

A SURVEY OF THREE HUNDRED AND FIFTY-EIGHT  
SEVENTH AND EIGHTH GRADE PUPILS  
IN JUNIOR HIGH SCHOOL


by

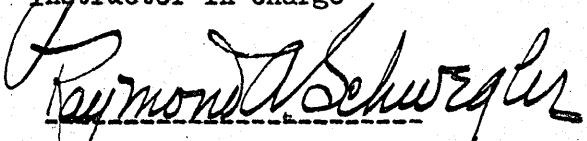
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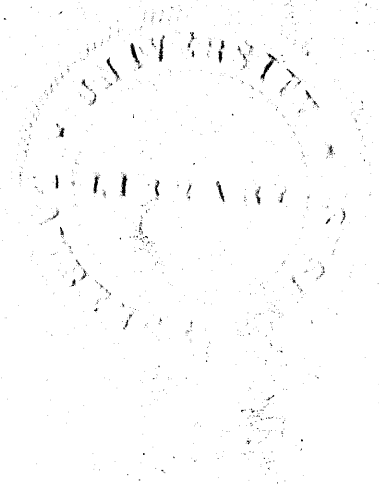
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## CHAPTER I

### Introduction

#### Reasons for this survey.

The West High School district is the old downtown high school section of the city of Des Moines. It was formerly the best residential portion of the city. back in 1888 when the first part of the building was constructed. In more recent years the city has been built rapidly to the west and northwest on this side of the river, and to the south, east and north on the other side of the river. The extension of the main business district is limited by the river on the east and south, and recently has been extending southwest, west and northwest along the streets which lead to West High School from the east. This growth of the business part of the city westward, together with the fact that the buildings surrounding West High School are comparatively old and less desirable, has during recent years made the population more transitory and less well-to-do. There is also a large colored section just off the business district and near the high school, which sent last year sixty-five pupils of the total junior high school enrollment of six hundred and fifty. In general their living conditions are poor.

When the new Roosevelt High School was occupied in September, 1923, in the west part of the old West High School district the senior high school was divided, the students of the west half of the district being sent to Roosevelt. The elementary schools around West High School were crowded and many of the buildings were old. In order to relieve

the crowded conditions and to provide better building facilities for the seventh and eighth grades, as well as to carry out the adopted plan for junior high schools in Des Moines, the seventh and eighth grades from the surrounding elementary schools were moved into the West High School building and organized together with the ninth grade as a junior high school.

The teachers, home room advisors, and vice principals began to report that conditions in many homes were such as to make school work difficult for the pupil. Many reports of broken homes, undernourished children, insufficient clothing, poor opportunities for home study, and poor social conditions generally were constantly coming to the office. We began at once to undertake to meet these conditions. But as we continued to work along the traditional educational lines we began to feel that a more careful survey of the exact situation, particularly in the seventh and eighth grades, was desirable. As a result this survey was undertaken to cover the economic and social backgrounds and certain personal habits of the pupils of these grades.

## CHAPTER II

### Method of the Survey

During the spring of the school year 1925 and 1926 the census card form was taken and there were added to it certain questions that would secure desired information from the pupils. Each section of the seventh and eighth grades was visited for one full class period of fifty minutes. It was carefully explained to each class that we were anxious to learn the facts with regard to the home conditions and certain personal habits of each pupil, and that while we were asking for information which was quite personal, it would be considered confidential as far as the individual pupil or his parents were concerned; that the purpose in securing such information was to get a cross section of the conditions existing in the junior high school in order that we might do the most effective work possible. Our knowledge of many broken homes was frankly admitted. It was also explained that children who had lost parents whether by death, divorce or separation were deprived of that financial help and guidance so necessary for success.

In connection with the question regarding the racial stocks of parents they were told to put down as carefully as possible any racial backgrounds which they knew. In case they did not have any information to mark the parents merely as American.

The card called for the pupil's age, sex, grade in junior high school, the number and kind of "movies" attended, the number and kind of magazines read, the racial stocks of the parents, their religious affiliations, the fathers occupation, the mother's occupation in case she earns the family income or supplements it, the pupil's occupation or odd jobs by which he earns part of the money needed for his expenses, the sports in which he engages and whether or not the boys smoke.

In connection with the last question the boys were told that the committee of the senior high school council in studying the problem of smoking in the high school had expressed the opinion that seventy-five percent of the boys that smoke in the senior high school began the practice in the junior high school, and we desired to learn the facts. The boys in each group were asked if they would be willing to put down on the card "yes" or "no" after the question "Do you smoke?" with the understanding that this information would be kept confidential, and that it would not be used in any way to their detriment. In every class the boys unanimously agreed that they would be willing to furnish the information with this understanding, and it is our judgment that the data are as nearly accurate as the other data of this survey. In order that the data should be comparable the understanding as to whether a boy smoked was based upon the question as to whether or not he made a habit of smoking. It was understood that if he smoked just once in a long time but did not



make a regular habit of it, such as smoking once a week or once a day, or that he had smoked very rarely and did not intend to make a habit of smoking, he should say "no"; where he smoked occasionally or with any degree of regularity, no matter how seldom, he should say "yes".

The method of securing the data was thus very personal between the writer of this thesis and the classes, and the information was secured in a free and informal manner with emphasis on the service which each student would render the institution by being as accurate as was humanly possible.

It has been the experience and observation of the writer during the last four years in connection with junior high school boys and girls that if one establishes a friendly relationship with them in small groups that he can secure as accurate information on practically all questions as they are able to give.

It might be added that for a year or two before this survey was made the writer of this thesis had taught all of these classes for at least one fifty minute class period each semester. The topics developed covered the ideals of the school, the work of the student council and student cooperation.

TABLE I

Age - Grade distributions of 358 Seventh and Eighth  
Grade Pupils

A

Years Old	11	12	13	14	15	16	17	Total
7B	5	28	37	19	6			95
7A	3	34	45	15	6	5	1	109
8B		8	14	21	14	2	3	62
8A		11	25	28	18	8	2	92
TOTALS	8	81	121	83	44	15	6	358

B

Years Old	11	12	13	14	15	16	17	Total
7th Grade	8	62	82	34	12	5	1	204
8th "		19	39	49	32	10	5	154
TOTALS	8	81	121	83	44	15	6	358

7th Grade-	Under Age -	Normal -	Over Age -	Total
	8	144	52	204
Percent	4%	70.5%	25.5%	100%
8th Grade	19	83	47	154
Percent	12.3%	57.1%	30.6%	100%

TABLE II

Occupations of the Fathers of 305 of the 358 Seventh and  
Eighth Grade Pupils

Not reported - 53 (Includes dead, divorced and unemployed)

Reported - 305 As classified below

Total 358

Professions - 14 4.6%

Ministers	3
Musicians	2
Physicians	2
Lawyers	2
Architects	2
Artists	1
Journalists	1
Chemists	1
	<hr/>
	14

Commerce - 130 43.4%

Salesmen	50
Railroad employees	26
Proprietors	10
Hotel employees	9
Real estate men	8
Clerks	7
Transfer men	6
Stenographers	5
Oil station men	5
Managers	4
	<hr/>
	130

(Continued)

TABLE II (Continued)

Occupations of the Fathers of 305 of the 358 Seventh and  
Eighth Grade Pupils

Industry	161	52.4%
Laborers	43	
Mechanics	23	
Carpenters	16	
Miners	15	
Painters	10	
Farmers	7	
Barbers	7	
Contractors	6	
Printers	6	
Dyers	6	
Policemen	6	
Foremen	5	
Engineers	5	
Firemen	3	
Bakers	3	
	<hr/>	
	161	
<hr/>		
Totals	305	100%

TABLE III

Occupations of 68 Mothers of Seventh and Eighth Grade Pupils  
Employed in Money-earning Activities.

Clerks	14
Dressmakers	10
Waitresses	8
Cooks	7
Stenographers and office help	7
Bookkeepers	6
Nurses	4
Factory workers	3
Rooming house keepers	3
Laundresses	3
Teachers	2
Musician	1
	<hr/>
	68

Out of 358 homes 68 mothers find it necessary or desirable in addition to their duties as homemakers to supplement the family income. This makes for restricted home opportunities in some respects in these homes since the mother cannot give her full supervision to the children. Of course since the family income is thus augmented opportunities dependent upon family finances are correspondingly increased.

TABLE IV

Occupations of Those of the 358 Seventh and Eighth Grade  
Pupils that Help in the Home or Supplement  
the Family Income.

GIRLS

16 do not list any work	9.8%
147 report 165 listings of work	90.2%
<hr/>	<hr/>
163 girls	100.0%

- 124 help in the home
- 37 care for children for pay
- 1 works as maid
- 1 " " clerk
- 1 " " office girl
- 1 teaches

---

165 listings for 147 girls above

BOYS

20 boys do not list any work	10.2%
175 boys report 183 listings	89.8%
<hr/>	<hr/>
195 boys	100.0%

- 93 do general work
- 34 carry papers
- 21 do farm work
- 12 work in stores
- 11 drive trucks and cars
- 4 work in shine parlors
- 4 caddy
- 1 works in oil station
- 1 " " saw mill
- 1 " " tailor shop
- 1 " " factory

---

183 listings for 175 boys above

TABLE V

Homes, Normal or Broken, of 358 Seventh and Eighth  
Grade Pupils (By Grades)

Normal Homes		Broken Homes			
		Divorce & Separation	Death	Total	Step Parent
7B	64	12	19	31	9
7A	74	13	19	32	4
8B	39	7	16	23	3
8A	62	14	19	33	6
<b>Total</b>	<b>239</b>	<b>46</b>	<b>73</b>	<b>119</b>	<b>22</b>
<b>Percent</b>	<b>66.76%</b>	<b>12.85%</b>	<b>20.39%</b>	<b>33.24%</b>	<b>6.15%</b>
<b>Totals</b>	<b>239</b>			<b>119</b>	<b>358</b>
<b>Percent</b>	<b>66.76%</b>			<b>33.24%</b>	<b>100%</b>

TABLE VI

Number in Family of the 358 Seventh and Eighth Grade Pupils

Size of Family	Number of Families
2	4
3	90
4	100
5	64
6	41
7	31
8	10
9	1
10	0
11	0
12	1
	<hr/>
Families reported	342
Not reported	16
	<hr/>
	358

The average size of the families from which the 342 students come is 4.57 members.



TABLE VII

Racial Stocks of 358 Seventh and Eighth Grade Pupils

<u>Racial Stock</u>	<u>Number Listing</u>	<u>Percent</u>
Irish	114	18.24
American	87	13.92
English	84	13.44
Scotch	72	11.52
German	68	10.68
Dutch	47	7.52
Negro	42	6.72
French	38	6.08
Swedish	16	2.56
Norwegian	15	2.4
Welch	12	1.92
Indian	7	1.12
Jewish	6	.96
Danish	4	.64
Italian	3	.48
Russian	3	.48
Polish	2	.32
Austrian	2	.32
Spanish	1	.16
Greek	1	.16
Roumanian	1	.16
	<hr/>	<hr/>
Total	625	100.

358 Pupils list 625 racial stocks, making an

average of 1.75- racial stocks per pupil.

Pupils were told to list "American" when they did

not know to what racial stocks their parents

belonged.

TABLE VIII

Church Membership or Preference of Families of 358 Seventh  
and Eighth Grade Pupils

Grade -	Protestant -	Catholic -	Jewish -	None -	Total
7B	65	2	2	26	95
7A	79	8	3	19	109
8B	43	4	2	8	62
8A	76	10	4	2	92
<hr/>					
Total	268	24	11	55	358
<hr/>					
Percent	74.9%	6.7%	3%	15.4%	100%

TABLE IX

Frequency with Which 358 Seventh and Eighth Grade Pupils

Attend "Movies" (By Grades)

	Times a week						Times Monthly			Occasionally	Total Attend	Attend None	Total
	1	2	3	4	5	6	1	2	3				
7B Girls	12	2	3	1			1	2	2	10	53	4	37
7B Boys	16	8	3	0	1	0	7	6	0	12	53	5	58
7A Girls	11	7	1	0	0	0	5	10	3	10	47	5	52
7A Boys	19	7	2	2	0	0	2	10	1	8	51	6	57
8B Girls	6	3	2	0	0	0	7	3	1	5	27	3	30
8B Boys	9	7	1	1	0	1	3	5	1	4	32	0	32
8A Girls	10	3	1	1	0	2	2	11	0	14	44	0	44
8A Boys	21	7	0	0	0	0	0	5	1	12	46	2	48
Totals	104	44	13	4	2	3	27	52	9	75	333	25	358

SUMMARY

Frequency	Number of Pupils	Percent
1 - 6 Times a week	170	47.49
1 - 3 " a month	88	24.58
Occasionally	75	20.95
Those attending	333	93.02
Those not attending	25	6.98
	358	100.00

TABLE X

Frequencies of Preference of Types of "Movies" as  
Expressed by 358 Seventh and Eighth  
Grade Pupils

25 do not attend  
3 do not specify preference  
330 express preferences as listed below  

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558

Types	Boys	Girls	Total	Percent
Education and History	61	70	131	32.51
Mystery	42	59	101	25.06
Comedy	53	39	92	22.83
Wild West	54	25	79	19.6
Totals	193	210	403	100.

Since these numbers represent preference listings and <sup>a</sup> number of the pupils expressed more than one preference, the totals do not correspond to the number of pupils expressing these preferences. The percentage of preference for each type is figured on the total number of preferences expressed, or 403.

TABLE XI

Periodicals Read by 358 Seventh and Eighth Grade Pupils

183	Read none		51.1%
106	" magazines only	29.6%	
45	" newspapers "	12.6%	
24	" " and magazines	6.7%	48.9%
358			100.0%

106 Read magazines only  
 24 " " (and newspapers)  
 \*\*\*  
 130 " " as follows:

American	27
Popular Science	19
True Story	15
American Boy	15
Boy Life	13
Saturday Evening Post	11
Every Girl	10
Liberty	9
Ladies' Home Journal	9
Popular Mechanics	9
Literary Digest	7
Wild West (stories)	6
Youth's Companion	6
Womans Home Companion	6
St. Nicholas	5
Junior Home	4
Boy Scout	3
Nature	3
Detective (stories)	3
Sports	3
Mc Call's	3
Campfire	2
Red Book	2
Collier's	2
Good Housekeeping	2

(Continued)

Table XI (Continued)

Periodicals Read by 358 Seventh and Eighth Grade Pupils

Geographic	1
Physical Culture	1
Cosmopolitan	1
Music	1
Argosy	1
Classic	1
Girl Scout	1
Radio Science	1
Copper's Weekly	1
Smart Set	1
All Story	1
<hr/>	
130 pupils	205 listings

Number of pupils - Number of magazines per pupil -		Total
1	7	7
2	4	8
10	3	30
43	2	86
74	1	74
<hr/>		<hr/>
130		205

These 130 pupils read an average of 1.57% different magazines.

TABLE XII

Number of Pupils That Read Books of the 358 Seventh and  
Eighth Grade Pupils  
(By Grades)

BOYS

	7B	%	7A	%	8B	%	8A	%
Read none	17	29.31	12	21.05	4	12.5	3	6.25
No number given	15		17		15		6	
Per week	10		17		7		20	
Per month	10	70.69	8	78.95	3	87.5	12	93.75
Per year	6		3		3		7	
	58-100%		57-100%		32-100%		48-100%	

36 boys read no books - 18.46%

159 " " " - 81.54%

195 " " 100.0%

GIRLS

	7B	%	7A	%	8B	%	8A	%
Read none	6	16.22	18	34.6	7	23.3	4	9.1
No number given	13		12		10		2	
Per week	7		13		7		15	
Per month	7	83.78	9	65.4	6	76.7	13	90.9
Per year	4		0		0		10	
	37 100%		52-100%		30-100%		44-100%	

35 girls read no books - 21.5%

128 " " " - 78.5%

163 " " 100.0%

TABLE XIII

Number of Books Read by 358 Seventh and Eighth Grade

Pupils (By Grades)

71 Pupils (36 boys and 35 girls) do not read books

287 " (159 " " 128 " ) read books

358

SECTION I

96 Pupils list number of books read per week as follows:

Boys

Weeks	1	2	3	4	5	6	8	Total	
7B	5	2	2	1	0	0	0	10	
7A	2	3	4	5	1	1	1	17	
8B	2	2	2	1	0	0	0	7	
8A	8	5	4	0	1	2	0	20	
Totals	17	12	12	7	2	3	1	54	Boys
Books read									54
per week	17	24	36	28	10	18	8	141	Books
Average number read per boy per week - 2.6 "									

Girls

Weeks	1	2	3	4	5	6	8	Total	
7B	1	5	0	0	1	0	0	7	
7A	3	4	2	2	1	1	0	13	
8B	4	1	2	0	0	0	0	7	
8A	4	7	1	3	0	0	0	15	
Totals	12	17	5	5	2	1	0	42	girls
Books read									42
per week	12	34	15	20	10	6	0	97	books
Average number read per girl per week - 2.3 "									
									96 pupils

(Continued)



TABLE XIII (Continued)

Number of Books Read by 358 Seventh and Eighth Grade

Pupils (By Grades)

SECTION II

68 Pupils list number of books read per month as follows:

Boys

Months	1	2	3	4	5	6	7	Total
7B	5	1	1	1	1	1	0	10
7A	2	4	0	1	0	0	1	8
8B	1	0	1	0	0	1	0	3
8A	5	2	3	0	2	0	0	12
Totals	13	7	5	2	3	2	2	33 boys
Books read per month	13	14	15	8	15	12	14	91 books
Average number read per boy per month - 2.8 "								

33

Girls

Months	1	2	3	4	5	6	7	Total
7B	0	1	1	1	1	3	0	7
7A	2	2	0	3	0	2	0	9
8B	1	1	3	1	0	0	0	6
8A	3	5	3	1	0	1	0	13
Totals	6	9	7	6	1	6	0	35 girls
Books read per month	6	18	21	24	5	36	0	110 books
Average number read per girl per month - 3.14 "								

35

68 pupils

(Continued)

TABLE XIII (C ontinued)

Number of Books Read by 358 Seventh and Eighth Grade  
Pupils (By Grades)

SECTION III

33 Pupils list number of books read per year as follows:

Per Yr.	BOYS					GIRLS				
	7B	7A	8B	8A	Total	7B	7A	8B	8A	Total
1				1	1				2	2
2				1	1	2				2
3	2	2	1	2	7				2	2
4	2			1	3				2	2
5	2				2				1	1
6			1	2	3					
7									1	1
9						2				2
10		1			1					
12									1	1
15			1		1				1	1
Total	6	3	3	7	19 boys	4	0	0	10	14

Books read

per yr.-boys - 89.....girls - 77

Average per boy per yr. 4.7 books.....girls 5.5 books

Section I - 54 boys read 141 books per wk. -7332 per yr.

Section II -33 " " 91 " " mo. - 1092 " "

Section III-19 " " 89 " " yr.- 89 " "

-----  
106 " " 8513 " "

Average per boy per year - 80.31 Books

Section I - 42 girls read 92 Books per wk. - 4784 per yr.

Section II - 35 " " 110 " " mo. - 1320 " "

Section III- 14 " " 77 " " yr. - 77 " "

-----  
91 " " 6181 " "

Average per girl per year - 68 books

(Continued)

TABLE XIV

Frequency of Types of Literature (Books) Read by 358  
Seventh and Eighth Grade Pupils (By Grade)

71 Pupils do not read books  
287 " do read books

358 "  
BOYS

GIRLS

36 Boys read no books	35 Girls do not read books
13 " do not specify type read	5 " " " give type
146 " specify types as below:	123 " specify types as below:
195 " .....	163 " ...358 Pupils

Grade Number Hist. Myst. Adven. Girl's Boy's Education

7B	35	9	10	26	1	7	7
7A	41	14	5	31	2	11	5
8B	27	5	7	13	0	10	2
8A	43	13	11	33	0	14	11

Totals 146 41 33 108 3 42 25  
Percent  
by types 16.2 13.1 42.9 1.2 16.7 9.9 100%  
146 Boys give 252 listings - average 1.55 types per boy

Grade Number Hist. Myst. Adven. Girl's Boy's Education

7B	30	9	8	7	20	1	6
7A	32	3	12	15	20	1	7
8B	21	5	11	2	11	2	4
8A	40	6	10	14	24	1	6

Totals 123 22 41 38 75 5 23  
Percent  
by types 11. 20.1 18.6 36.8 2.5 11.1 100%  
123 Girls give 204 listings - average 1.66 types per girl

(Continued)

TABLE XIV (Continued)

Frequency of Types of Literature (Books) Read by 358  
Seventh and Eighth Grade Pupils (By Grades)

Hist., an abbreviation for Historical in this table, covers any historical literature.

Myst. for Mystery covers detective stories in addition to mystery stories in general.

Adven. for Adventure includes war, sea, Indian and western stories.

Girl's stories include campfire, boarding school and fairy stories, although a few boys listed fairy stories, and even "girl's stories". Wherever girls listed only "fiction" it was tabulated as girl's stories.

Boy's stories include stories about "scouts", sports and those that boys listed as "fiction".

Educational stories include such subjects as invention, animal life, nature and science, exploration, poetry and the collection called "The Bookhouse", which is selected literature of all kinds and all countries and all times.

TABLE XV

The Number of 358 Seventh and Eighth Grade Pupils That Engage in Sports ( By Grades)

65 Pupils ( 31 boys - 32 girls) do not engage in sports  
 295 " (164 " -131 " ) engage in sports  
 -----  
 358 " (195 " -163 " )

BOYS Grade	Number of participations per boy								Participants	
	None	%	1	2	3	4	5	6	Total	%
7B	11	18.97	22	13	11	1	0	0	47	81.03
7A	3	5.3	14	22	12	6	0	0	54	94.7
8B	9	28.1	7	4	8	4	0	0	23	71.9
8A	8	16.6	13	8	8	6	4	1	40	83.4
<b>Total</b>	<b>31</b>	<b>15.9%</b>	<b>56</b>	<b>47</b>	<b>39</b>	<b>17</b>	<b>4</b>	<b>1</b>	<b>164</b>	<b>84.1%</b>

GIRLS Grade	Number of participations per girl								Participants	
	None	%	1	2	3	4	5	6	Total	%
7B	7	18.9	15	13	1	1	0	0	30	81.1
7A	15	28.46	12	18	5	2	0	0	37	71.54
8B	6	20.	10	9	3	2	0	0	24	80.
8A	4	9.1	12	12	11	2	2	1	40	90.9
<b>Total</b>	<b>32</b>	<b>19.63%</b>	<b>49</b>	<b>52</b>	<b>20</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>131</b>	<b>80.37%</b>

TABLE XVI

Frequency of Types of Sport Engaged in by 358 Seventh and Eighth Grade Pupils (By Grades)

63 Pupils ( 31 boys and 32 girls) do not list any sports  
 295 " (164 " "131 " ) list sports as below:

358 " (195 " 163 " )

BOYS Sports	7B	7A	8B	8A	Total	Percent
Baseball	29	32	15	19	95	26.4
Swimming	25	21	13	19	78	21.7
Tennis	6	16	4	14	40	11.1
Football	5	16	7	9	37	10.3
All types*	4	6	1	9	20	5.5
Fishing	5	3	4	4	16	4.4
Hiking	2	3	2	5	12	3.3
Golf	2	2	0	7	11	3.
Basketball	2	3	0	5	10	2.8
Skating	1	2	5	0	8	2.2
Track	1	5	0	2	8	2.2
Camping	0	0	0	7	7	1.9
Handball	0	4	2	0	6	1.7
Bicycling	1	1	0	2	4	1.1
Hunting	1	2	0	1	4	1.1
Horse riding	1	1	0	0	2	.5
Boating	0	0	2	0	2	.5
Soccer	0	1	0	0	1	.3
Listings...					361	100.

Average for 164 boys is 2.2 listings per boy.

\* All types - Five and one half percent of the boys listed "All sports" or "All kinds" instead of specific listings.

(Continued)

TABLE XVI (Continued)

Frequency of Types of Sport Engaged in by 358 Seventh and  
Eighth Grade Pupils (By Grades)

GIRLS Sports	7B	7A	8B	8A	Total	Percent
Swimming	19	20	14	20	73	28.4
Baseball	14	12	10	20	56	21.9
Tennis	3	12	5	10	30	11.7
Hiking	1	5	1	10	17	6.6
Dancing	1	5	1	7	14	5.4
All types	5	2	5	1	13	5.
Basketball	1	5	2	4	12	4.7
Camping	0	0	3	9	12	4.7
Skating	2	3	1	3	9	3.5
Track	2	2	0	2	6	2.3
Croquet	0	1	1	2	4	1.5
Boating	0	2	1	1	4	1.5
Horse riding	0	1	1	1	3	1.2
Bicycling	0	0	0	2	2	.6
Fishing	0	1	0	0	1	.4
Golf	0	0	0	1	1	.4

Listings.. .....257..... 100.

Average for 131 girls is 2- listings per girl.

TABLE XVII

Smoking Habits of the 195 Boys of the 358 Seventh and  
Eighth Grade Pupils

12 Boys did not report

183 Boys reported as listed below

---  
195

	<u>Smoke</u>	<u>Do not smoke</u>	<u>Total</u>
7B	5	49	54
7A	4	53	57
8B	7	16	23
8A	7	42	49
<hr/>			
Totals	23	160	183
Percent	12.57	87.43	100.

The other twelve boys did not answer the question on smoking. If these twelve boys evaded the question because they smoke and their number were added to the twenty-three who say they smoke, it would increase the smokers 52% and the total percentage of smokers to 17.9% leaving the non-smokers 82.1%.



## CHAPTER IV

### Summary and Conclusions

This survey deals with three hundred and fifty-eight seventh and eighth grade pupils, one hundred and ninety-five boys and one hundred and sixty-three girls, of West Des Moines Junior High School. The survey was made in the spring of 1926.

Table I. The grade distributions are given for 358 seventh and eighth grade pupils of West Junior High School in the spring of 1926. In Des Moines uses the half year promotion plan and pupils twelve to thirteen years of age are considered normal for the seventh grade; those thirteen to fourteen are considered normal for the eighth grade. The figures for the 358 deal with ages given in years only. According to W. Lee Jordan, who makes most of the statistical studies for the Des Moines schools, the standards generally accepted for normal age range of seventh grade pupils is twelve to thirteen years, and for eighth grade pupils is thirteen to fourteen years. Mr. Jordan reports that the figures for the city of Des Moines for October 1928 show an enrollment in the seventh and eighth grades as follows:

Seventh grade 2240 pupils - median age 12.7 years

Eighth grade 2172 pupils - median age 13.7 years

For the city in October 1928 in grades seven to nine inclusive age and progress charts were as follows:

Age chart - underage 25.1% normal 27.6% overage 47.3%

Progress - rapid 17.4% normal 46.8% slow 35.8%

The figures for 1880 for West Des Moines show the median age for seventh grade pupils was 14.6 years and for eighth grade pupils was 15.4 years. East and North Des Moines were separate school districts at that time. The figures for 1928 as compared with those for 1880 show an acceleration of almost two years in each grade, over the whole city. The age distributions for the 358 pupils were as follows:

Seventh grade underage 4% normal 70.5% overage 25.5%

Eighth grade " 12.3% " 57.1% " 30.6%

It will be seen that this group when compared with the seventh eighth and ninth grades of the city for 1928 has a much smaller underage and overage groups and a much larger normal group.

Table II. Of the occupations of 305 fathers reported only fourteen are among the professions. This is 4.6% of the group reported. The group next in size is of men in commercial pursuits, 130 in number, 43%. Industry claims the largest group, 161 or 52.4%. For compactness in classification policemen and farmers were arbitrarily placed in the division of industry, although their work is related to commerce as well. The large number employed as laborers, railway employees, mechanics, carpenters and miners with more or less unsteady employment may mean comparatively poor financial backgrounds, especially coupled with the fact that the size of the average family supported by this income is 4.57 persons. (Table VI)

Table III. Of the 358 homes represented mothers in sixty-eight homes work to supplement the family income. Among the sixty-eight, with the exception of the rooming-house keepers and possibly some of the dressmakers and laundresses, these mothers have to leave home through the day and consequently cannot give full time supervision and care to the children and the home. We found that in such homes the absence of the mother made it harder to deal with the problems of attendance, health and moral conditions.

Table IV. Of the 163 girls studied only sixteen do not list any work, while 147 report 165 listings, indicating that some do more than one kind of work. The fact that 124 girls help in the home and that 37 care for children shows that the large majority of these girls are gaining some practical experience in home making. Only four girls list other work, one of these as a maid, who does the same kind of work as those in their own homes. Of the girls 90.2% work and 9.8% do not.

Twenty boys, 10.2% list no work while 175 boys, or 89.8%, give 183 listings. In contrast with the large number of girls, who find work in the home, the large number of boys do general work in the community - any odd jobs they can get to do. They cut lawns, put up screens, wash windows, spade gardens, shovel snow. Twenty-one work on farms in summer months, twelve work

in stores, eleven drive trucks and cars. The second largest group, thirty-four boys, carry the local papers morning and evening. This is probably the most lucrative employment for junior high school boys in connection with school, especially when it is considered that the largest number of boys are engaged in it insofar as this study shows. The chief objections to this type of work for seventh and eighth grade boys are the early hour at which they must rise in order to deliver their papers by six o'clock as required by The Morning Register, and the weight of the papers especially on Sunday morning.

While this survey indicates that most of these boys and girls are getting practical education and experience through work outside the school, some of them are having too many distractions and others are expending so much time and energy in outside work that they do not do good school work.

Table V. Out of 358 homes reported 239, 66.76%, are normal, having both parents living and together, while 119 homes, 33.24%, are broken; of these latter 73 or 20.39% of the 358 homes, are broken by death, 46, or 12.85%, by divorce and separation. There are twenty-two stepparents listed in these broken homes. Obviously the situation is bad when almost one in every three homes is a broken home. This frequently unsettles the pupils' adjustment to authority and furnishes an unstable background for home and school relationships.

Table VI. The significance of Table VI has already been indicated in the comment on Table II.

Table VII. The racial backgrounds of these pupils as indicated by the number of listings of various stocks is predominantly north European - Irish, English, Scotch, German, Dutch and French, each having from thirty-eight to one hundred and fourteen listings. Of the ~~mark~~ south European racial stocks the total is only eight listings, including Italian, Austrian, Spanish, Greek and Roumanian. There were six listings as Jewish to which should be added the three listed as Russian and two as Polish, making the eleven shown on Table VIII as Jewish. Negro stock in the table ranks seventh in number with forty-two listings. The 358 pupils list 625 as the total racial stocks, making an average of 1.75- racial stocks per pupil. While this table clearly indicates a fairly homogeneous group from the standpoint of racial stocks, with the exception of the negro, the presence of this large group together with the Jewish element has created some problems in race tolerance. We have attempted to deal with this by means of a Cosmopolitan Club in which pupil representatives of various races and nationalities, and in addition adults of different races in the community discussed such subjects as customs, religions, racial viewpoints, etc.

Table VIII. In religion 268, 74.9%, are Protestant, 24 or 6.7% are Catholic, 11 pupils or 3% are Jewish and 55, 15.4%, have no church affiliation. According to these figures 84.8% of these families have definite religious affiliations. In addition to a positive church background this group presents on the whole a common point of view in religion. These two facts have furnished the background for two strong religious organizations in the extra-curricular program of the school under the auspices of the Y.M.C.A. and the Y. W. C. A., in which pupils of <sup>all</sup> religious faiths and of none have taken part. The administrator of schools in the cosmopolitan city must take into consideration the racial and religious backgrounds of his school in planning for such occasions as Christmas with its plays, hall decorations and carols, assemblies and baccalaureate sermons. In Des Moines we have had to plan and administer the schools with considerable care and discrimination wherever the program touched the factors of race and religion. It has been necessary to know the facts.

Table IX. and Table X. All but twenty-five, twelve girls and thirteen boys, attend the "movies". One hundred and seventy pupils attend from one to six times a week; this is 47.49%.

Eighty-eight pupils attend movies from one to three monthly, 24.59%. Seventy-five attend occasionally, 20.95%. Twenty-five pupils, a small percentage of 6.98, do not attend as compared with 93.02% that do. A little over one-fifth of the whole group studied, 20.95%, attend only "occasionally". This group probably attends either as a chance social occasion or, as a number of them stated, in order to enjoy some special worth while picture, as The Covered Wagon, The Vanishing American, Peter Pan, Ben Hur. Almost half of the whole group of 358, however, attend from one to six times a week, although the finances of these families are as indicated by Tables II and III, and the type of movie shown regularly in Des Moines would not seem to justify that expenditure of time and money for children of that age. The table indicates that there is no great difference in interest between boys and girls in the matter of movie-going. There is a slight increase in attendance in the eighth grade as compared with the seventh.

Movies classed as educational and historidal are the most popular type, having 32.51% of the listings. Mystery comes second with 25.06%, Comedy third with 22.83% and Wild West last with 10.6%. Girls show a definite preference for Mystery while the boys placed Wild West second with Comedy only one choice behind it. The Des Moines Parent Teacher Association

has a standing committee on films the function of which is to make reports to the parent teacher council evaluating the films being shown in the city according to the following standards;

1. No law-breaking without a penalty
2. No sex plays lowering mutual respect or weakening home values
3. No propaganda for war, or politics of any kind
4. Nothing which lessens respect for religion
5. Avoidance of the common or vulgar.

Each local parent teacher organization in the city has a representative at the council meetings and they report back to the local organization. The schools also recommend plays of special worth. A committee of six, one a teacher, of the Los Angeles Federation of Women's Clubs witness pre-showings of the Hollywood pictures and send out reports to the women's clubs over the country. The local committee makes use of this data also.

Table XI. The study of periodicals read by seventh and eighth grade pupils covers both newspapers and magazines. Of the total group of 358 pupils 183, or 51.1% read neither magazines nor newspapers. Of the remaining 49.9% 106 pupils, 29.6%, read magazines only; 45 pupils, 12.6%, read newspapers only; and 24 pupils, 6.7%, read both newspapers and magazines. In all only 69 pupils, 19.5%, read newspapers. This means that only one in five of the whole group reads the newspapers. Nola Kathryn Banta in her Master's thesis at Chicago University, August, 1928, "An Analytical Study of the Independent Reading of Junior High School Pupils", in which she studied five hundred pupils of Elkhart, Indiana, found that two out of three read the papers.



One hundred and thirty pupils, 36.3%, a little over one third of the entire group read magazines, from one to seven magazines per pupil, making a total of 205 listings, or an average of 1.57 magazines per pupil. The Elkhart study reports an average of 3.8 magazines per pupil reporting. The study does not indicate what percent of the pupils read magazines. In both studies the following magazines are listed as among the most popular: American, True Story, American Boy, Boy Life. The Youth's Companion, Popular Mechanics and Collier's appear in both studies but rank much higher in the Elkhart report. The list of magazines reported in Table XI is on the whole of a very satisfactory type. True Story, third in the list, has fifteen readers, fourteen of whom are girls, ten of them in the seventh grade. This is the most questionable from the standpoint of wholesome reading for junior high school girls. The same magazine ranks third in the Elkhart list for girls.

Obviously if it is desirable to develop the habit of reading periodicals among pupils of this age, we shall need to continue our efforts in the junior English department and to find new ways of interesting pupils in the better types of magazine and newspaper reading. Dr. J. M. Glass, of Rollins College, Florida, one of the recognized authorities in the junior high school field, states that the junior high school age is preeminently the reading age for books among children, especially the eighth grade. In a Chicago University Master's thesis by Saima Wilhelmina Monto, An Analysis of Reading Interests of Junior

and Senior High School Pupils, June, 1928, records were obtained for a total of 1275 pupils. "The average number of books read in a school semester by junior high school pupils is 8.9; by senior high school pupils is 4.9." If these represent the typical relation in the reading between junior and senior high school pupils, perhaps we may rightly expect to allow the emphasis to continue on the reading of books in the junior high school and to reserve for the senior high school years the emphasis on the reading of periodicals.

Tables XII, XIII and XIV cover the reading of books. Thirty-six boys of the 195 in this study, or 18.46%, read no books. The remaining 159 boys, 81.54%, read books. These pupils were allowed to report by the week, by the month or by the year as they could most accurately estimate their reading.

(53 boys read but give no number)

54	boys	by the week,	141	books,	averaged	2.6	books	per	boy
33	"	"	"	month	91	"	"	2.8	"
19	"	"	"	year	89	"	"	4.7	"
<hr/>									
106	"	"	"		8513	"	"	80.31	"

See Tables XII and XIII.

Thirty-five girls of the 163 in this study, 21.5%, read no books. The remaining 128 girls, or 78.5%, read books. Thirty-seven girls read but do not report numbers of books read. The ninety-one girls reporting the number read estimate them by week, month and year as follows:

42 girls by the week, 97	books,	averaged 2.3 books per girl
35 " " " month, 110	" "	3.14 " " "
14 " " " year, 77	" "	5.5 " " "
91 " " " " 6441	" "	70.77 " " "

In order to obtain an average number of books read per year in each case the number of books read per week was multiplied by fifty-two and the number per month by twelve. According to the Banta study of the Elchart schools covering the reading record of 500 pupils during the school year, "Only 10% of the boys and 6% of the girls read more than eight books during the year." During the same time two out of every three of these pupils were reading newspapers, and the pupils that replied read on the average of 3.8 magazines. Those reading newspapers were reading an average of 2.5 newspapers, among them being two leading Chicago papers. While this study, then, shows a larger number of books read per year the Banta study shows a much greater use of magazines and newspapers.

This study reveals the following facts with regard to number of books read by grades:

54 seventh grade boys read an average of 86 books per year  
52 eighth grade boys read an average of 68.5 " " "

40 seventh grade girls read an average of 84.25 books per year  
51 eighth grade girls read an average of 58.2 books " "

Quoting from the Monto study, "The total number of books read by 1275 high school pupils in a school semester was 7698; the average per pupil was six. The number read by a single individual

varied from nothing to sixty-three. Girls do a little more reading than boys. The average number of books read by girls is 6.5; the average number read by boys is 5.6. Junior high school pupils read more than either senior or vocational high school pupils. The average number of books read in a school semester by junior high school pupils is 8.9; by senior high school pupils 4.9; by vocational high school pupils 3.9." Quoting the Banta study on 500 junior high school pupils, "In the present study it was found that the average numbers of books read by the different groups during the year were as follows: seventh grade, 3.26; eighth grade, 5.85; ninth grade, 2.75; all grades, 3.95. Only ten percent of the boys and six percent of the girls read more than eight books during the year."

In the Elementary School Journal for January, 1929, Thomas J. Lancaster of the Illinois State Normal University in "A Study of the Voluntary Reading of Pupils in Grades IV - VIII" says, "Girls in these grades do a larger amount of voluntary reading than the boys."

The figures presented in the Monto study are for a school semester; those in the Banta report are for the school year, while those in this study are for the calendar year. Attention is called in these other studies to the fact that two of them find that girls read more books than do boys. On page 43 of

of this study the figures indicate that in both grades the boys read more than the girls, although in the seventh grade the difference is not great. While Dr. Glass in his statement would agree with the Banta study that eighth grade pupils read more books than seventh grade pupils, in this study it is to be observed that seventh grade girls read on the average twenty-six books per year more than the eighth grade girls; also that seventh grade boys read an average of 17.5 books more than the eighth grade boys.

Figures from the Des Moines city library given out by Miss Davidson of the children's department would in a general way corroborate the findings of this study in regard to number of books read by children of the grades studied. The Des Moines city library undertook in the summer of 1928 to encourage reading among children by instituting a contest. There were 657 children in the contest from the third to the seventh grade inclusive. There were ten winners from each of the ten libraries. Points were awarded as follows: 1 for each book of fiction, 2 for each book of classic fiction or poetry or short non-fiction book, 3 for a large non-fiction book. Of the one hundred winners twenty-seven were boys and seventy-three were girls. The girl that won the city contest totalled 1400 points and read 450<sub>books</sub> during the three months of its duration. Among the hundred winners<sub>exclusive of this girl</sub> the average number of books read during the three months was about fifty-nine, the majority being

from the seventh grade.

One hundred and forty-six boys specify types of literature read as follows: adventure, 42.9% of the listings; boy's books, 16.7%; history, 16.2%; mystery, 13.1%; educational, 9.9%; girl's books, 1.2%. Boys give an average of 1.55 types read per boy.

One hundred and twenty-three girls specify types of literature read as follows: girl's books, 36.8% of the listings; mystery, 20.1%; adventure, 18.6%; educational, 11.1%; historical, 11%; boy's books, 2.5%. The average listings per girl is 1.66 types per girl. From the Banta summary of fifteen earlier studies in the field the following points are of interest:

"(a) Boys and girls of a decade or more ago read material which, compared with present day reading, is of a relatively high rank; (b) both sexes read more fiction and enjoyed it more than any other material; (c) girls like the fiction of sentiment and emotion, boys like that of adventure; (d) the children of junior high school age read less juvenile fiction and more adult fiction and poetry; (e) high school pupils like novels and avoided biography unless it was of men heroes." In general the findings of the three other studies quoted and of this study would agree with points (b), (c), (d) and (e) of the summary of fifteen earlier studies.

Tables XV and XVI. Sixty-three pupils, thirty-one boys and thirty-two girls, of the whole group studied do not engage in sports; 295 pupils, of whom 164 are boys and 131 are girls, do take part in sports. Of the 195 boys 31 or 15.9% engage in no sports and 164 or 84.1% do participate in sports, listing from one to six sports each with an average of 2.2 listings per boy. Among the sports for boys baseball with 26.4% listings, ranks first, swimming, 21.7% , is second, and tennis and football third and fourth with about half as many each as swimming . With the exception of the team sports these various forms of play may well be carried on into adult life.

In girls' sports 32 girls, 19.63%, take no part; 131 girls, 80.37%, participate in from one to six sports each, the largest number engaging in two sports. Among the girls swimming ranks first with 28.4% listings, baseball second with 21.9% and tennis third with half as many as baseball. Almost as large a percent of girls in this study is participating in sports as is true of the boys, with nearly as varied a participation. Our modern philosophy of physical education is that every boy and every girl that is physically able should take part in some form of outdoor sports, and especially those that can be carried on through adult life. If this theory is sound the showing made in tables XV and XVI is very satisfactory.

Table XVII. The habits of 195 seventh and eighth grade boys with regard to smoking are shown in this table. Twelve boys did not report. Twenty-three boys, 12.57% of those reporting, admit that they smoke ranging in frequency all the way from occasionally to regularly; 160 boys, or 87.43% of the 183, say they do not smoke. If these figures are correct, and we believe they are, it would indicate that at least so far as this group of boys is concerned the habit of smoking is not nearly so general as is commonly stated of junior high boys. The West Senior High Council had advanced the opinion that about seventy-five percent of the boys that smoke in the senior high school had formed the habit during the junior years. The percentage of smokers in the senior high school at that time among the boys was about twenty-five, as established by senior high council questionnaires. Unless a much larger percent of the smokers than of non-smokers stayed in the senior high, this table would discount this theory. Even if the twelve boys that did not report evaded the question because they smoke it would increase the number of smokers to only twenty-three out of 195, or 17.9% smokers leaving non-smokers 82.1%, which is still a good showing.