, or through one parent's being in a government institution.

3. Twenty and three-tenths per cent of the families had the mother employed outside the home.

4. Eighty-one and four-tenths per cent of the families had been known at some time to one or more social agencies.

5. Thirty-nine per cent of the families lived in rooming houses, twenty-three per cent lived in tenements, while the others lived in apartments or single-family dwellings.

Miss Peak stated in the summary:

The George W. Morris School is located in a neighborhood that is an interstitial area which is in the throes of change from residence to business and industry. Population studies show that the population in this neighborhood is so dense that the people cannot live comfortably in the type of houses available to them, that the proportion of adults to children is abnormal, and that the mobility of the neighborhood is very high. A study of delinquency shows that the neighborhood ranks high in delinquency as well as in major and minor crimes as compared with the rest of the city. This area abounds in cheap restaurants, where alleged gambling and drinking take place, in saloons and alleged gambling houses and pool rooms. Prostitution is also prevalent. The lack of playground space forces the children to play on the streets. ¹

¹ Ibid., p. 157.

These facts concerning the George W. Morris School were of interest to the author in her survey of home backgrounds of pupils in the X School in Louisville, Kentucky. A direct comparison of the two schools cannot be made. The George W. Morris School is an elementary school including the first six grades of school. The X School is made up of the seventh, eighth and ninth grades, and has a much larger pupil enrollment. The George W. Morris School district is confined to four census tracts of the city of Louisville, while the X School district has its boundaries within twelve census tracts, seven tracts in their entirety and five tracts partially.

Summary. The field of research in education is consistent in showing a high positive correlation between the socio-economic situation in the home and school adjustment and success. The effect of a pupil's home background may be clearly seen in the pupil's education, in the number of years attending school, his accomplishment in school, and in the quality of his citizenship. Studies in family relationships have shown that children's characters and personalities have been influenced by broken homes. The increase

in the number of women going out to work has resulted in the development of problems in the lives of school children. Investigations have shown that the size of a family has been a factor in determining the number of years a child has remained in school.

Studies relating to housing have shown that children in good residential neighborhoods have been superior in behavior to children from economically and socially poor neighborhoods. The type of areas or neighborhoods in which pupils have lived has been a factor in determining the number of years they have remained in school. The density of population in a school district has been a factor in juvenile delinquency.

Studies of the economic status of the homes of pupils have indicated that the successes of youths in labor markets have been foreshadowed by their families' social and economic conditions. The occupational level of the youth's father has had a definite relationship to the youth's success in escaping unemployment. The father's occupational level has been a factor in determining the number of years a youth has remained in school before leaving to seek employment. The father's occupational level has been a factor in

determining the percentage of youths who have visited the dentist during the twelve months preceding the interview. A substantially larger number of boys than girls failed to go beyond the eighth grade in school.

Home conditions, school success, school citizenship and social habits have been important factors in the rate of delinquency. The size of his family has been a factor in determining the attitude of a child in regard to the economic value of his school training.

These investigations as a whole indicate that youth's education and experience are conditioned by their family backgrounds. The consistently high correlation between the social and economic status of the home and youth's success tends to arouse the suspicion that social levels and groups are frozen into a sort of "status quo".

CHAPTER III

FAMILY RELATIONSHIPS

The research studies in education on socio-economic problems suggest that boys and girls are what their families and homes have made them. In the questionnaire submitted to the eight hundred seventy-two (872) pupils of X School in January, 1941, Part I dealt with family relationships. Seven questions were asked that resulted in the answer to these three problems:

1. What is the situation in regard to the stability of the home?

2. What is the situation in regard to pupils who have paying jobs?

3. What are the home duties of pupils?

In a study of the situation in regard to the stability of the home approximately four-fifths of the pupils of the school live in unbroken homes, and one-fifth of the pupils of the school live in broken homes. Eighty and eight-tenths per cent of the pupils live in unbroken homes, and 19.2 per cent live in broken homes, where there is a situation of death of one or both parents or situations of divorce, desertion or separation. There is a greater degree of

stability in the homes of boys, with 92.2 per cent living in unbroken homes, in comparison with the girls, 70.4 per cent of them of whom live in unbroken homes.

In a study of the broken homes 8.3 per cent of the pupils in the school report that their fathers are dead and 4.7 per cent report that their mothers are dead. As to divorce, desertion or separation, 9.6 per cent of the pupils state that their fathers are not living in the home, and 2.6 per cent state that their mothers are not living in the home. Seven and five-tenths per cent of the pupils report that there step-fathers in the home, and 6.9 per cent report that there are stepmothers in the home.

It is interesting to compare these findings with those of the American Youth Commission¹ who in 1938 found that 64.6 per cent of the youth living in cities were living in unbroken homes and 35.4 per cent of the youth were living in broken homes. Thus the percentage of pupils in broken homes in X School is not so great as that in the section of youth between the ages of sixteen and twenty-four interviewed in Maryland by the American Youth Commission. Nevertheless, the fact that approximately one-fifth of the

¹ Bell, Op. cit., p.273.

pupils in the school are living in broken homes should be significant, inasmuch as research has shown that children's characters and personalities have been influenced¹ negatively by broken homes.

Pupils with paying jobs. Approximately one third of the boys in the school, 32.2 per cent, indicate that they have paying jobs in hours after school or on Saturday or Sunday. Only 4.3 per cent of the girls indicate that they have jobs that pay. Thus 17.6 per cent of the pupils in the school have jobs that pay. In response to the question, "Do you contribute any money to your family?" 61.9 per cent of the boys who have jobs state that they contribute part of their earnings to their families, and 50 per cent of the girls state that their earnings help in the maintenance of their homes. Thus, 55.9 per cent of the pupils who have paying jobs contribute part of their money to their families, indicating a necessity for pupils working to supplement the family budget.

A study of the types of jobs held by the boys reveals that they most frequently (1) carry wood, run errands, deliver packages, (2) have a newspaper route, (3) work in a store or gasoline station, (4) sell miscellaneous articles, (5) sell magazines,

¹ Wallenstein, op. cit., p. 7.

(6) caddy during the golf season, (7) do N.Y.A. work in the school and (8) watch children or do housework.

Table I reveals the types of paying jobs held by the boys in the school.

TABLE I - TYPES OF JOBS HELD BY BOYS

Type of job	Percentage of boys	Number of boys
Carry wood, run errands, deliver	32.0	44
Carry a newspaper route	29.1	39
Work in store or gasoline station	17.4	21
Sell miscellaneous articles	8.2	11
Sell magazines	5.2	7
Caddy	5.2	7
N.Y.A.	2.2	3
Watch children or do housework	.7	1
Total	100.	133

Approximately one third of the boys indicate that they have more than one job. The girls in the school show less variety in the type of jobs held. They most frequently (1) watch children or do housework, (2) do N.Y.A. work, (3) sell miscellaneous articles. Table II indicates the percentage of girls who have these jobs.

TABLE II - TYPES OF JOBS HELD BY GIRLS

Type of job	Percentage of girls	Number of girls
Watch children or do housework	75.	15
N.Y.A.	15.	3
Sell miscellaneous articles	10.	2
Total	100.	20

Home duties of pupils. The home duties of pupils listed most frequently are (1) do housework, (2) run errands, (3) carry in wood and coal, (4) clean yards, and (5) do odd jobs. Table III indicates the percentage of pupils who have these duties to perform in the home.

TABLE III - HOME DUTIES OF PUPILS

Type of duty	Percentage of pupils	Number of pupils
Do housework	84.4	736
Carry in coal and wood	26.9	235
Run errands	22.5	197
Clean yards	17.2	150
Do odd jobs	5.3	47

A comparison of the home duties of the boys with the home duties of the girls reveals that a large percentage of the boys has housework duties in addition to outdoor duties.

Table IV indicates the percentage of boys and the percentage of girls who listed housework and outdoor duties.

TABLE IV - COMPARISON OF HOME DUTIES OF
BOYS AND GIRLS

Type of duty	Percentage of boys	Percentage of girls
Do housework	79.2	86.8
Carry in coal and wood	53.4	2.8
Run errands	46.2	22.9
Clean yards	34.6	2.1
Do odd jobs	10.8	.4

These figures definitely reveal the fact that approximately seven-eighths of the girls in the school have housework responsibilities in hours after school and that even four-fifths of the boys have housework duties to perform in addition to outdoor work. The types of housework listed most frequently by the pupils are cleaning the house, washing and ironing clothes,

and cooking. Forty-five and four-tenths per cent of the pupils state that they frequently prepare an entire meal for their families. Seventy and four-tenths per cent of the girls and 17.8 per cent of the boys state that they frequently prepare the entire meal.

Nativity of persons in families. Some information as to families of pupils in the school may be obtained from the Population and Housing Statistics for Census Tracts published by the Bureau of the Census in the 16th Census of the United States for 1940.¹

As explained in the chapter, "Other Surveys in the Field of Socio-Economic Research", in this thesis the area within the X School district is confined within twelve census tracts in the city of Louisville, seven in their entirety and five partially. The X School district is entirely within Census Tracts E, F, G, H, I, J, K. The school district is confined to parts of Census Tracts A, B, C, D, L. Throughout this thesis the X School district will be considered

¹ United States Bureau of the Census op.cit., p. 4.

as embracing the twelve tracts.

Some information may be obtained as to the families of pupils in the school by the study of data concerning the population by race and nativity in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L. Table V gives this information.

TABLE V - POPULATION BY RACE AND NATIVITY
IN CENSUS TRACTS A, B, C, D, E,
F, G, H, I, J, K, L in 1940

Area	Population	Per cent of total		
		All classes	Native white	Foreign born Non-white
			white	
Louisville	319,077	83.3	1.9	14.8
Census Tract				
A	4,191	97.1	.7	2.1
B	2,719	98.6	1.4	-
C	4,523	85.9	1.7	12.4
D	4,229	97.	2.	1.1
E	4,305	33.7	.9	65.4
F	4,777	62.9	.8	36.3
G	5,884	97.4	1.2	1.4
H	5,192	98.9	.9	.3
I	7,933	97.6	1.4	1.1
J	4,250	27.6	.8	71.6
K	4,768	21.2	.8	78.
L	4,631	82.1	1.2	16.7
Total	57,402			

Noteworthy in Table V are the following facts:

1. The median population of native white in these twelve Census Tracts is 91.4 per cent, exceeding that of the city of Louisville as a whole, which has 83.3 per cent of native white.

2. In six of the Census Tracts the percentage of native white is 97 per cent or above.

3. The percentage of foreign-born white is low, in no tract exceeding 2 per cent.

4. In three Census Tracts E, J, K, the percentage of negroes is above 65. The advisability of including these heavily negro-populated tracts in the school district may be questioned, because the data for them may give a false picture. They could not, however, be left out, because they are located in the school district in their entirety. To satisfy the question as to the difference made by their inclusion, the writer worked four tables, excluding these heavily negro-populated tracts. The differences were negligible, resulting in the following:

1. The median number of school years completed by persons twenty-five years and over was 8.0 as against 7.9 years for the twelve tracts.

2. The percentage of dwelling occupied by owners was 32.3 as against 29.7 for the twelve tracts.

3. The median gross rent of all the tenant-occupied dwelling units per month was \$20.16 as against \$20.17 for the twelve tracts.

4. The percentage of dwelling units having central heating was 17.3 as against 15.4 for the twelve tracts.

An examination of the data for population for all of the eighty-nine Census Tracts located in the city of Louisville reveals the fact that Census Tract I has the largest population of any tract in the city. The X School itself is located within this tract. The school population of 57,402 in the twelve Census Tracts.

Summary. These findings indicate that many pupils come from broken homes, where the situation is not ideal. Broken homes may result in maladjusted children who need particular attention from the teachers and counselors in the school. The fact that so many pupils have jobs outside of school and many home duties to perform indicate that the school cannot claim the major part of the pupils' day with regular homework assignments and with extra-curricular activities at the close of school. Since certain social activities such as club membership are desirable, the continuance of clubs as a regular part of the school curriculum is desirable.

CHAPTER IV

THE HOUSING SITUATION

Part II of the questionnaire submitted to the boys and girls of X School contained eight questions relating to the housing situation. These questions pertained to the following points:

(1) home ownership, (2) number of rooms in the home, (3) number of persons living in the home, (4) sanitation in the home, (5) heating facilities, (6) lighting facilities.

Home Ownership. "Do your parents own their own home?" In answer to this question 18.8 per cent of the pupils in the school state that their parents own their own homes, while 81.2 per cent state that their parents rent. The 16th Census of the United States,¹ 1940 gives data on the percentage of dwelling units occupied by owners in each of the census tracts in Louisville. A dwelling unit is defined as the "living quarters occupied by, or intended for occupancy by, one household. A dwelling unit may be a detached house; a tenement, flat, or apartment in a larger

¹ United States Bureau of the Census, op.cit., p.40.

(apartment house, apartment hotel, or section of a hotel devoted entire to apartment rather than transient use); or a room in a structure used primarily for business or other non-residential purposes.

It may be a tourist cabin, trailer, railroad car, boat, etc., if occupied by persons having no other place of residence.¹

Table VI indicates the dwelling units occupied by owners in Census Tracts A, B, C, D, E, F, G, H, I, J, K, L, in which the X School is located.

TABLE VI - DWELLING UNITS OCCUPIED BY OWNERS
IN CENSUS TRACTS A, B, C, D, E, F,
G, H, I, J, K, L, in 1940

Census Tract	Per cent of dwelling units occupied by owners
A	32.3
B	39.1
C	43.6
D	43.9
E	29.8
F	25.9
G	33.7
H	29.6
I	27.5
J	22.
K	11.2
L	25.7

¹ Ibid., p. 2.

According to this table the median percentage of dwelling units occupied by owners in these tracts is 29.7 per cent. This is higher than the figure given by the pupils which is 18.8 per cent of parents that own their own homes. Since 81.2 per cent of the pupils state that their parents rent, data on the gross rent for all tenant-occupied dwelling units will add to the picture of the housing situation. Table VII indicates the median gross rent of all tenant-occupied dwelling units in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L in 1940.

TABLE VII - MEDIAN GROSS RENT OF ALL TENANT-OCCUPIED DWELLING UNITS PER MONTH IN CENSUS TRACTS A, B, C, D, E, F, G, H, I, J, K, and L in 1940

CENSUS TRACT	Median Gross Rent in Dollars per Month
A	\$19.24
B	20.17
C	25.40
D	25.93
E	20.75
F	22.24
G	20.16
H	16.35
I	18.19
J	16.83
K	14.18
L	20.05

The median gross rent for the twelve census tracts, as a group, is \$20.17. This is lower than the median gross rent per month for the city which is \$21.49.

Number of rooms in the home. Six hundred fifty-one pupils report the number of rooms in the homes in which they live. The number of rooms in the homes of these pupils ranges from one to seven. The greatest percentage of pupils in the school lives in four rooms and the smallest percentage lives in one room. Table VIII indicates the percentage of pupils living in homes ranging from one to seven rooms. Bathrooms and halls are not included.

TABLE VIII - NUMBER OF ROOMS IN HOMES OF PUPILS

Number of rooms in homes	Percentage of pupils living in homes	Number of pupils living in homes
1	.9	6
2	4.6	30
3	18.4	120
4	25.9	169
5	20.2	132
6	18.1	118
7	11.9	76
Total	100.0	651

Number of persons in the home. The number of rooms in the homes of pupils as given in Table VIII is significant only in its relationship to the number of persons living in that number of rooms. For this reason Table IX is given to show the number of pupils who report the sizes of their families in relationship to the number of rooms in which they live.

TABLE IX - SIZES OF FAMILIES LIVING IN HOMES

Number of rooms in home	Number of pupils reporting size of families											
Persons living in home												
	2	3	4	5	6	7	8	9	10	11	12 or more	Total
1	3	1	-	1	-	-	1	-	-	-	-	6
2	4	8	12	4	2	-	-	-	-	-	-	30
3	-	27	28	31	8	12	4	5	4	1	-	120
4	-	29	37	35	24	12	17	9	4	1	1	169
5	2	9	18	24	23	22	15	14	2	2	1	132
6	2	6	23	24	20	16	12	7	2	3	3	118
7 or more	-	5	5	10	10	15	5	9	4	3	10	76

From Table IX the average number of persons living in each size home is compiled in Table X.

TABLE X

AVERAGE SIZE OF FAMILIES
IN HOMES OF PUPILS

Number of Rooms	Average number of persons
1	3.5
2	3.6
3	5.0
4	6.0
5	6.0
6	6.0
7	8.2

These data on persons living in the home include parents, children, relatives, and roomers. Twenty-seven per cent of the pupils state that relatives or roomers are living with their families.

The 16th Census of the United States for 1940 gives the population per occupied dwelling units with the total number of occupied dwelling units for each of the census tracts in the city of Louisville. Table XI indicates the number of dwelling units and the population per occupied dwelling unit in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L in 1940.

TABLE XI

OCCUPIED DWELLING UNITS AND
POPULATION PER OCCUPIED DWELLING UNIT
IN CENSUS TRACTS A, B, C, D, E, F,
G, H, I, J, K, and L in 1940

Census Tract	Occupied dwelling units	Population per occupied dwelling unit
A	1,164	3.60
B	777	3.50
C	1,319	3.43
D	1,164	3.63
E	1,110	3.88
F	1,308	3.65
G	1,596	3.69
H	1,333	3.89
I	2,076	3.82
J	1,284	3.31
K	1,468	3.25
L	1,235	3.75

Table XI indicates that the median population per occupied dwelling unit for these twelve tracts as a whole is 3.69. Thus the median population per occupied dwelling unit in the X School district exceeds that of the city as a whole which is 3.55 population per occupied dwelling unit. The total number of occupied dwelling units in the twelve census tracts is 15,834. Since the city of Louisville has 89,955 occupied dwelling units, these twelve census tracts contain 17.5 per cent of Louisville's occupied dwelling units.

Sanitation in the home. Three points are to be considered in the study of sanitation in the homes of pupils. They are (1) the percentage of pupils having bathrooms in the home, (2) the percentage of pupils having bathrooms that are used by the family alone, (3) the percentage of pupils having homes with outside toilets.

Sixty-eight and two-tenths per cent of the pupils in the school have bathrooms in the home, leaving 31.8 per cent of the pupils who do not have bathrooms in the home. Ninety-one per cent of these pupils who have bathrooms state that their bathrooms are used by their families alone.

Two hundred fourteen pupils or 24.5 per cent of the pupils of the school state that they use as outside toilet. According to W.P.A. survey made in Louisville in February, 1941¹ Louisville has 3,739 outdoor toilets. Thus the families of the pupils of the school make use of 5.7 per cent of the outdoor toilets in use in the city of Louisville in 1941.

The 16th Census of the United States, 1940² gives data on the state of repair and plumbing equipment of dwelling units in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L. This information is given in Table XII.

¹ The Louisville Courier Journal, Dec. 16, 1941, Section 2, p.1.

² United States Bureau of the Census, op.cit., p.48.

TABLE XII - STATE OF REPAIR AND PLUMBING EQUIPMENT
OF DWELLING UNITS IN TRACTS A, B, C, D,
E, F, G, H, I, J, K, and L in 1940

Dwelling units with	Dwelling units not needing major repairs	Dwelling units needing major repairs
private bath and private flush toilets	7,957	447
private flush toilet no private bath running water	1,317	223
no private flush toilet no running water	3,381	946
in dwelling unit	1,001	669

These facts are significant in Table XII:

1. Of the 8,404 dwelling units in the twelve tracts that have private bath and a private flush toilet, 5.3 per cent are in need of major repairs.

2. Of the 1,540 dwelling units having a private flush toilet but no private bath, 14.4 per cent are in need of major repairs.

3. Of the 4,327 dwelling units having running water but no private flush toilet, 21.1 per cent are in need of major repairs.

4. Of the 1,670 dwelling units with no running water at all, 40 per cent are in need of major repairs.

Making a study of the dwelling units in these

twelve census tracts in relation to the city as a whole, it is found that these twelve census tracts include 15.2 per cent of the city's 2,922 dwelling units with private bath and private flush toilet that are in need of major repairs. These tracts contain 18.5 per cent of the city's 1,200 dwelling units with private flush toilet and no private bath that are in need of major repairs. These tracts contain 24.5 per cent of the city's 3,817 dwelling units with running water and no private flush toilet that are in need of major repairs. These tracts include 15.8 per cent of the city's 3,588 dwelling units with no running water in the dwelling unit that are in need of major repairs.

Heating facilities in the home. Eleven and two-tenths per cent of the pupils in the school have a furnace in their homes. Eighty-five and two-tenths per cent use a stove for heating and 25.9 per cent state that they use a grate. Eleven per cent of the pupils use both stove and grate.

According to the 15th Census of the United States,¹ 15.4 per cent of the dwelling units in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L have

¹ United States Bureau of the Census, loc.cit.

central heating facilities. Table XIII gives a detailed study of the number of dwelling units with and without central heating.

Table XIII - TYPES OF HEATING EQUIPMENT IN DWELLING UNITS IN CENSUS TRACTS A, B, C, D, E, F, G, H, I, J, K, and L in 1940

Census Tract	Dwelling units with central heating	Dwelling units without central heating
A	112	1,048
B	227	546
C	689	618
D	392	769
E	127	971
F	158	1,134
G	203	1,375
H	120	1,212
I	125	1,931
J	104	1,165
K	38	1,422
L	132	1,097

Since the city has 52,526 occupied dwelling units without central heating, these twelve census tracts, with 13,258 dwelling units without central heating, represent 25.2 per cent of the city's total number.

Lighting facilities in the homes. Ninety-six and two-tenths per cent of the pupils make use of electricity in their homes. Three and two-tenths per cent state

that they use lamps and six-tenths of one per cent state that they use gas. The 96.2 per cent of pupils using electricity coincided exactly with the American Youth's Commission's ¹ findings of city youth having electricity available to 96.2 per cent.

According to the Low Income Housing Area Survey ² of Louisville, Kentucky, 1938-1939, electricity is available to 94.2 per cent of all the dwelling units in the city of Louisville.

The data on the dwelling units by the year built in the 16th Census of the United States, 1940 may further add to the picture of the housing situation. Table XIV indicates the number of dwelling units by year built in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L.

¹Howard M. Bell, op.cit. p.32.

² Real Property Survey and Low Income Housing Area Survey, op.cit., p.44.

TABLE XIV ALL DWELLING UNITS BUILT BY YEAR
IN CENSUS TRACTS A, B, C, D, E,
F, G, H, I, J, K, and L in 1940

Census Tract	Year built			
	1930 to 1940	1920 to 1929	1900 to 1919	1899 or earlier
A	31	84	425	661
B	10	124	437	228
C	71	514	631	126
D	6	207	826	130
E	17	43	521	534
F	10	102	674	477
G	23	130	953	504
H	12	80	400	889
I	8	44	573	1,136
J	20	50	469	778
K	-	16	640	745
L	-	93	709	454
Totals	208	1,487	7,258	6,662

Table XIV indicates that the largest number of dwelling units was built during the years of 1900 to 1919. The smallest number was built during the years of 1930 to 1940.

Making a comparison with the dwelling units in the city of Louisville as a whole, it is found that in these twelve tracts 1.3 per cent of the dwelling units were built in the years between 1930 to 1940 in comparison with the city's 7.0 per cent. During the years 1920 to 1929, 9.5 per cent of the dwelling

units in these twelve tracts were built in comparison with the city's 23.1 per cent. During the years 1900 to 1919, 46.4 per cent of the dwelling units were built in comparison with the city's 38.2 per cent. During the year 1899 or earlier, 42.8 per cent of the dwelling units in these tracts were built in comparison with the city's 31.7 per cent.

Thus it is seen that the largest number of dwelling units in the X School district has been built prior to 1919. The district has had no great part in the city's building of new dwelling units during the years 1920 to 1940.

Summary. These findings indicate that the housing of many pupils is sub-standard, with overcrowded homes, with inadequate sanitary facilities, many of which need repairs, and with inadequate heating facilities. These circumstances tend to further indicate that pupils face handicaps in doing school work at home, that they often suffer hardships in their mode of living, and that they often struggle to prepare themselves properly for school attendance.

CHAPTER V

ECONOMIC STATUS OF THE HOMES

ECONOMIC STATUS OF THE HOMES

Part III of the questionnaire submitted to the pupils of the X School contained twenty-two questions relating to the economic status of the homes. These questions related to the following main points:

(1) To what extent are the fathers of pupils in the school working, and what are their occupations?

(2) To what extent are the mothers of pupils in the school working, and what are their occupations?

(3) What facilities are available to pupils in their homes?

(4) To what extent have pupils received dental and medical care?

(5) What foods do pupils eat for their breakfasts and for their lunches at school?

(6) To what extent have families of pupils in the school received assistance from agencies in the city of Louisville?

Occupations of fathers. Eighty-three and six-tenths per cent of the fathers of pupils in the school are found to be working at an average of five

and one-half days per week. Of this group 72.4 per cent are working at permanent jobs and 17.6 per cent are working at temporary jobs. The usual occupation of fathers of pupils is shown in Table XV.

TABLE XV - USUAL OCCUPATION OF FATHERS

Usual occupation	Number of fathers	Percentage of fathers
Professional-technical	3	.4
Managerial	34	4.9
Office-sales	88	12.6
Skilled	179	25.7
Semi-skilled	145	20.7
Unskilled	249	35.7
Total	698	100.0

Thus the largest percentage of fathers is engaged in unskilled work and the smallest percentage is engaged in professional-technical work.

Occupations of mothers. Two hundred pupils or 22.9 per cent of the pupils in the school report that their mothers have jobs outside of the home. Of this number 124 mothers or 62 per cent work during the day, and 76 mothers or 38 per cent work at night. The usual occupation of mothers of pupils in the school is shown in Table XVI.

TABLE XVI - USUAL OCCUPATION OF MOTHERS

Usual occupation	Number of mothers	Percentage of mothers
Professional-technical	3	1.5
Managerial	1	.5
Office-sales	41	20.5
Skilled	9	4.5
Semi-skilled	37	18.5
Unskilled	76	38.0
Domestic-personal	33	16.5
Total	200	100.0

Table XVI indicates that the largest percentage of mothers who work is engaged in unskilled work, and the smallest percentage is engaged in managerial positions. The 16th Census of the United States, 1940, gives data on the major occupation of employed male and female workers in each of the census tracts. The figures given in Table XVII are those for Census Tract I only. Census Tract I is used because its population is the largest of all the tracts in addition to its being located in the X School district. These figures are for all persons employed with the exception of those in public emergency work and include persons fourteen years old and over.

TABLE XVII - MAJOR OCCUPATION GROUPS OF EMPLOYED
MALE AND FEMALE WORKERS IN CENSUS
TRACT I IN 1940

Occupation group	Totals	Male	Female
Professional workers	46	17	29
Semi-professional workers	13	10	3
Proprietors, managers and officials	124	100	24
Clerical, sales, and kindred workers	371	233	138
Craftsmen, foremen, and kindred workers	390	378	12
Operatives and kindred workers	860	548	312
Domestic service workers	41	1	40
Service workers except domestic	109	119	80
Laborers	263	250	13
Occupation not reported	23	17	6

If this one census tract may be considered as representative of the twelve tracts within the school district, it is found that the largest number of workers, both male and female, is in the occupation group of operatives and kindred workers. The smallest number of male workers is in the occupation group of domestic service workers, and the smallest number of female workers is in the occupation group of semi-professional workers.

Data on the educational background of parents would add to the understanding of the occupational

groups in which parents fall. The 16th Census of the United States, 1940, gives the median school years completed by persons twenty-five years and over in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L in 1940. Table XVIII gives this information.

TABLE XVIII - MEDIAN SCHOOL YEARS COMPLETED BY PERSONS
25 YEARS AND OVER IN CENSUS TRACTS A, B,
C, D, E, F, G, H, I, J, K, and L in 1940

Census Tract	Median school years completed
A	7.9
B	8.0
C	8.6
D	8.2
E	8.1
F	8.1
G	8.0
H	7.5
I	7.6
J	7.8
K	7.0
L	7.7

The median number of school years for the entire group is 7.9 years. This may explain why, according to the pupils' report, the largest number of fathers is engaged in unskilled work and the largest number of mothers is engaged in unskilled work.

Facilities available to pupils. One hundred seventy-nine pupils or 20.5 per cent have telephones in their homes. Four hundred one pupils or 46 per cent have electric refrigerators. Three hundred twenty pupils or 36.7 per cent have automobiles in the family. Of the number having automobiles, 9.4 per cent of the pupils report that their automobiles are used for business purposes primarily. Eight hundred thirty-seven pupils or 96 per cent report that they have radios. According to the 16th Census of the United States, 1940, the median per cent of homes containing radios in the twelve tracts is 87.2 per cent. One hundred fifty-seven pupils or 18.8 per cent state that they have sets of reference books in their homes. Seven hundred eighty-one pupils or 89.6 per cent state that they take a daily newspaper regularly. Five hundred ninety-six pupils or 62.7 per cent state that their families subscribe to no magazines. One hundred twenty-six pupils or 14.4 per cent state that their families subscribe to one magazine. One hundred thirty-one pupils or 15 per cent report that their families subscribe to two magazines. Sixty-nine pupils or 7.9 per cent report that their families subscribe to more than two magazines. It is thus seen that the largest percentage of pupils state that their

families subscribe to no magazines.

In response to the question, "How many books other than textbooks are in your home?" 503 pupils or 57 per cent state that they have from 0-10 books in the home. Two hundred twenty pupils or 25.2 per cent state that they have from 11-30 books in the home. Fifty-eight pupils or 6.7 per cent state that they have from 31-50 books in the home. Ninety-seven pupils or 11.1 per cent state that they have more than fifty books in the home. No effort was made to determine the type of books. The above figures reveal that the largest percentage of pupils, 57 per cent say that they have from 0-10 books in the home. On this particular item of the number of books in the home the accuracy of pupils' answer may be questioned.

The extent to which pupils have facilities in their homes is summarized in Table XIX.

TABLE XIX - FACILITIES IN THE HOMES

Facilities	Percentage of pupils who have
Telephone	20.5
Electric refrigerator	46.0
Automobile	36.7
Radio	96.0
Set of reference books	18.8
Daily newspaper	89.6
Subscription to 1 magazine	14.4
Subscription to 2 magazines	15.0
Subscription to 3 magazines	7.9
0-10 books in the home	57.0
11-30 books in the home	25.2
31-50 books in the home	6.7
more than 50 books	11.1

Dental care received by pupils. In answer to the question, "Have you ever been to a dentist?" 731 pupils or 83.8 per cent answered in the affirmative with 16.2 per cent of the pupils stating that they have never been to a dentist or had their mouths examined by any one other than the school dentist or school nurse. Eight hundred twenty-nine pupils or 95 per cent state that they have a tooth brush. Ninety-seven and eight-tenths per cent of the girls have toothbrushes, and 92 per cent of the boys have toothbrushes.

Personal possessions. Two hundred forty-six boys or 59.3 per cent state that they have their individual combs which they alone use. Three hundred five girls or 66.7 per cent state that they have their own combs. One hundred forty-seven boys or 35.4 per cent state that they have their own hair brushes, and 157 girls or 34.4 per cent of the girls state that they possess their own hair brushes. Less than one-half of the pupils in the school, 42 per cent, state that they have for their personal use their individual towels and washcloths.

Medical care received by pupils. The extent to which pupils have had medical care is shown in Table XX.

TABLE XX - EXTENT OF MEDICAL CARE OF PUPILS

Care at last serious illness	Percentage of pupils
Services of private physician	39.0
Services of clinic	8.0
No medical attention	7.0
Both private physician and clinic	2.5
Private hospital care	9.0
General hospital care	15.0
City doctor	11.4

Table XX indicates a greater use of private physicians over the services of a clinic and a greater use of the General Hospital over a private hospital at the last serious illness of pupils.

Breakfasts and lunches of pupils. No attempt is made here to procure a total picture of the nutrition of pupils. The two points studied relate to the foods eaten at breakfast and to the lunches eaten at school. Table XXI indicates the percentage of pupils who usually eat certain foods for their breakfasts.

TABLE XXI - FOODS EATEN BY PUPILS AT BREAKFAST

Food	Percentage of pupils
Toast	49.3
Eggs	48.1
Cereal	46.7
Milk	45.6
Coffee	30.4
Fruit	16.4
Doughnuts, sweet rolls	15.7
Fruit juice	6.4
No breakfast	4.3
Pancakes	1.4
Syrup	1.4
Fried potatoes	.3

The foods most popular for breakfast are in order toast, eggs, cereal, milk, coffee, fruit, doughnuts or sweet rolls, fruit juice, syrup, and fried potatoes.

Four and three-tenths per cent of the pupils state that they eat no breakfast at all. Table XXII indicates the foods usually eaten for lunch at school.

TABLE XXII - FOODS EATEN BY PUPILS AT LUNCH
IN SCHOOL

Food	Percentage of pupils
Sandwiches	53.8
Fruit or ice-cream	47.6
Buns	37.2
Cakes	35.5
Soup	30.2
Milk	21.9
Candy	20.8
Nothing	15.9
Plate lunch	4.8

The foods most popular for lunch are in order sandwiches, fruit or ice-cream, buns, cakes, soup, candy, milk, and the plate lunch. The plate lunch is the least popular. Priced at ten cents in 1941, it includes a meat, two vegetables, and a slice of bread. A fact worthy of further study is that 15.9 per cent of the pupils state that they eat nothing for lunch at school.

Relief from city agencies. In response to the question, "Has your family received relief since last

January, 1940?" 34 pupils or 3.9 per cent answered in the affirmative. The writer questions these findings after a study of the indigent pupils in the school.¹ In a report of the visiting teacher for one class in the school, the families of thirty-two pupils of the sixty indigent pupils were found to be receiving public assistance. The report is shown in Table XXIII. Numbers are submitted for names of pupils.

¹ Report of Indigent Pupils in 8A, op.cit., p.3.

TABLE XXIII - REPORT OF INDIGENT PUPILS IN 8A
JUNE, 1941

Pupil	Size of family	Number of children	Number of earners	Total weekly income	Other data
1.	6	4	1	\$23.00	
2.	4	2	0	M.B.S.S.	
3.	8	6	1	11.00	W.P.A.
4.	10	8	1	11.00	W.P.A.
5.	7	5	1	11.00	W.P.A.
6.	6	4	1	25.00	painter
7.	8	6	1	M.B.S.S.	vegetable man
8.	3	1	1	11.00	W.P.A.
9.	8	6	1	19.00	Axton-Fisher
10.	8	4	1	12.00	
11.	6	4	1	?	peddler
12.	6	4	1	?	no regular work
13.	8	6	1	18.00	
14.	8	6	1	20.00	
15.	5	2	2	15.00	father irregular work brother helps
16.	2	1	1	15.00	irregular work
17.	5	3	0	0	father unemployed
18.	6	4	1	20.00	
19.	4	1	1	14.00	truck driver
20.	7	5	1	20.00	K.&I. R.R.
21.	12	10	3	30.00	father W.P.A. brother N.Y.A.
22.	4	2	1	18.00	Inman's night work
23.	3	2	0	M.B.S.S.	
24.	2	1	0	15.00	own cottage; only income rent 2 rooms
25.	5	3	1	25.00	Bowman Field
26.	6	4	1	11.00	W.P.A.
27.	10	8	0	M.B.S.S.	
28.	6	4	1	20.00	
29.	5	3	0	M.B.S.S.	
30.	6	4	1	22.00	
31.	4	2	1	?	bar tender
32.	3	2	0	?	government pension
33.	6	4	0	0	Mother's Aid
34.	7	5	1	?	Crescent Panel Co.
35.	5	3	1	20.00	
36.	7	5	2	?	W.P.A.
37.	8	5	1	20.00	

TABLE XXIII - (continued)
REPORT OF INDIGENT PUPILS IN 8A
JUNE, 1941

Pupil	Size of family	Number of children	Number of wage earners	Total weekly income	Other data
38.	6	4	1	\$11.00	W.P.A.
39.	7	5	1	20.00	
40.	7	5	1	?	laborer-Fort Knox
41.	5	4	1	25.00	truck driver
42.	5	3	1	11.00	W.P.A.
43.	3	2	1	11.00	W.P.A.
44.	6	3	1	11.00	W.P.A.
45.	8	6	1	23.00	
46.	6	4	1	?	fireman
47.	6	4	1	?	irregular work; broom maker
48.	7	6	0	0	Mother's Aid
49.	5	3	1	12.00	
50.	4	1	1	11.00	W.P.A.
51.	8	6	2	30.00	father \$24 week; brother C.C.C.
52.	10	8	2	15.00	father W.P.A. \$11. sister \$4.
53.	11	8	3	37.00	
54.	4	3	2	?	mother waitress sister housework
55.	13	12	3	30.00	father dead sisters, Enro Shirt
56.	4	2	1	11.00	W.P.A.
57.	6	4	1	15.00	Kingham Trailer Co.
58.	6	4	1	25.00	laborer
59.	5	3	1	?	Reynolds Metal
60.	6	4	1	11.00	W.P.A.

Table XXIII indicates that the families of five pupils out of the sixty indigent pupils in 8A in June, 1941 received aid from the Municipal Bureau of Social Service. The families of two pupils received aid from the Mother's Aid. The fathers of fourteen pupils did W.P.A. work with incomes of eleven dollars a week for families ranging from three to ten persons. The family of one pupil received aid from a brother in the C.C.C. The family of one pupil received aid from a brother doing N.Y.A. work.

These data are not intended to give a total picture of the assistance given to all families of pupils of the school from social agencies. They do indicate the type of work and the agencies giving aid to the sixty pupils in 8A who were classified as indigents in 1941.

Summary. These findings indicate that teachers in the school in giving assignments should realize the limitations that pupils face in reference to their economic facilities at home. Teachers should realize that they frequently teach pupils who are under-privileged and under-nourished. Pupils coming from homes where the economic status is low and where the principal problem is making a living, may question the importance of

of learning routine textbook subject-matter that has no bearing on their daily lives. Teachers may wish to evaluate their teaching in the light of the contribution it makes towards the improvement of pupils' every-day lives.

CHAPTER VI

SOCIAL EXPERIENCES AND ATTITUDES OF PUPILS

SOCIAL EXPERIENCES AND ATTITUDES OF PUPILS

It has been the primary purpose thus far to report concrete facts concerning the social and economic conditions under which the pupils of X School are living. In this chapter we shall attempt to present a picture of the social experiences and attitudes of pupils with some discussion of the ambitions of pupils in the school.

Part IV of the questionnaire submitted to the pupils of X School in January, 1941, contained sixteen questions. These questions related to (1) experiences in travel, (2) use of the public libraries, (3) use of leisure time, (4) attitudes toward the movies, (5) entertainment of other boys and girls in the home, (6) attitudes toward community problems and suggestions for keeping young people out of trouble, (7) suggestions for improvement of the neighborhood, (8) personal problems of pupils and (9) ambitions of pupils.

In this chapter a discussion of point 6, attitudes towards community problems and suggestions for keeping young people out of trouble, shall include some discussion of the data available on the problem

of juvenile delinquency in the twelve census tracts in which the X School district is located.

Experiences in travel. In an attempt to get a partial picture of the pupils' scope of experience in travel, the question, "How often do you go up to Fourth Street?" was asked. Pupils report that the average number of times per week is one.

In answer to the question, "Have you ever been to Y Park?" 832 pupils or 95.4 per cent state that they have been to Y Park, leaving 4.6 per cent who have never been there. Since Y Park is approximately one mile from the west boundary of the school district, this may indicate the limited experience some of the pupils have in traveling away from their own neighborhood.

Five hundred forty-eight pupils or 62.8 per cent state that they have never taken a trip on a train. Four hundred sixty-nine pupils or 53.9 per cent state that they have never taken a trip outside of the city on a bus. The fact that approximately five-eighths of the pupils have never had the experience of traveling on a train and approximately one-half of the pupils have never had the experience of traveling on

a bus should be significant to their teachers of English and Social Studies.

Use of Public Libraries. Four hundred fourteen pupils or 47.5 per cent state that they make use of the public libraries, in addition to the use of the school library.

The girls are more inclined toward public library use with 56.7 per cent than are the boys, 37.2 per cent of whom state that they make use of public library facilities.

Use of leisure time. The ways in which pupils spend their leisure time are shown in Table XXIV. Pupils were asked to check the three activities in which they most frequently engaged.

TABLE XXIV - ACTIVITIES OF PUPILS IN LEISURE TIME

Activity	Percentage of boys	Percentage of girls
Reading	40.0	60.0
Movies	36.0	51.0
Games	27.0	22.0
Basket-ball	21.0	.9
Bicycling	19.0	12.0
Football	15.0	.2
Listening to radio	13.0	21.0
Skating	12.0	34.0
Baseball	9.0	.4
Making things	9.0	2.0
Visiting friends	3.0	14.0
Shooting pool	2.2	.0
Walking	2.0	5.0
Playing cards	1.0	.4
Sewing	.0	14.0

Attitudes towards the movies. Pupils in the school go to the movies on an average of one time per week. Seventy-five per cent state that they go for enjoyment, 8.4 per cent state that they go because they have nothing else to do, and 12 per cent state that they seldom or never go.

Entertainment of other boys and girls in the home. In response to the question, "Do you ever entertain other boys and girls in your home?", 81.9 per cent of the pupils answer in the affirmative. The girls are more in-

clined toward home entertainment with 86.4 per cent entertaining other boys and girls in their homes in comparison with the boys, 76.9 per cent of whom entertain other boys and girls in their homes.

Attitudes toward community problems and suggestions for keeping young people out of trouble. In answer to the question, "Do you think there is anything your community could do to keep young people out of trouble?" 52.1 per cent state that they do not know, 1.5 per cent answer in the negative, and 46.4 per cent answer in the affirmative. In answer to a request for definite suggestions, 7.3 per cent suggest "Organize clubs", 18.4 per cent suggest "Have recreation centers", 8.3 per cent suggest "Have more parks", and 9.2 per cent suggest "Block off streets for skating".

Delinquency cases in the school. An examination of the school files reveals a list of sixty-eight boys and girls who are known to social service agencies or¹ the police as delinquents. This list was compiled from September, 1940 to June, 1941.

¹ Delinquency cases, op.cit., p. 3.

Table XXV indicates the number of cases and the name of the agency familiar with the case.

TABLE XXV - CASES OF DELINQUENCY OF PUPILS
IN X SCHOOL
SEPTEMBER, 1940 to JUNE, 1941

Agency	Number of cases		
	Boys	Girls	Total
Children's Agency (Lou. and Jeff. County Children's Home)	4	7	11
Direct Relief (municipal)	3	0	3
Jewish Welfare Agency	0	2	2
Juvenile Court and Detention Home	13	8	21
Legal Notice	1	1	2
Mother's Aid	6	4	10
Ormsby Village	7	3	10
Police	1	6	7
Special School	2	0	2
Totals	37	31	68

With approximately one-half of the pupils of the school aware that the community could do something to keep young people out of trouble and with sixty-eight cases of delinquency known to social service agencies or the police in the period of a school year, it is evident that the problem of delinquency in the school community could bear further investigation.

Delinquency in the school community. Data on delinquency in the various city census tracts are available in a W.P.A. Juvenile Delinquency Study in Louisville, made in 1935.¹ An examination of these data on delinquency in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L will indicate if the rate of delinquency is high as compared with the sixty of Louisville as a whole. Table XXVI indicates the number of juvenile delinquents before the Juvenile Court by race and sex in the city of Louisville in 1935.

TABLE XXVI - NUMBER OF JUVENILE DELINQUENTS BEFORE THE JUVENILE COURT BY RACE AND SEX IN THE CITY OF LOUISVILLE, 1935

Sex	White	Negro	Total
Male	368	256	624
Female	98	38	136
Totals	466	294	760

Table XXVII indicates the number of juvenile delinquents before the Juvenile Court in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L in 1935.

¹ A Study of Juvenile Delinquency in Louisville
op. cit., p. 2.

TABLE XXVII - NUMBER OF JUVENILE DELINQUENTS BEFORE
THE JUVENILE COURT IN CENSUS TRACTS
A, B, C, D, E, F, G, H, I, J, K,
and L in 1935

Census Tract	Number of juvenile delinquents
A	9
B	2
C	2
D	4
E	6
F	10
G	3
H	10
I	23
J	15
K	22
L	19
Totals	125

From a comparison of Tables XXVI and XXVII, Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L contribute 16.4 per cent of the number of juvenile delinquents who appeared before the Juvenile Court during the year 1935 as compared with the city as a whole. Table XVIII shows the number of juvenile delinquents as compared with the number of major and minor crimes in Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L in 1935.

TABLE XXVIII - JUVENILE DELINQUENTS COMPARED WITH
MAJOR AND MINOR CRIMES BY CENSUS
TRACTS A, B, C, D, E, F, G, H, I,
J, K, and L in 1935

Census Tract	Number of Juvenile Delinquents	Number of major crimes	Number of minor crimes
A	9	61	152
B	2	8	54
C	2	36	133
D	4	22	65
E	6	61	151
F	10	46	167
G	3	33	197
H	10	61	344
I	23	115	429
J	15	84	192
K	22	141	263
L	19	59	227
Totals	125	627	2,374

The sources of information for these figures were the Juvenile Court and the Police Court. Table XVIII shows larger numbers of major and minor crimes than the number of juvenile delinquents in these census tracts. This can be explained by the fact that offenders of major and minor crimes are more likely to be summoned before the court than are the juvenile delinquents. It will add to the picture of juvenile delinquency in the school community. if the rank of

these census tracts in magnitude of delinquents with the eighty-nine census tracts of the city, may be ascertained. Table XXIX indicates the rank of Census Tracts A, B, C, D, E, F, G, H, I, J, K, and L in magnitude of delinquency with the eighty-nine census tracts of the city.

TABLE XXIX - RANK OF CENSUS TRACTS A, B, C, D, E, F, G, H, I, J, K, and L IN MAGNITUDE OF DELINQUENCY WITH THE EIGHTY-NINE CENSUS TRACTS OF LOUISVILLE, 1935

Census Tracts	Number of juvenile delinquents	Rank of census tract with 89 census tracts of city
A	9	15
B	2	22
C	2	22
D	4	20
E	6	18
F	10	14
G	3	21
H	10	14
I	23	4
J	15	10
K	22	5
L	19	7

Table XXIX indicates that the ranks of these census tracts in juvenile delinquency is high, in all tracts being in the upper fourth of the eighty-

nine census tracts. One census tract ranks fourth in juvenile delinquency in the city. One census tract ranks fifth. One census tract ranks seventh. One census tract ranks tenth place. Two census tracts rank fourteenth. One census tract ranks fifteenth. One census tract ranks twentieth. One census tract ranks twenty-first. Two census tracts rank twenty-second.

It must be pointed out that the census tract ranking fourth in juvenile delinquency is Census Tract I, which has the largest population of any tract in the city. In general, the rank of the twelve census tracts in magnitude of major and minor crimes committed with the eighty-nine census tracts of the city is not so high as that of juvenile delinquency, as may be ascertained in Table XXX.

TABLE XXX - RANK OF CENSUS TRACTS A, B, C, D, E, F, G, H, I, J, K, L IN MAGNITUDE OF DELINQUENCY, OF MAJOR CRIMES, AND OF MINOR CRIMES WITH THE 89 CENSUS TRACTS OF THE CITY, 1935

Census Tract	<u>Rank with 89 census tracts of city</u>					
	<u>Juvenile delinquency</u>		<u>Major crimes</u>		<u>Minor crimes</u>	
	Number	Rank	Number	Rank	Number	Rank
A	9	15	61	20	152	31
B	2	22	8	72	54	60
C	2	22	36	33	133	34
D	4	20	22	43	65	56
E	6	18	61	22	151	32
F	10	14	46	28	167	28
G	3	21	33	35	197	23
H	23	4	115	11	429	8
I	15	10	24	15	192	25
J	22	5	141	7	263	14
K	19	7	59	23	227	18

Table XXX indicates that Census Tract I, which ranks fourth in juvenile delinquency, also ranks eleventh in major crimes and eighth in minor crimes. In rank of major crimes these tracts range from seventh to the seventy-second place among the eighty-nine census tracts of the city. In rank of minor crimes these tracts range from eighth place to the fifty-sixth place among the eighty-nine census tracts of the city. The following conclusions may be made from a study of Tables XXVI, XXVII, XXVIII, XXIX, XXX:

(1) The twelve census tracts included in the X School district contributed 16.4 per cent of the total number of juvenile delinquents who appeared before the Juvenile Court in 1935. This may be considered high, since the total population in these twelve tracts is 17 per cent of the city's total population.

(2) The twelve census tracts rank high in magnitude of delinquency with the eighty-nine tracts of the city, in all cases being in the upper quarter.

(3) As may be expected, the number of major and minor crimes committed in these census tracts is much larger than the number of juvenile delinquents, but their rank in comparison with the city is not so high, in the major crimes ranking from seventh to seventy-second place and in minor crimes ranging from eighth to fifty-sixth place.

It may be inferred from a study of the cases of delinquency in file in X School September, 1940 to June, 1941 and from the data furnished by the W.P.A. study on juvenile delinquency in the census tracts that the problem of juvenile delinquency is an outstanding one in the school community. The

pupils themselves seem to be aware of this, with 46.4 per cent stating that they think that there is something that their community could do to keep young people out of trouble. Their suggestions for organizing clubs, having recreation centers, having more parks, and blocking off streets for skating may be worthy of consideration by city authorities.

According to this same study of juvenile delinquency in Louisville in 1935 there are in the twelve census tracts three playgrounds, three private institutions for character building, and one Community Chest supported institution.

While these city public playgrounds and these private institutions fulfill some of the need for recreation in the school community, it is evident that additional playgrounds, parks, and recreation centers are needed in certain sections of the school community. Since the area in these twelve census tracts is approximately 13.4 per cent of the city's total area, it can be understood why this area contains 13 per cent of the city's total number of parks and playgrounds. However, since the population in the twelve tracts is 17.9 per cent of the city's total population, more parks

and playgrounds in the school district are desirable.

Suggestions for improvement of the neighborhood.

Pupils in the school seem aware that improvements could be made in their neighborhoods. Their suggestions are summarized in Table XXXI.

TABLE XXXI - PUPILS' SUGGESTIONS FOR IMPROVEMENT
OF NEIGHBORHOOD

Suggestion	Percentage of pupils
Better housing, construction and painting	16.
Plant more trees	10.
Pave streets	12.
Clean alleys	10.
Clean the streets	12.
Clean the yards	9.
Eliminate saloons	2.
Clean off lots	6.

The suggestions given by the largest percentage of pupils are to pave and to clean the streets. Interviews with pupils on these matters result in many complaints concerning lack of pavement in their neighborhoods and the absence of regular cleaning of streets by the city. According to the data given in the chapter on Housing, 29.7 per cent is the median per cent of dwelling units occupied by owners in the twelve census

tracts. The median gross rent for the twelve census tracts per month for all tenant-occupied dwelling units is \$20.17. This may explain, in a measure, the absence of paved streets in many sections of the school district.

Personal problems of pupils. In response to the question, "What is your most perplexing personal problem?" these answers are given by the pupils:

TABLE XXXII - PERSONAL PROBLEMS OF PUPILS

Problem	Percentage of boys	Percentage of girls
Getting a job after school hours	25.	5.
Social popularity	3.	8.
School progress	27.	29.
Religion	1.	1.
Family	2.	6.
Health	5.	6.
Getting the proper clothes	2.	9.
No problem	35.	36.

Significant in the above table are the facts that one-fourth of the boys state as their most perplexing personal problem getting a job after school hours and approximately one-fourth of boys and girls stating as their most perplexing personal problem that of their school progress. Girls are more concerned with getting

the proper clothes than are the boys. The subject of religion bothers pupils very little. Approximately one third of the pupils state that they have no problem.

Ambitions of pupils. In answer to the question, "What do you want to be when you are 21?" 35.6 per cent of the pupils wish to hold positions in the professional and technical fields. Thirty-five and two-tenths per cent also wish to do office or sales work. Twenty and two-tenths per cent wish to become skilled workers. Six and five-tenths per cent wish to do domestic or personal types of work and 2.1 per cent state that they expect to do unskilled work. Only .4 per cent wish to have jobs of a managerial nature.

A comparison of the occupations of their fathers and of the occupational ambitions of pupils themselves is made in Table XXXIII.

TABLE XXXIII - COMPARISON OF OCCUPATIONS OF FATHERS
AND OCCUPATIONAL AMBITIONS OF PUPILS

Occupation	Fathers	Pupils
Professional-technical	.4	35.6
Managerial	4.9	.4
Office-sales	12.6	35.2
Skilled	25.7	20.2
Semi-skilled	20.7	not given
Unskilled	35.7	2.1
Domestic-personal	not given	6.5

A significant fact in Table XXXIII is the ambitions of 35.2 per cent of the pupils to enter professional-technical fields of work in comparison with only .4 per cent of their fathers actually engaged in professional-technical fields. Approximately one-third of the pupils have ambitions to do office or sales work, whereas only one eighth of their fathers are engaged in office or sales types of work. The three types of work that most fathers are engaged in are unskilled, skilled and semi-skilled work, whereas the three types pupils state they wish to enter are in order professional-technical, office-sales, and skilled labor.

Educational ambitions of pupils. Thirty-three and four-tenths per cent of the pupils expect to complete the ninth grade and then quit school. Twenty-six and four-tenths per cent expect to graduate from a senior high school. Twenty-four and five-tenths per cent expect to complete the work of a university or college.

Fifteen and seven-tenths per cent expect to quit school on reaching the age of sixteen. The fact that approximately one-fourth of the pupils expect to graduate from a senior high school and one-fourth expect to graduate from a college or university is noteworthy, in view of the fact that the median number of school years completed by persons 25 years and over in the twelve census tracts in 1940 is 7.9.

The fifteen and seven-tenths per cent of the pupils who expect to quit school at the age of sixteen give as their principal reasons in order the following: (1) the wish to make their own money, (2) a lack of interest in school work, (3) lack of family funds, (4) subjects at school are too difficult and (5) pupils cannot get along with the teachers.

Summary. These findings may indicate to the principal and teachers the many ways in which they can teach pupils how to enrich their daily lives such as travel, public library usage, desirable leisure-time activities, and entertainment in the homes. Some understanding of the problems of the school community may be obtained from these findings such as the need for neighborhood improvement. Definitely, teachers must realize the presence of the problem of juvenile

delinquency in the school community. They may wish to give consideration to the importance the boys place on their problems of getting jobs. They may see indications that pupils are anxious to enter fields of work other than those engaged in by their parents and that many pupils have ambitions to graduate from senior high school and from college. Teachers may wish to study the pupils' reasons for wishing to quit school at sixteen, particularly those of the difficulty of the school subjects and the inability to get along with the teachers.

CHAPTER VII

EFFECTS OF WAR ON HOME BACKGROUNDS
OF PUPILS

EFFECTS OF WAR ON HOME BACKGROUNDS OF PUPILS

The four preceding chapters, Family Relationships, The Housing Situation, The Economic Status of the Homes, and Social Experiences and Attitudes of Pupils have endeavored to give a picture of home backgrounds of pupils in X School in January, 1941.

In May, 1943 as the writer finished compiling these data, she felt a curiosity concerning the changes the war might have made on the home backgrounds of pupils. Although it was an impossibility to administer the questionnaire to as large a group of pupils, 872, as she had done in January, 1941, nevertheless she felt that even with a much smaller group, certain facts could be ascertained that would indicate the effects of the war made on the home backgrounds.

To this end she gave the same questionnaire as had been given in January, 1941 to ninety-seven pupils in her regular classes, fifty-two girls and forty-five boys.

The results of this second survey are given in this chapter. While not so comprehensive and with the

realization that the data for both surveys are based on an entirely different number of cases, comparisons will be made between January, 1941 and May, 1943 in order that certain trends, at least, may be noted.

The writer had read with interest a pamphlet,¹ "Impact of War Upon Louisville Social Agencies", a comparative study of two periods, March-May and November, 1942 and noted the general conclusions that among problems as a whole, the percentage of war-connectedness had increased from 15 per cent to 42 per cent. Also noted was the conclusion that the problems which had increased in importance in the two periods were those affecting children and adolescents and those which had decreased in importance were those involving adults.

Family Relationships. Are there any noticeable differences between the data given in 1941 and 1943 concerning family relationships? Table XXXIV indicates the differences.

¹ Kutak, op. cit., p.14.

TABLE XXXIV - COMPARATIVE STUDY OF FAMILY RELATIONSHIPS
JANUARY, 1941 AND MAY, 1943

Question	Percentage	
	1941	1943
1. Are your parents		
a. both living in the home	80.8	66.5
b. father dead	3.3	8.5
c. mother dead	4.7	7.5
d. father not living in the home	9.6	16.
e. mother not living in the home	2.6	1.5
f. stepfather living in the home	7.5	8.
g. stepmother living in the home	6.9	2.
h. father in the armed forces	-	3.5
2. Do you ever prepare the entire meal?	17.8	16.5
3. Do you have a job?	17.6	23.5
4. Do you contribute any money to your family?	55.9	40.

Noticeable differences in Table XXXIV are (1) the percentage of broken homes is higher in 1943 than in 1941, (2) the percentage of pupils having jobs is greater, (3) a smaller percentage of pupils contribute part of their earnings to their families.

The housing situation. A larger number of differences between 1941 and 1943 are indicated in Table XXXV, which is a comparative study of the housing situation.

TABLE XXXV - COMPARATIVE STUDY OF THE HOUSING SITUATION
JANUARY, 1941 AND MAY, 1943

Question	Percentage	
	1941	1943
1. Do your parents own their own home?	18.8	31.5
2. Is there a bathroom inside your home?	68.2	76.5
3. Do you have an outside toilet?	23.3	9.
4. Do you have a bathroom that is used by the family alone?	8.9	55.
5. Do you have a furnace?	11.2	25.5
6. Do you use a stove for heating?	85.2	53.5
7. Do you use a grate for heating?	25.9	21.
8. How is your home lighted?		
a. electricity	96.2	97.7
b. gas	.6	.3
c. lamps	3.2	2.

Table XXXV indicates the following differences between the two periods, January, 1941 and May, 1943: (1) the percentage of parents owning their own homes is greater in 1943 than in 1941, (2) the sanitation facilities are better in 1943 than in 1941, (3) the method of heating is improved in 1943 over 1941, (4) a larger percentage of homes is lighted by electricity in 1943 over 1941.

Economic Status of the home. Differences in the economic status of the home are indicated in Table XXXVI.

TABLE XXXVI - COMPARATIVE STUDY OF THE ECONOMIC STATUS OF THE HOME, JANUARY, 1941 AND MAY, 1943

Question	Percentage	
	1941	1943
1. Is your father working now?	18.8	31.5
2. Give the number of days per week.	5.5	5.5
3. Is his work permanent?	83.6	90.5
4. Has your father's salary increased since the war?		52.5
5. Does your mother work?	22.9	26.5
6. Does your mother work at night?	14.4	25.
7. Does your mother work during the day?	85.6	75.
8. Is there a telephone in your home?	20.5	45.5
9. Do you have an electric refrigerator?	46.8	57.5
10. Does your family have an automobile?	36.7	36.5
11. Does your family have a radio?	96.	98.
12. Do you have a set of reference books?	18.8	17.
13. Does you family take a daily newspaper regularly?	89.6	93.5
14. Does your family subscribe to magazines?		
a. none	62.7	50.
b.. one	14.4	32.5
c. two	15.	16.
d. more than two	7.9	1.5

TABLE XXXVI (continued)

COMPARATIVE STUDY OF THE ECONOMIC STATUS
OF THE HOME, JANUARY, 1941 AND MAY, 1943

Question	Percentage	
	1941	1943
15. How many books other than textbooks are in your home?		
a. 0-10	57.0	43.0
b. 11-30	25.2	20.0
c. 31-50	6.7	15.5
d. over 50	11.1	21.5
16. Has your family received relief in the past year?	3.9	6.5
17. Have you ever been to a dentist?	83.8	82.0
18. Have you your own		
a. toothbrush	95.0	93.5
b. comb	63.0	64.0
c. brush	35.0	32.5
d. towel	42.0	22.5
e. washcloth	47.0	31.5
19. When you were last seriously ill, did you have		
a. services of private physician	39.0	47.5
b. services of clinic	8.0	2.5
c. no medical attention	7.0	9.0
d. both private physician and clinic	2.5	4.5
e. private hospital care	9.0	19.0
f. General Hospital care	15.0	81.0
g. city doctor	11.4	8.0
20. What is your usual breakfast?		
a. milk	45.6	54.0
b. coffee	30.4	39.5
c. cereal	46.7	29.0
d. fruit	16.4	18.0
e. fruit juice	6.4	7.5
f. eggs	48.1	59.0
g. rolls	15.7	32.0
h. no breakfast	4.3	6.5

TABLE XXXVI (continued)

COMPARATIVE STUDY OF THE ECONOMIC STATUS
OF THE HOME, JANUARY, 1941 AND MAY, 1943

Question	Percentage	
	1941	1943
21. What is your usual lunch at school?		
a. plate lunch	4.8	12.5
b. sandwiches	53.8	68.5
c. buns	37.2	30.5
d. milk	21.9	37.5
e. soup	30.2	52.0
f. salads	-	14.5
g. ice-cream or fruit	47.6	58.0
h. candy	20.8	44.0
i. nothing	15.9	9.5

In answer to the additional question, "How much money do you usually spend for lunch at school?" 4 per cent of the pupils state that they usually spend from 0-10 cents, 45 per cent state that they usually spend from 11-20 cents, 35 per cent state that they usually spend from 21-30 cents, and 16 per cent state that they usually spend over thirty cents. A conference with the head worker of the school cafeteria results in the statement that in pre-war years the average sum spent by a child for his school lunch was ten cents, whereas in 1943 it is approximately twenty cents. Seventy-five

per cent of the pupils state that they spend more money for lunch in 1943 than they did a year ago. This may be due to the fact that they have more money to spend, and prices of foods have increased approximately one cent.

Table XXXVI indicates the following outstanding differences in the economic status of the homes in January, 1941 and May, 1943: (1) a larger percentage of both fathers and mothers is working in 1943 than in 1941, (2) 52.5 per cent of the pupils state that their fathers' salaries have increased since the war, (3) a larger percentage of pupils has available such facilities as telephone, electric refrigerator, radio, daily newspaper, and magazine subscriptions, (4) a larger percentage of pupils had the services of a private physician and a private hospital in 1943 over 1941 when reporting their last serious illness, (5) a larger percentage of pupils eat the balanced plate lunch in 1943 over 1941, (6) a smaller percentage of pupils state that they eat nothing for lunch.

Social experiences and attitudes. A comparison of social experiences and attitudes of pupils in January, 1941 and May, 1943 is made in Table XXXVII.

TABLE XXXVII - COMPARATIVE STUDY OF THE SOCIAL
EXPERIENCES AND ATTITUDES OF PUPILS
JANUARY, 1941 AND MAY, 1943

Question	Percentage	
	1941	1943
1. How often do you go up to Fourth Street? (times per week)	1.0	2.0
2. Have you ever been to Y Park?	95.4	96.5
3. Have you ever taken a trip on the train?	62.8	67.5
4. Have you ever taken a trip on a bus?	53.9	63.0
5. Do you use any public library?	47.5	48.5
6. Give three ways you spend your spare time		
a. movies	44.3	64.0
b. reading	50.8	26.0
c. sports	24.4	40.0
7. How many times a week do you go to the movies?	1.0	2.0
8. Do you entertain other boys and girls in your home?	81.9	70.5
9. What is your most perplexing personal problem?		
a. getting a job after school hours	15.1	21.0
b. social popularity	5.5	1.0
c. school progress	28.0	19.0
d. religion	1.0	1.0
e. family	4.0	4.0
f. health	5.5	2.0
g. getting the proper clothes	5.5	10.5
h. no problem	35.5	42.0

TABLE XXXVII (continued)

COMPARATIVE STUDY OF THE SOCIAL
EXPERIENCES AND ATTITUDES OF PUPILS,
JANUARY, 1941 AND MAY 1943

Question	Percentage	
	1941	1943
10. What do you want to be when you are 21?		
a. professional-technical	35.6	32.4
b. managerial work	.4	1.3
c. office-sales work	35.2	38.9
d. skilled work	20.2	15.5
e. semi-skilled work	-	7.7
f. unskilled work	2.1	-
g. domestic-personal work	6.5	3.8
11. Do you expect to		
a. graduate from X School	33.4	31.0
b. graduate from a senior high	26.4	32.0
c. graduate from a college or university	24.5	13.0
d. quit school at 16	15.7	24.0
12. Why do you want to quit school at 16?		
a. lack of family funds	18.7	3.0
b. lack of interest	24.8	11.0
c. to earn money	30.5	59.0
d. subjects at school too difficult	14.5	4.5
e. cannot get along with the teachers	11.5	22.5

As to suggestions for keeping young people out of trouble, pupils make the following suggestions in 1943: (1) have nurseries for young children of working mothers so that older brothers and sisters will not have the responsibility of caring for the younger ones,

(2) have swimming pools so that the boys will not get into trouble at the Z Canal, (3) have supervised playgrounds in locations on M Street, N Street, and O Street, (4) have closer supervision of "beer joints".

As for additional suggestions for neighborhood improvement, pupils suggest in 1943: (1) get rid of undesirable people in the neighborhood, (2) get the police to check up on the gambling in the neighborhood (3) pave more streets, (4) have traffic lights at Sixteenth and N Streets and Twenty-sixth and N Streets, (5) force all owners to clean up all vacant lots so that Victory Gardens can be established in them, (6) have an improvement campaign in the neighborhood so that people will repair and paint their houses.

Noticeable differences in Table XXXVII in the social experiences and attitudes of pupils in the two periods, January, 1941 and May, 1943 are the following: (1) a larger percentage of pupils has had experiences in travel in 1943 over 1941, (2) the average number of times pupils go to the movies per week in 1943 is two, whereas in 1941 it was one time, (3) a larger percentage of pupils in 1943 is concerned with

getting a job after school hours than in 1941, but a smaller percentage is concerned with school progress, (4) a larger percentage of pupils wishes to quit school at 16, a larger percentage of pupils expects to graduate from senior high school, and a smaller percentage expects to graduate from a college or university in 1943 over 1941, (5) whereas in 1941 the principal reasons for wanting to quit school at sixteen are in the order named: the wish to make their own money, a lack of interest in school work, and lack of family funds, in 1943 the principal reasons are in the order named: the desire to earn own money, the inability to get along with the teachers, and a lack of interest in school work.

Summary. The writer concludes this chapter, "Effects of War on Home Backgrounds of Pupils" with a full appreciation of its limitations as to reliability and validity. As indicated before, the number of cases on which the survey is based in 1941 is 872, whereas the number of cases on which the survey is based in 1943 is 97. The ninety-seven cases do, however, include pupils of high, average and low groups, according to the organization of the school. In addition, there is the annoying thought that perhaps the differences between 1941 and 1943 are not due merely to the

war but to other causes. Also, not all the points covered in the 1941 survey are included in the 1943 survey. The justification of this chapter may be, however, an indication of trends in the home backgrounds of pupils since the war.

If the war is the cause, then these changes may be noted: As to family relationships, the percentage of broken homes is higher, the percentage of pupils having jobs is greater, and a smaller percentage of pupils who work contribute part of their earnings to their families. . .

As to the housing situation, in 1943 the percentage of parents owning their own homes is greater, sanitation facilities are better, the method of heating is improved, and a larger percentage of homes is lighted by electricity.

As to the economic status of the home, in 1943 a larger percentage of both fathers and mothers is working, 52.5 per cent of the pupils states that their fathers' salaries have increased since the war, a larger percentage of pupils has available such facilities as telephone, electric refrigerator, radio, daily newspaper, and magazine subscriptions, a larger percentage of pupils had the services of a private physician and

a private hospital at the last serious illness, a much larger percentage of pupils eats the balanced plate lunch at school, and a smaller percentage of pupils states that they eat nothing at school for lunch.

As to social experiences and attitudes, in 1943 a larger percentage of pupils has had experiences in travel, the average number of times pupils go to the movies per week is two in comparison with one time in 1941, a larger percentage of pupils is concerned with getting a job after school hours, a smaller percentage is concerned with school progress, a larger percentage wishes to quit school at sixteen, a larger percentage expects to graduate from senior high school, a smaller percentage expects to graduate from a college or university, the principal reasons for wanting to quit school are to earn own money, inability to get along with the teachers, and lack of interest in school work.

An examination of these trends may indicate to teachers of the school certain situations or problems found in the war-time economy of 1943 that are not found in the normal peace-time economy of 1941.

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

SUMMARY AND RECOMMENDATIONS

The purpose of this survey is to make recommendations to the principal, teachers, and other workers in the X School in the light of certain economic and social facts concerning the homes of pupils in the school. This study attempts to point out these needs and to make recommendations, a study of the home backgrounds of pupils is made with specific regard to pupil-family relationships, the housing situation in the school community, the economic status of pupils' homes, and the social experiences and attitudes of pupils.

Since the field of research in education is consistent in showing a high positive correlation between the socio-economic situation in the home and school adjustment and success, a picture of the home backgrounds of pupils may assist principal and teachers in understanding and solving pupils' problems.

In the study of family relationships in 1941 we find that one-fifth of the pupils live in broken homes, where are situations of divorce, desertion, or separation. Approximately one-third of the boys and one

twenty-fifth of the girls in the school have paying jobs after school hours. Of these pupils who have jobs more than half indicate that they contribute part of their earnings to their families. Approximately five-sixths of the pupils have regular housework duties in their homes such as cleaning the house, washing and ironing clothes, and cooking. Approximately one-half of the pupils indicate that they frequently prepare an entire meal for the family. The parents of pupils in the school are approximately nine-tenths native born.

In the study of the housing situation we find that approximately one-fifth of the parents of pupils own their own homes. The median gross rent in the school district for tenant-occupied dwelling units is \$20.17, which is lower than the median for the city, \$21.49. The greatest percentage of pupils lives in four rooms, but many of the pupils in large families live in one, two, or three rooms. Sanitary conditions in the homes are found to be sub-standard, with approximately five-eighths of the pupils having bathrooms in their homes and with one-fourth of the pupils stating that they use outside toilets. The 16th Census of the

United States, 1940, indicates that many of the sanitation facilities such as flush toilets and baths are in need of major repairs. Heating facilities are sub-standard, with only 15.4 per cent of the dwelling units in the school district having a central heating facility. Lighting facilities seem adequate with 96.2 per cent of the pupils having homes lighted by electricity. The largest number of dwelling units in the school district has been built prior to 1919. The school district has had no great part in the city's building of new dwelling units during the years 1920 to 1940.

In the study of the economic status of the home we find that approximately five-sixths of the fathers are working. The largest percentage of fathers is engaged in unskilled work and the smallest percentage in professional-technical work. Approximately one-fourth of the mothers having paying jobs outside of the home, with approximately five-eighths of these mothers working during the day. The largest percentage of mothers is engaged in unskilled work and the smallest percentage in positions of a managerial nature. One finds some explanation of the majority of fathers and mothers being engaged in unskilled work in the United States Census report that the median number of school years

completed by persons twenty-five years or over in the school district is 7.9 years. In general, facilities in the home seem inadequate. Approximately one-fifth of the pupils have telephones, less than one-half have electric refrigerators, one-third have automobiles, over nine-tenths have radios, approximately nine-tenths take a daily newspaper, less than one-fifth have sets of reference books, five-sixths of the families subscribe to no magazine, and more than one-half of the pupils have no books other than textbooks in their homes. Dental care is inadequate with approximately one-sixth of the pupils stating that they have never been to a dentist and five per cent stating that they have no toothbrush. Education is needed on the necessity of having personal possessions, since approximately two-fifths of the pupils do not have their own combs and less than one-half have their individual towels and washcloths for their personal use. As to medical care, pupils indicate that they are more inclined to use private physicians over the clinics and the General Hospital over private hospitals. No attempt is made to give a total picture of the nutrition of pupils. Pupils indicate as a whole that their families eat hearty breakfasts, but 4.3 per cent state that they eat

no breakfast at all. Approximately one-sixth of the pupils state that they eat nothing for lunch. At school the balanced plate lunch is not popular, but the most frequently eaten foods are sandwiches, fruit or ice-cream, buns, cakes, soups, candy, and milk in the order named. The majority of pupils come from low-income families. There are extreme cases of families having weekly incomes of eleven dollars to take care of families ranging from three to ten persons.

In the study of social experiences and attitudes of pupils we find that as a whole pupils are limited in experiences of travel, library usage, and types of recreation, but they display an awareness of community problems of juvenile delinquency and neighborhood improvement.

Experiences in travel are limited with approximately five-eighths of the pupils not having the experience of traveling on a train and one-half not having the experience of traveling to any point outside of Louisville on a bus. Less than one-half of the pupils make use of the two branch public libraries in the community. Reading, movies, and games seem to be the most popular types of leisure-time activities, with pupils going to the movies on an average of one time per week. Pupils seem aware of community problems,

with approximately one-half stating that they think there are ways their community could keep young people out of trouble. Their suggestions include organizing clubs, having recreation centers, having more parks, and blocking off streets for skating. An examination of data available on juvenile delinquency indicates that the problem of juvenile delinquency is an outstanding one in the school district. In 1935 approximately one-sixth of the total number of juvenile delinquents appearing before the Juvenile Court were from the X School district. The twelve census tracts covered by the school district rank high in magnitude of delinquency with the eighty-nine census tracts of the city, in all cases being the upper quartile. Pupils' suggestions for keeping young people out of trouble seem worthy of consideration, inasmuch as there are in the large area in the school district only three playgrounds and three private institutions for character building. Pupils seem aware of the necessity for other neighborhood improvements, suggesting the paving of streets, the cleaning of yards, streets, alleys and lots, the construction and painting of houses, the planting of trees, and the eliminating of saloons in the neighborhood. As to

personal problems boys are most concerned with getting jobs after school hours and one-fourth of all the pupils are concerned with their school progress. To a great degree girls are concerned with the problem of getting the proper clothes. As to occupational ambitions approximately one-third of the pupils state that they expect to enter professional-technical fields of work, whereas four-tenths per cent of their fathers are engaged in these types of work. Approximately one-third of the pupils have ambitions to do office work or sales work, whereas only one-eighth of their fathers are engaged in these types of work. As to educational ambitions of pupils, approximately one-sixth expect to quit school at the age of sixteen, giving as their reasons in order of frequency, the wish to make their own money, lack of interest in school work, lack of family funds, difficulty of school subjects, and the inability to get along with the teachers. Approximately one-third of the pupils expect to complete the ninth grade and then quit school. Inasmuch as the median number of school years completed by persons twenty-five years or over in the school district is 7.9 years, the facts that one-fourth of the pupils expect to graduate from senior high school and one-fourth expect to grad-

uate from a college or university, are noteworthy.

Recommendations to the principal. Of what value can the data thus summarized be to the principal, teachers, and other workers in the school? The author makes the following recommendations to the principal:

(1) Recognizing the fact that juvenile delinquency is a definite problem in the school community, you should endeavor to interest the Department of Parks and Recreation of the City of Louisville in the need for additional parks or playgrounds in the school community. In the writer's opinion the ideal project would be a co-operative enterprise between the Department of Parks and Recreation and the Board of Education in the purchase of property adjacent to the school building to be used as a supervised playground and community center.

(2) During the time necessary for the accomplishment of this large project, follow up pupils' suggestions for blocking off streets for skating. Discuss with the Department of Parks and Recreation the feasibility of blocking off certain streets at certain hours for skating purposes.

(3) Investigate with the Board of Public Works

pupils' claims that the paving of streets is deficient and with the Street Cleaning Department that there is negligence in the regular cleaning of streets.

(4) Interest the Parent-Teacher Association, minister, doctors, social workers, and other leaders in the community in a large-scale Clean-Up and Paint-Up Campaign in the spring.

(5) Continue school organization of clubs in a regular period of the week, in order to develop new hobbies for pupils. Perhaps these hobbies will develop new interests for pupils who go to the movies because they have nothing else to do.

(6) Since approximately one-sixth of the pupils expect to quit school on reaching the age of sixteen and since one-third expect to quit school after completing the ninth grade, if possible, plan the organization of the school so that these pupils will be in groups, wherein the teaching is primarily functional. Make every effort to interest these pupils so they will wish to remain in school to graduate. Build up new courses of study for these pupils, leaving the academic work for pupils who plan to complete senior high school or college.

(7) Plan the school organization so that the guidance counselor does full time guidance work, either X

in regular guidance classes or in open periods for conferences with pupils about their problems.

(8) Organize and assign classes in health education for all pupils in the school, with the health counselor giving lessons in sanitation, nutrition, and the necessity for dental and medical care.

(9) Since approximately one-half of the pupils frequently prepare an entire meal for their families, organize boys' classes and assign regular cooking classes for all pupils at some time during their three years in the school.

Recommendations to the guidance counselor. The following recommendations are made to the guidance counselor in the school:

(1) In guidance classes you might teach lessons on the monetary value of continued education, endeavoring to break up the determination of one-sixth of the pupils to quit school at sixteen and the determination of one-third to quit school after the completion of the ninth grade.

(2) In guidance classes educate pupils on all the fields of work open to boys and girls, endeavoring to point out to them advantages and disadvantages of

the various types of work. Have pupils realize the importance of intelligently planning their vocations.

(3) Work with the English teachers in planning units of work in oral English on the subjects of vocations, assisting them in the collection of data.

(4) Work with children of working mothers, in order to help them solve their particular problems of housework responsibilities in addition to school work.

Recommendations for the health counselor. The following recommendations are made to the health counselor:

(1) Since this survey shows inadequate sanitation facilities in the school district, educate pupils in the care of the various types of sanitary facilities to be found in the homes. Educate pupils in the standards of sanitation their homes must have in order to maintain cleanliness, health, and decency.

(2) Educate pupils in regular classes concerning the methods of keeping in good health in homes where stoves and grates are used for heating purposes in winter.

(3) Since the majority of pupils is living in homes built prior to 1919, educate pupils in the necessity of making repairs and making improvements in order to maintain decent standards of living.

(4) Since approximately one-sixth of the pupils have never been to a dentist, educate pupils in the necessity of regular dental care. Inform pupils in the use of dental clinics available to pupils in low-income families.

(5) Since seven per cent of the pupils had no medical care at their last serious illness and since only one-third had private doctors, acquaint pupils with the free medical clinics available to pupils of low-income families.

(6) Teach nutrition, giving special attention to eating balanced meals. Work with the lunchroom director in planning the balanced plate lunches that will appeal to pupils. Endeavor to find reasons why pupils eat no breakfast and lunch. If free lunches are available, endeavor to see that every pupil in the school has lunch every day.

(7) Give lessons in personal hygiene so that more pupils will have their individual combs, brushes, towels, and washcloths.

Recommendations to the visiting teacher. Some explanation of the great problem of absence in the school X may be explained by the facts that pupils come from low-income families, sub-standard homes, crowded homes, and broken homes. Number of pupils are more interested in

making money now than in their school progress. Approximately one-fifth of the mothers work outside of the home. Pupils have many home responsibilities of housework, washing, ironing, and cooking. Juvenile delinquency is a great problem in the school community at large.

The following recommendations are therefore made to the visiting teacher:

(1) Work with the guidance counselor in attempting to educate pupils and parents with the economic value of coming to school regularly and remaining in school for as many years as possible.

(2) Have data on homes and cases known to social service agencies available to all teachers in the school.

(3) Have frequent conferences with homeroom teachers on pupil problems.

(4) Endeavor to prove to the Attendance Department of the Board of Education that the visiting teacher should be assigned full time to the X School, with no part of the week devoted to work in other schools.

Recommendations to homeroom and subject teachers.

Teachers in X School have a responsibility other than the teaching of subject matter. Their influence as friends and counselors must be displayed.

The following recommendations are therefore made to homeroom and subject teachers:

(1) Act as guidance teachers as well as subject matter teachers. The homeroom teachers should feel the responsibility of collecting data of home backgrounds of all pupils in their homerooms and imparting this information on special cases to the subject teachers.

(2) With the realization that two of the reasons pupils give for quitting school are that they have no interest in school work and cannot get along with the teachers, endeavor at all times to make (a) the subject matter meaningful to pupils, (b) the subject matter practical and realistic to pupils, (c) the subject matter relative to pupils' every-day lives and experiences, (d) the subject matter inspirational to pupils, imbuing pupils with a desire for knowledge.

(3) Since pupils show lack of experience in travel, give them a picture of the world outside of their city by the use of vivid anecdotes, pictures, educational motion-pictures, and books from the school library.

(4) Since it has been shown that pupils face many handicaps to doing homework - crowded homes, inadequate facilities, responsibilities of housework, jobs after school hours - evaluate homework assignments and give only those necessary. It is recommended that homework assignments be the completion of regular work not finished in the class period or activities such as

additional reading, experimentation, collection, and construction.

Recommendations to the cafeteria manager. Since it has been shown that a small percentage of the pupils eats the balanced plate lunch, the larger group preferring sandwiches, buns, and soup, work with the health counselor and the Director of School Lunches at the Board of Education for suggestions for making the plate lunch more appealing to pupils in the school. Attempt to have a variety of salads that pupils may sometimes substitute for their continual selection of sandwiches, buns, and soups.

Recommendations to the librarian. Since less than one-half of the pupils make use of the two branch libraries in the community, make the school library an appealing and popular place in the school. With the development of the attitude that the library is a source of pleasure, greater numbers of pupils may gradually turn to the branch libraries for additional sources of information and pleasure in hours after school and on Saturday.

(2) Give lessons in library usage so that pupils may develop independence in finding their own material.

(3) Make a particular attempt to interest boys in the library, since only one-third of the boys in the

school make use of the branch libraries.

Recommendations to the school in war times.

Certain situations and problems created in the war-time economy of 1943 result in additional recommendations to the principal, teachers and other workers in the school.

Recommendations to the principal in war times.

The following recommendations are made to the principal in war times:

- (1) Acquaint the Board of Education with the necessity of nurseries in the community for the young children of the many working mothers in the community.
- (2) As suggested by the pupils in the school take up with the Department of Parks and Recreation the possibility of public parks or playgrounds on M Street, N Street, and O Street.
- (3) Work with the Juvenile Court and the police on delinquency cases in the school that may result from alleged gambling places and cafes where minors are allowed.
- (4) Investigate with the Safety Department of the City of Louisville the necessity for traffic lights at 16th and N Streets and 26th and N Streets.
- (5) Work with the Parent-Teacher Association for

a campaign for cleaning up lots in the community for victory gardens conversion.

Recommendations to the guidance counselor in war times. X
The following additional recommendations are made to the guidance counselor in war times:

(1) Since obviously pupils have more money to spend in 1943 than they did in 1941, education on the proper spending of money would be desirable in the guidance classes.

(2) Since larger percentages of pupils wish to X
quit school at sixteen or when completing the ninth grade, it is desirable that increased effort be made to educate pupils on the economic value of remaining in school. The guidance teacher will have the additional difficulty of overcoming the tales of big money that lure pupils into quitting school.

Recommendations to the health counselor in war times. X
Although the data reveal some improvement in sanitation facilities and medical care in 1943 over 1941, there is still a great need in education for dental care, personal hygiene, and repair and improvement of homes.

Recommendations to the visiting teacher in war times. The visiting teacher's problems in war times are increased by the facts that the percentage of broken homes is greater, that more fathers are absent serving in the armed services, and that there is an increased number of mothers working outside of the home. Since one-half of the pupils state that their fathers' salaries have increased since the war, it is suggested that the visiting teacher use the increased family income as an argument for pupils not having to work but attending school regularly and continuing inschool for a greater number of years.

Recommendations to the homeroom and subject teachers in war times. To the homeroom and subject teachers it is recommended that special work be made to interest pupils in school work, since there are tales of big money to lure pupils into quitting school.

Conclusions. This survey, "Home Backgrounds of Pupils in X School" has endeavored to give a picture of certain family relationships that indicate the handicaps that pupils face to being successful and well-adjusted in school - broken homes, jobs outside of school, and many home duties.

The housing situation has been pictured as sub-standard, overcrowded, and having inadequate sanitary and heating facilities.

The economic status of the home has been pictured as low with the majority of fathers and mothers in unskilled work, with numbers of pupils working in addition to going to school, with inadequate facilities in the home, and with inadequate dental and medical care for pupils.

The experiences of pupils have been found to be limited in traveling, library usage, and in variety of types of recreation. Pupils are aware of community problems and give suggestions for decreasing juvenile delinquency and the improvement of the neighborhood. Their personal problems relate largely to their economic status, mainly in the desire of making their own money. Although one-sixth of the pupils expect to quit school at sixteen and one-third expect to quit school at the completion of the ninth grade, yet one-half of the pupils expect to complete senior high school or college. This fact gives a degree of satisfaction to the principal and teachers of the school who have worked in the school community since the school's organization in 1928.

The writer trusts that this survey will contribute to the principal's and teacher's understanding of problems of the school and of the school community and that this understanding will enable them to mitigate some of the effects that their home backgrounds may have upon the pupils in the school.

It is hoped that this survey will indicate to administrators of the Louisville Public Schools the social problems that the school faces and that they will realize the necessity of flexibility in the school's program, the desirability of having full-time health counselor, guidance counselor, and visiting teacher in the school, and the responsibility the school has of leadership in the improvement of the community.

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APPENDIX

QUESTIONNAIRE USED IN SURVEY
 "HOME BACKGROUNDS OF PUPILS IN
 X SCHOOL," JANUARY, 1941

Name Boy or Girl Grade . .

1. Are your parents	Yes	No
a. Both living in the home	...	...
b. Father dead	...	...
c. Mother dead	...	...
d. Father not living in the home	...	...
e. Mother not living in the home	...	...
f. Stepfather living in the home	...	...
g. Stepmother living in the home	...	...
2. Do you ever prepare the entire meal for your family?	...	...
3. What are your duties at home?		
4. Do you have a job?	...	...
5. Do you contribute any money to your family?	...	...
6. What kind of work do you do?		
7. How many brothers and sisters do you have in this school?	...	

QUESTIONNAIRE PART II (continued)

"HOME BACKGROUNDS OF PUPILS IN
X SCHOOL" JANUARY 1941

	Yes	No
1. Do you own your own home?	...	...
2. How many rooms are in your home?	...	...
3. How many persons live in your home?...	...	...
Parents		
Children		
Relatives		
Roomers		
Boarders		
4. Is there a bathroom
inside your home?	Yes...	No...
5. Do you have an outside toilet?	Yes...	No...
6. Do you have a bathroom that is
used by the family alone?	Yes...	No...
7. How is your home heated?		
furnace stove grate		
8. How is your home lighted?		
electricity gas lamps		

QUESTIONNAIRE PART III (continued)

"HOME BACKGROUNDS OF PUPILS IN
X SCHOOL" JANUARY 1941

1. Is your father working now? Yes... No...
2. Give the number of days per week ...
3. Is his work temporary permanent
4. What is his present occupation?
.....
.....
5. Does your mother work? Yes ... No...
6. When does she work? night... day...
7. What is her present occupation?
.....
.....
8. Is there a telephone in
your home? Yes... No...
9. Does your family have
an automobile? Yes... No...
10. For what is it used?
business pleasure
11. Do you have an electric
refrigerator in your home? Yes... No...
12. Do you have a set of reference
books in your home? Yes... No...
13. Does your family take a daily
newspaper regularly? Yes... No...
14. Des your family have a radio? Yes... No...

QUESTIONNAIRE PART III (continued)

"HOME BACKGROUNDS OF PUPILS IN
X SCHOOL" JANUARY, 1941

15. Does your family subscribe to
any magazine?
0..... 1 2 more than 2
16. How many books other than school
books are in your home?
0-10 ... 11-30 ... 31-50 ... over 50 ...
17. Has your family received relief
since last January, 1940? Yes ... No ...
18. Have you ever been to a dentist? Yes ... No ...
19. Have you your own
toothbrush Yes ... No ...
comb Yes ... No ...
brush Yes ... No ...
towel Yes ... No ...
washcloth Yes ... No ...
20. When you were last seriously
ill, did you have
a. services of private physician Yes ... No ...
b. services of clinic Yes ... No ...
c. no medical attention,
could not afford Yes ... No ...
d. both private physician and
clinic Yes ... No ...
e. hospital care
private City Hospital
f. city doctor Yes ... No ...
21. Do you own a bicycle? Yes ... No ...
22. What is your usual breakfast?
.....
23. What is your usual lunch at school?
.....

QUESTIONNAIRE (continued) PART IV

"HOME BACKGROUNDS OF PUPILS IN
X SCHOOL" JANUARY 1941

1. About how often do you go up
to Fourth Street?
2. Have you ever been to
Y Park? Yes... No...
3. Have you ever taken a trip
on a train? Yes... No...
4. Have you ever taken a trip
on a bus? Yes... No...
5. What is the farthest city or state
from Louisville that you have been?
6. Do you use any public library
other than school library? Yes... No...
7. Give three ways that you spend your
spare time
 - a.
 - b.
 - c.
8. How many times a week do you go
to the movies?
9. Why do you go to the movies?
 - a. enjoyment
 - b. nothing else to do
 - c. seldom or never go
10. Do you ever entertain other boys
or girls in your home? Yes... No ...

QUESTIONNAIRE PART IV (continued)

"HOME BACKGROUNDS OF PUPILS IN
X SCHOOL" JANUARY 1941

11. Do you think there is any thing
your community could do to help
keep young people out of trouble?
- a. do not know
- b. no
- c. yes
- What?
12. What suggestions would you have for the
improvement of your neighborhood?
-
-
13. What is your most perplexing
personal problem?
- a. getting a job after school
- b. social popularity
- c. school progress
- d. religion
- e. family
- f. health
- g. getting the proper clothes
- h. no problem
14. What do you want to be when
you are 21?
15. Do you expect to graduate
- a. from X School
- b. from a senior high school
- c. from a college
- d. or quit school at 16
16. Why do you want to quit school at 16?
- a. do you want to
- b. lack of family funds
- c. lack of interest
- d. to earn own money
- e. subjects at school too difficult
- f. cannot get along with the teachers.....
- g. poor health