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Some Factors Giving Rise To Differential Grouping Among The Pupils Of Trinity Gardens Elementary School Of Houston, Texas

Falbia Swinton Turner
Prairie View State College

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SOME FACTORS GIVING RISE TO DIFFERENTIAL GROUPING AMONG THE PUPILS OF TRINITY GARDENS ELEMENTARY SCHOOL OF HOUSTON, TEXAS

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SOME FACTORS GIVING RISE TO DIFFERENTIAL GROUPING
AMONG THE PUPILS OF TRINITY GARDENS ELEMENTARY SCHOOL OF
HOUSTON, TEXAS

A Thesis

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In Partial Fulfillment of The

Requirements For The

Degree Of

Master of Science

By

Falbia Swinton Turner

Prairie View, Texas
August, 1942

DEDICATION

This thesis is dedicated to my Mother,
Mrs. Mary Swinton, who made many sacrifices
that I might complete the work leading to
this degree.

APPROVED BY:

Major Professor *H. G. Burel*

Date *9-28-42*

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Falbia S. Turner

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CHAPTER I

INTRODUCTION

A study of theoretical statements and researches of other scholars was made in order to ascertain whether this problem has already been solved. No other scholar has made this study. However, other scholars have made related studies. These studies have proved valuable as sources of data. Brief summaries of theoretical statements and researches of scholars are given below.

Theoretical Statements and Researches of Other Scholars

Theoretical Statements: Walter R. Smith states that the "boys gang" is more or less definitely organized for general associational purposes. "The typical gang-age is ten to sixteen. During this period the instinct for group association stirs every boys' heart. Puffer further states that the gang is no mere haphazard association. Accidents of various kinds - age, propinquity, likeness of interest--bring together a somewhat random group. Immediately the boys react on one another. One or more leaders come to the fore. The gang organizes itself, finds or makes its meeting place, establishes its standards and begins to do things. It develops, in some sort a collective mind, and acts as a unit to carry out schemes and activities which would hardly so much as enter the head of one boy alone."[1]

According to Murphy, Murphy, and Newcomb, "Friendship has been investigated largely in terms of propinquity, age-level, sex, mental age, and

[1] Walter R. Smith, An Introduction To Educational Sociology, Boston, Houghton Mifflin Company, pp 93-94.

other characteristics that define the boundaries within which friends will
be selected. Childhood friendships cannot be considered without reference
to the process of forming play groups in school hours. These groups not
only express but help in forming individual attachments. The lowest num-
ber of pairs (children who choose each other for activities) and the
highest number of isolated children are found in the kindergarten, first
and second grades. This indicates that children of this age are seldom
sufficiently certain whom to choose. From the fourth grade on, there
is an increase of the mutual pairs of friendship and an increasing complexity
in group structure.[2]

It is further stated that children from seven to eight years of age
are very individualistic. There is little grouping against authorities,
and tattling is not uncommon when it serves its purpose. Fairness and
justice are not yet quite clear. By nine or ten, more organized groups
begin, "and loyalty of its rules develop. As stable groups develop,
definite roles in the group emerge, or group personalities such as respon-
sible leader, the "smart alex", the practical joker and the mama's baby.
Between groups rivalries develop over short time projects. Games, become
more formal and boys' ideals of sportsmanship become important"[3]

The general trend of thought follows through as Ogburn and Mimkoff pre-
sent the following theory: "The development of gregariousness in the child
is clearly the result of learning. Since the child's needs are met by the

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[2]
Gardner Murphy, Lois B. Murphy, Theodore Newcomb, Experimental Social Psy-
chology, New York, Harper Brothers, 1937. Pp507, 637
[3]
Ibid. PP 650 - 651

the adults, he tends to favor them. Generally at two months of age, the babe will smile for the first time, but he will smile for the human adult only. At this stage of his development there does not seem to be any satisfaction in association for its own sake. The babe does not smile for children, nor does he seem to care about being with other children. When in each other's presence, four month old children commonly disregard each other. At six months of age there may be a brief period of touching, but even at somewhat older ages, children do not appear to enjoy each other's company. In order to sustain a group relationship between little children, some common object, such as a toy, is generally needed. The attention is then on the activity and not on the company.

As the child grows older, he begins to appreciate the facts that more and more pleasures are possible in groups. A boy cannot play base ball by himself. Certain types of fun are available only if there is a group demand for them. The circus will not come to town unless large numbers of children will turn out for it. So many satisfactions are thus enjoyed in and through groups that before long human association becomes a source of enjoyment in itself.

"Individuals differ greatly in their degree of sociality. Some belong to more groups than others. Some participate more than others in the groups to which they belong. Terman found, for example, that gifted children belong on the average to more groups than do ordinary children. On the other hand, the bright children tend also to be by themselves somewhat more."[4]

4.
  William Ogburn and Meyer F. Nimkoff, <u>Sociology</u>, Dallas, Houghton Mifflin, 1940, p 246.

Researches of Other Scholars: William I. Thomas and Dorothy Swaine Thomas studied the behavior patterns of maladjusted boys and girls in large cities. They analyzed the situation and found that the factors of early sex experience for boys and girls, bad companionship, school dissatisfaction, economic conditions, mental defects, premature puberty, mental conflict, and motion picture contributed to mischief and mis- behavior. Methods used in the study included the statistical method, life-record and control group.

This study is similar to the present study in that it is con- cerned with differential grouping. However, the differential grouping is based on maladjustment.[5]

A study of social organization and human life was made by Robert E. Park and Earnest W. Burgess. It is a treatise involving generaliza- tions and principles. It is a study which covers the field of Sociology. The study is similar to the present in that it deals not only with the primary groups but with all aspects of human association.[6]

John Dollard made a study of the social life of the Negro in a Southern Town. It s erves to characterize the structure of caste and class relationship in the town. This study is similar to the present study in that it deals with differential grouping. This differential grouping is based on race rather than age, sex and grade.

Mr. Everett W. Du Vall studied extensively the social

[5] William I. Thomas and Dorothy Swaine Thomas, The Child in America, New York, Alfred A. Knoph, 1928. Pp 1 - 583

[6] Robert E. Park and Earnest W. Burgess, Introduction to the Science of Sociology, Chicago, University of Chicago Press, 1924. Pp 2 - 11

[7] John Dollard, Caste and Class in a Southern Town, New Haven, Yale University Press, 1937. Pp 1 - 502

interactions and relationships of 500 children in their various primary group situations--neighborhood, family, school, church and play groups. He analyzed the influences on behavior, personality development and social adjustment. He found that the factors of age, sex, size of the family, and sibling position, religious affiliation or denomination and regularity of church attendance, language of the home nationality or race, neighborhood conditions, health, intelligence and certain attitudes of value contributed to personality development.

This problem differs from the present study in that it deals with the primary groups of underprivileged children, while the present study is concerned with all groups of children of the community. Dr. Du Vall's study differs again from this study in that it covers a much wider scope. The two studies are similar in that they study children of the primary group and that each studies less than 1000 children.[8]

DEFINITION OF PROBLEM

Statement of Problem: Three hundred pupils between the ages of six and sixteen years of the Trinity Gardens Elementary School were studied. The purpose of the study is to det ermine some factors giving rise to differential grouping among the children of Trinity Gardens Elementary School and to show to what extent they operate.

Scope of the Problem: This study covers approximately 300 children of the Trinity Gardens Area. Trinity Gardens is a suburb northeast of Houston. The study includes some, but not all, factors of differential grouping. It is approximately one year's study of the said children as to age, sex, grade, social and economic background.

8.
Everett W. DuVall, Relative Influences of Primary Group on Under-privileged Children. Doctor's Thesis, 1936. Los Angeles, University of Southern California Press, 1938. Southern California School of Research Studies, No. 17 Soc. Science Series No. 20

<u>Material and Method of Problem</u>: The material is a compilation of
data studied indirectly and directly by observation, through daily con-
tact and the schedule. In working out this problem, the children were
watched in their activities. A schedule was given to those who were
thought to be able to fill it out, others were interviewed by several of
the teachers of the school and by the writer. In compiling and present-
ing this material, we will show the evidences of differential grouping,
factors operating, and make constructive suggestions.

<u>Significance of the Problem</u>: The frame of reference of related studies
dealt with age and other factors, and concluded that grouping for children
has a tendency to appear between the ages of eight and ten years. They
showed that grouping is due to variation. Factors of variation include
proximity, attitudes, age, sex religious affiliation, race and the like.
This study is important in that it deals with a particular racial group,
in a particular area. It confirms facts, found in related subjects and gives
the writer a broader view of differential grouping.

Group is a term meaningful in accordance with the way in which it
functions in social life. We are chiefly interested in the "primary group"
which, according to Cooley, is characterized by fact-to-face associations
and cooperations. Composing the primary group are the family, the play
group, the neighborhood. They are primary in that they form the fundamental
social nature and ideals of the individual. Here personal contact is
effective, competition is present, and discipline is not a hard problem,
especially when a member of the group is attempting to meet its approval.[9]

9.
William F. Ogburn and Meyer F. Mimkoff, <u>Sociology</u>, Dallas, Houghton
Mifflin Company, 1940, P 256.

Since there is no particular place designated as a playground in the Trinity Gardens Area, the school campus can justly be called such because of its location and play equipment. For here, the play groups come together for work, play, and entertainment.

There are different group formations and just as many reasons for the differences as there are groups. These reasons we call factors and define as approximate causes.

The diverse group formations result in differential grouping. By differential grouping is meant patterns of group association distinctly different one from the other.

CHAPTER II

EVIDENCE OF DIFFERENTIAL GROUPING WITHIN THE
PUPIL POPULATION

The previous Chapter is a review of theoretical statements and
research of other scholars. In the review of related data, the general
trend of facts presented by the scholars showed that differential grouping
is influenced by variation. Variation of groups was based upon pro-
pinquity, similarity of taste, race, age, sex, grades, social and economic
background of pupils studied. This chapter is concerned with the exixtence
of differential grouping. It will show that the population out of which
the groups of this school are formed is composed of individuals who vary
in age, sex, grade levels, and social and economic background.

Evidences Based Upon the Characteristics of the Pupils: The
pupils of this school vary in age and sex. The age levels include ages
6 to 16 years. Thus, eleven age groups exist. Chart I shows that most
of the children are between the ages of 6 and 12 years. To be more
definite, 90 percent of the total number fall in these age levels. Only
10 percent of the children are 13 years of age and over. Girls are young-
er than boys. Chart I shows a greater number of boys between the ages of
10 and 13 years. However, boys predominate at the 6 year age level.

Not only is there a variation according to age, but also as to sex.
Breaking the age groups down into male and female, we have twenty-one
different groups based on age and sex. Chart I shows no 15 year old

boys enrolled in school. There are more 9 year old girls in school than any other age and fewer girls 16 years of age than at any other age. Chart I shows that there are as many girls 11 years of age as there are boys of the same age and that there are as many girls 16 years of age as there are boys 16 years of age. It also shows that there are as many 7 year old girls as there are 12 year old girls and as many 7 year old boys as there are 11 year old boys. There are as many boys 13 years of age as there are girls 14 years of age. Chart I is a distribution of the pupils according to age and sex.

CHART I

DISTRIBUTION OF PUPILS AS TO SEX AND AGE
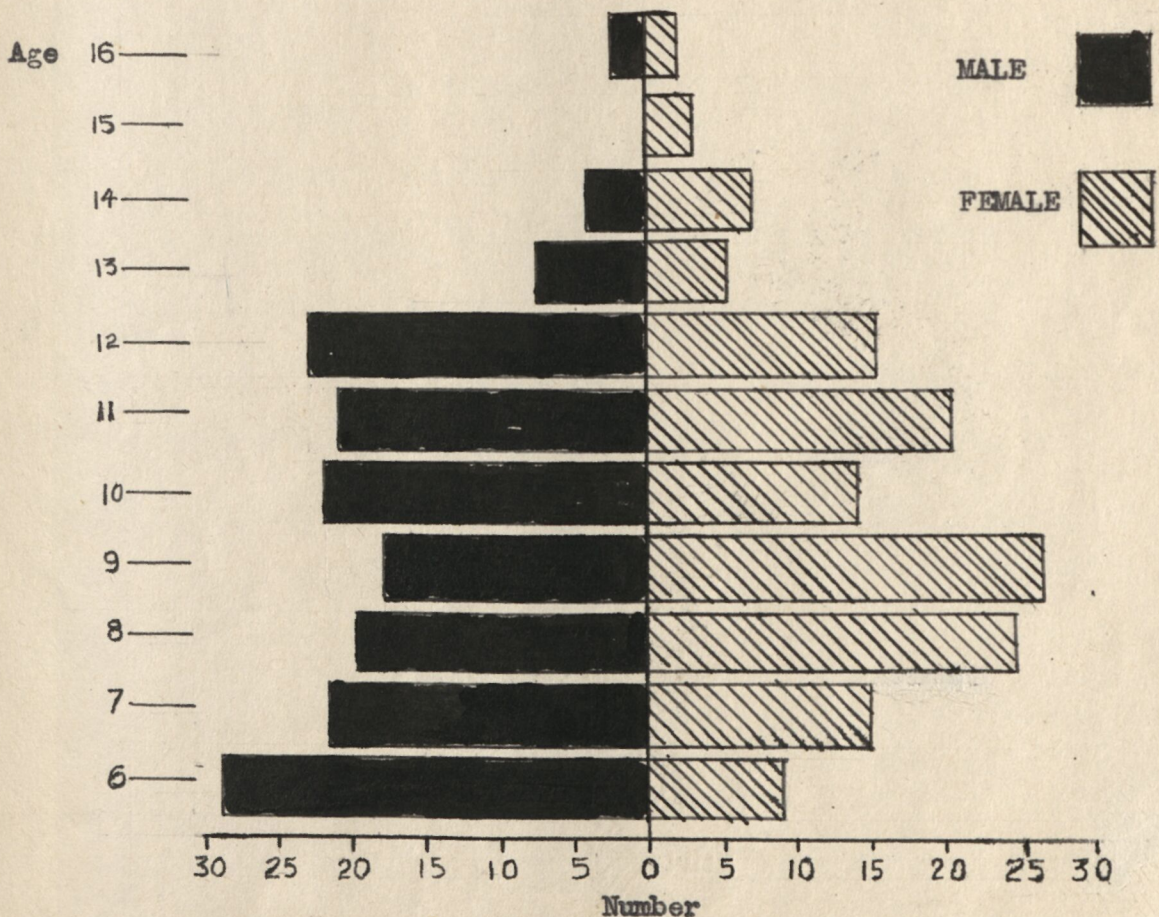
Number

Table 1 shows the distribution of   the pupils according to grade.

TABLE 1

Number and Percent of Boys and Girls in Each
Grade

| Grade | PUPILS | | | | | |
| | Number | | | Percent | | |
	Total	Male	Female	Total	Male	Female
1	50	32	18	100	64.0	36.0
2	48	31	17	100	64.6	35.4
3	53	23	30	100	43.4	56.6
4	55	27	28	100	49.1	50.9
5	52	29	23	100	55.8	44.2
6	42	18	24	100	42.9	57.1
Total	300	160	140	100	53.3	46.7

The total population is 300. Of this number 53 percent are boys and 47 percent girls. More boys are in grade 1 than in any other grade and fewer boys in grade 6 than in any other. The highest number of girls is in grade 3 and the lowest number of girls is in grade 2. Table 1 shows that no two grades carry the same number of girls. Of the 50 pu-pils in grade 1, 64 percent are boys and 36 percent are girls. Sixty-four percent of more of the pupils of the second grade are boys and 35 percent girls. According to Table 1 there are more boys in the three lower grades than girls, and there are more girls in the three upper grades than boys.

Table 2 shows the percent of boys and girls in each grade according to age.

TABLE 2

Percent of Age Grade Distribution of the Pupils

Grade	16 M	16 F	15 M	15 F	14 M	14 F	13 M	13 F	12 M	12 F	11 M	11 F	10 M	10 F	9 M	9 F	8 M	8 F	7 M	7 F	6 M	6 F	Total M	Total F
1																		.7	1.7	2.7	9.0	2.7	10.7	6.1
2												.3		.7	1.0	1.0	3.3	2.7	4.7	1.7	.3	.3	10.3	5.7
3								.3		1.0	.3	2.3	.7	4.0	2.0	3.3	.6	.7	.3	.3			7.5	10.0
4						.3	.6	1.0	.3	1.3	1.6	2.3	2.6	1.7	2.0	2.7	.6	1.3					8.7	9.3
5				1.0	.7	.7	2.0	1.7	2.0	2.0	3.7	1.7	2.0	.3	1.0								9.7	7.7
6	.7	.3	1.0		.3	1.6	.7	1.3	2.7	1.7	1.0	2.0	.7	.3									6.1	8.2
Total	.7	.6	1.0	1.0	1.3	2.6	2.3	1.6	7.3	5.0	6.6	6.7	7.0	4.7	5.6	5.9	8.0		7.0	5.1	9.3	3.0	53.0	47.0

More than 16 percent of the pupils are in the first grade. Of this number a little more than 11 percent are 6 years of age. There are 16 percent of the pupils in the second grade of which 6 percent or more are 7 years of age. More than 17 percent are in the third grade of which 5 percent or more are 9 years of age. The highest percent of the pupils are in the fourth grade. The fifth grade is represented by more than 17 percent of the pupils, with 5.4 percent of the pupils 11 years of age. The sixth grade has the lowest percent of all pupils, with 4 percent or more 12 years of age. There is a tendency for age to increase with rise of grade. In computing the coefficient correlation of age and grade, the correlation was .85. Apparently, the pupils are almost evenly distributed in the grades. Grade four has the highest concentration of pupils. Listing the grades in order of the pupil concentration they are fourth, third, fifth, first, second and sixth grades.

Of the 16 percent of the pupils of the first grade, more than 10 percent are males. Of the 16 percent of the second grade more than 10 percent are males. Of 17.5 percent of the third grade 10 percent are females. More than 9 percent of the fourth graders are girls while 8.7 percent are boys. More than 9 percent of the fifth graders are boys with less than 8 percent girls. Girls make up 8 percent of the sixth grade with a little more than 6 percent boys.

As has been stated, males are predominant in the three lower grades and females are predominant in the three upper grades. This is shown in Chart 2

CHART 2

Percent Distribution of Males and Females of
Each Grade

Percent

MALE

FRMALE
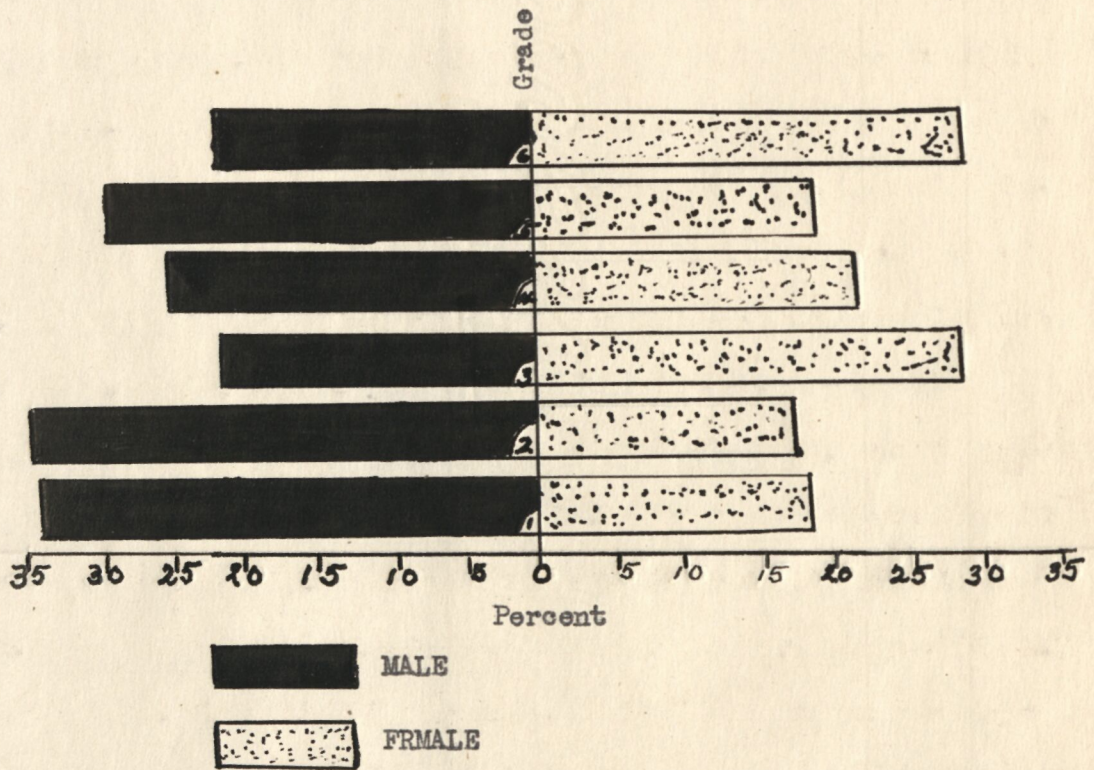
Boys predominate the school. Chart 2 shows that there is very little difference in the percent of boys in the first two grades and very little difference in the percent of girls in the first grade. There are about as many pupils in the three upper grades as there are pupils in the the three lower grades. If grade levels 1, 2, and 5 were shifted slightly to the right, we would get a picture of an almost equal distribution of pupils in each grade.

The factor of age operates according to grade for both male and female. The relationship of grade and age is that as the ages increase so will the grades of the pupils in a relative proportion. The total correlation of grade and age is .85. This correlation was computed on the basis of grade and age of both sexes combined. Concluding from the general compution, there is a correlation between the grades and ages of boys and grades and ages of girls. Table 1 shows, as has been stated, that boys are predominant in the lower age levels and Chart 1 shows that boys predominate the lowe age levels. Since age and grade are relative factors, we would expect to find boys of low age levels in low grades.

There are fewer pupils 15 years of age than any other age. Two percent of the pupil population are 16 years of age. There are 5 percent 14 years of age and 5 percent 13 years. Twelve percent of the pupil population are 12 years of age, and 12 percent are 7 years of age. Eleven percent of the pupil population are 11 years and 11 percent are 10 years of age. There are 13 percent of the pupils 6 years of age, and ages 8 and 9 have 14 percent of the pupils respectively. This is shown in Table 2.

Table 2 further shows that the 16 year olds are in grades five and

six. The 14 year olds are in grades four, five, and six. The 13 year olds are in grades three, four, five, and six. The 12 year olds are in grades three, four, five and six. The eleven year olds are in grades four, five and six. The ten year olds are in grades three, four, five and six. The nine year olds are in grades two, three, four, and five. The eight year olds are in grades one, two, three and four. The seven year olds are in grades one, two and three. The six year olds are in grades one and two. This is shown in Table 3.

TABLE 3

Percent of Age Grade Distribution of
Pupils

Grade	Age											
	16	15	14	13	12	11	10	9	8	7	6	Total
1									1	4	12	17
2								2	6	7	1	16
3				1	1		2	6	5	1		18
4			1	1	3		2	4	5	2		18
5	1		2	1	4	5	4	1				17
6	1	1	2	2	4	3	1					14
Total	2	1	5	5	12	11	11	14	14	12	13	100

Here we have another example of correlation. Persons of the highest ages are in the highest grades.

Table 3 further shows that the age range for grade five includes from age 9 to 16 years. The age range of grade one, 6 to 8 years; grade two, 6 to 9 years; grade three, 7 to 13 years; grade four, 8 to 14 years; and grade six, 10 to 16 years of age.

Grade one covers three age levels. Grade two covers four age levels, grade three covers six age levels and grades four, five and six cover seven age levels respectively. However, grade five has a span of eight levels, but includes seven.

Social and Economic Background of the Pupils: These children come from 162 families. The number of children in each family ranges from one to eleven. However, all children in these families do not attend Trinity Gardens Elementary School because of pre-school ages, high school attendance, age limitation of the compulsory school laws and the ineffectiveness of their enforcement. There are three homes with eleven children, one with ten, two homes with nine, one with eight, eleven homes with seven, two homes with six and six homes with five children.

Of the 162 families, 84 percent are provided and cared for by married fathers and mothers living together. The other 16 percent are families of adoption, broken homes by death or separation, and families related to the children.

The educational levels of the parents were studied as possible influences in differential grouping among the pupils. Table 4 shows that 64 percent or more of the fathers and 58 percent of the mothers had not completed grade school. Eleven percent or more of the fathers and 17 percent of the mothers completed the grade school. Approximately 11 percent of the fathers, 9 percent of the mothers finished high school. Other levels rank very low in percent.

TABLE 4
Percent Distribution of Parents According To
Educational Level

LEVELS	MALE	FEMALE
Never attended school	4.9	4.3
Did not complete grade school	64.8	58.0
Completed grade school	11.7	17.4
Completed Junior High School	6.2	9.3
Completed high school	10.6	8.7
Completed first year College	.6	.6
Graduated from College	1.2	1.7
Total	100.00	100.00

The educational level of the parents as a whole is very low, a general average of approximately fifth grade students. The educational level of the mothers is higher than that of the fathers.

Economic status generally helps to control one's social position in life.[10] Economic status as used herein means the financial position an individual holds in the group. This definition fits our study best because only one factor of economic status is used, weekly income of 160 fathers and 80 mothers. Most of these children come from families of about the same income bracket. Table 5 shows this.

10.
   William F. Ogburn, Meyer F. Mimkoff, Sociology; Houghton Mifflin Company, Dallas, 1940, P 307.

TABLE 5
Numerical Distribution of Weekly Income of
160 Fathers and 80 Working Mothers

WEEKLY INCOME	FATHERS	MOTHERS
$ 0-4	0	26
5-9	5	40
10-14	4	8
15-19	91	5
20-24	8	1
25-29	18	
30-34	11	
35-39	7	
40-44	6	
45-49	7	
50-over	3	
Total	160	80

Of the 160 working fathers, 91 or 56.9 percent are found in a very low wage scale considering the demand for labor and the rise in wages due to the war crisis. From $ 15 - 19 weekly for women, even in these times is quite favorable. Five of the mothers come in this level. It was stated above that most of the children come from families of about the same income level. This is based on table observation, calculation of the standard deviation of the data given in the above table and also the calculation of the means from the frequency distribution. In each instance the income

CHART 3

Distribution of Fathers and Mothers According
To Weekly Income
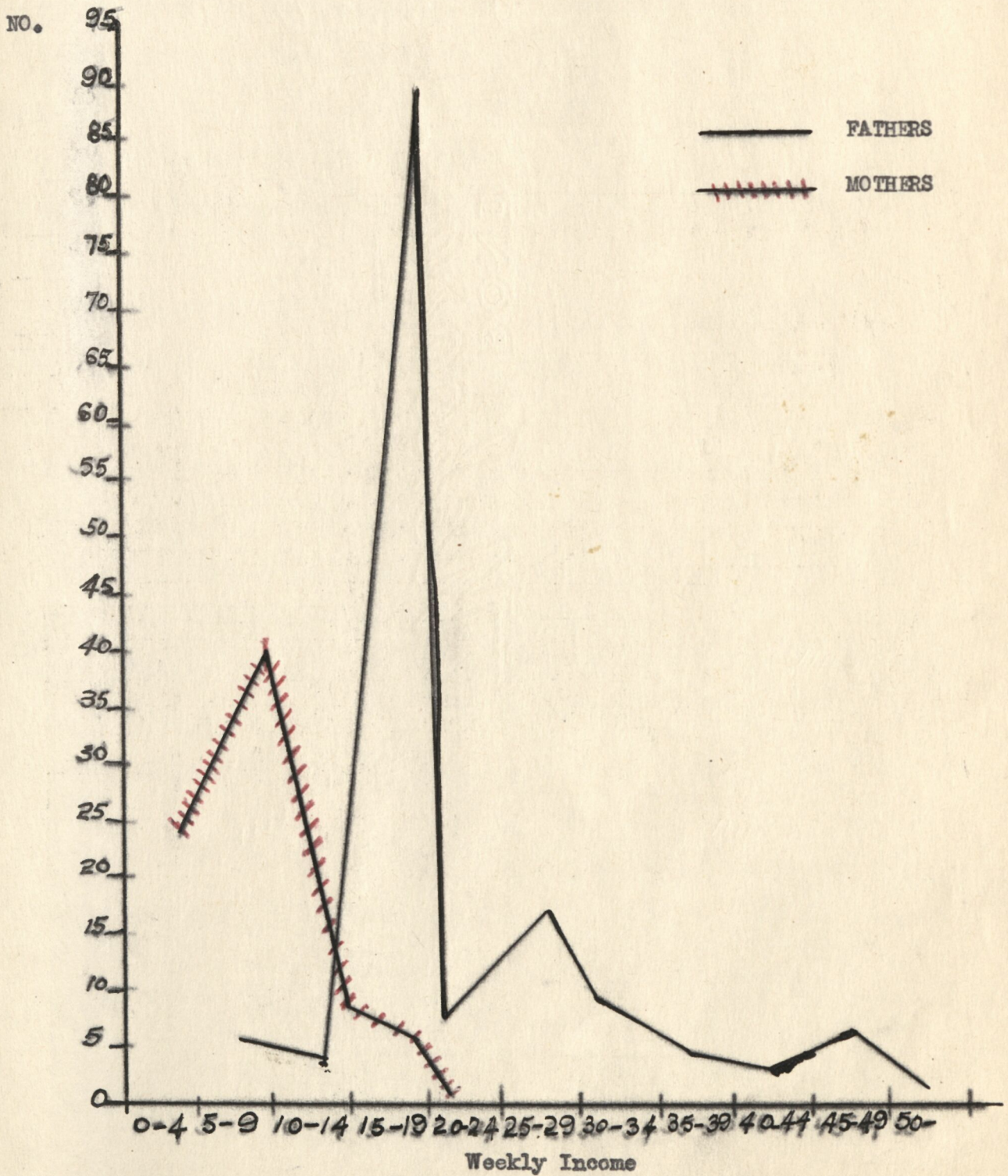
of the father was calculated. In calculating t he mean, $ 22.75 was found to be the average weekly income of the fathers. The calculation of the stand-ard deviation showed that there could be a possible $ 10 variation from this $ 22.75 in either direction, up or down. The fathers' weekly income was calculated because a better portray could be presented since all the mothers were not working out for weekly wages. Chart 3 presents a vivid description of the distribution of fathers and mothers according to weekly income.

Community of interest is exemplified by the religious activities of these pupils. Because of the possible influence of religious training and membership in the same church upon the social behavior patterns, it is thought by the writer that association of pupils of the same church might be influenced by such training and membership. [11]

There are three Baptist churches, three Methodist and one Holiness Church in the Trinity Gardens Area. A number of the children belong to the churches mentioned and also to the Catholic, Seven Day Adventist, and Church of God Churches located in the Third and Fifth Wards of Houston. The dis-tribution of the children as to church is shown in Table 6.

TABLE 6
Number and Percent Distribution of Church
Affiliation of Pupils

CHURCH	CHILDREN	
	Number	Percent
Baptist	181	60.3
Catholic	45	15.0
Church of God	1	.3

(Continued on following page)

11.
Ibid. P 663

Table 6 (continued)

| CHURCH | CHILDREN | |
	NUMBER	PERCENT
Methodist	32	10.7
Saints	12	4.0
Seven Day Adventist	4	1.3
Not Listed	25	8.4
Total	300	100.0

More than 60 percent of the pupils are Baptist, 15 percent Catholic, and almost 11 percent Methodist. Generally in a community of this type, Baptist and Methodist have the highest percent of the membership. Contrary to the rule, Catholics rank higher than Methodist. See Chart 4.

Generally, the associational patterns of members of the same church seem positive rather than negative. We too would assume the same idea, but knowledge of group variation prohibits the acception of assumptions. These tendencies will be discussed in the latter part of this chapter in the light of children of the same church choosing each other as associates.

ASSOCIATIONAL PATTERNS CHARACTERISTIC OF THE TRINITY GARDENS
SCHOOL PUPILS

Description of Group Opportunities Found in Trinity Gardens Elementary

School: Because this is an elementary school, only six grades are taught. Seven teachers have charge of the six grades. Apparently there is a teacher for each grade and an extra one floating around. This is partly true. Due to the crowded condition of the school several teachers have more than one general grade in their rooms. For instance, the first grade is divided and taught by two teachers. One of the same teachers has a part of the

Chart 4

Percent Distribution of Children in the Churches

BAPTIST	
CATHOLIC	
CHURCH OF GOD	
METHODIST	
SAINTS	
SEVEN DAY ADVENTIST	
NOT LISTED	

0 5 10 15 20 25 30 35 40 45 50 55 60 65

Percent
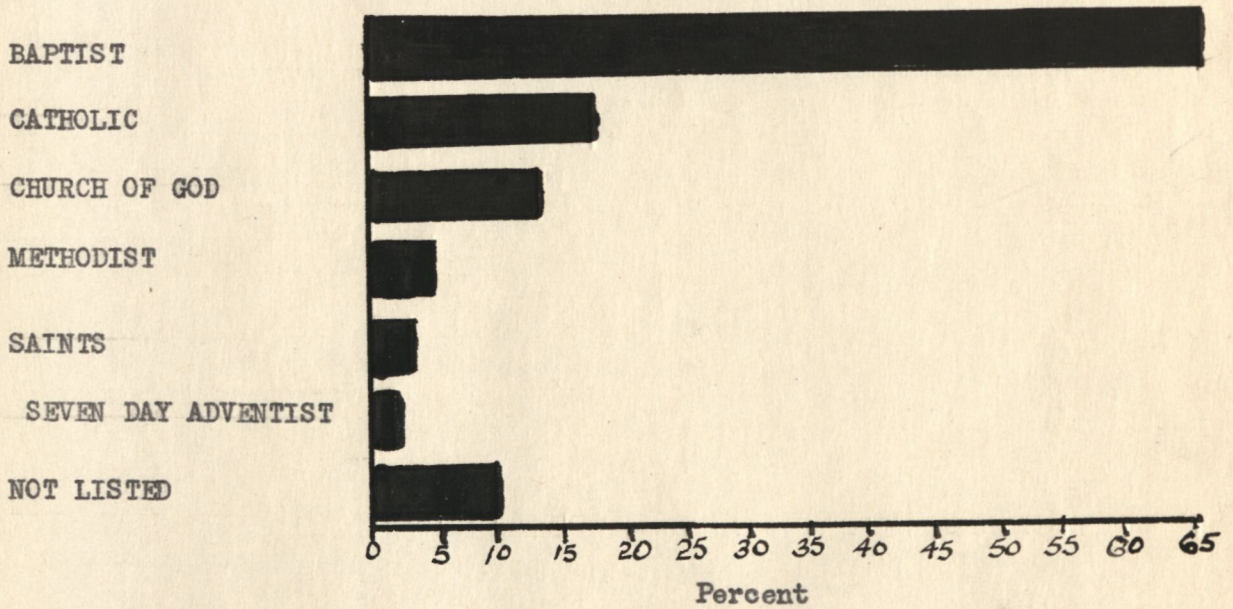
second grade in her room, thus, this particular teacher has the high first
and the low second in her room. Likewise, the third teacher has the high
second and a part of the low third in her room. The fourth teacher has the
remaining part of the low third and the high third. The remaining three
teachers work with the fourth, fifth, and sixth grades respectively. The
class-rooms, if tabulated, would appear somewhat as follows:

```
Room                              Grade

 1 ------------------------------ L. 1
                                  H. 1
 2 ------------------------------
                                  LL. 2
                                  L. 2
 3 ------------------------------ H. 2
                                  L. 3
 4 ------------------------------
                                  H. 3
                                  L. 4
 5 ------------------------------
                                  H. 4
                                  L. 5
 6 ------------------------------
                                  H. 5
                                  L. 6
 7 ------------------------------
                                  H. 6
```

The children are actually placed in 14 groups in the seven rooms. These
14 groups are distinctly separated and different varying in grade, age, and
sex. Now, we may consider each room as a different group from every other
room. Hence, there are 14 small groups combined to form 7 large groups in-
voluntary in nature due to the curriculum and school set-up. Here differen-
tial grouping is influenced by curriculum and school set-up.

Description of Associational Patterns: The types of associational patterns

provided for in the school set-up are natural and formal. Natural groups are those brought into existence without being planned for. They arise out of a natural order of contact and interaction. Formal groups are considered artificial, planned, following and ordered patterns of behavior.

Natural groups are characterized by intimate association. The patterns of interaction include friendship groups, comrade groups, neighborly groups and cliques.

The characteristics of the formal groups include the purpose, standards, responsibility, and methods of securing members. Formal groups in their formal types of social interaction are special interest groups. A special interest group is a collection of individuals engaged in social interaction because they are held together by an organization that has grown out of a specific interest. Techniques by which the formal groups are classified are nominal and functional. By nominal, we mean, an organization existing in name. It may or may not function in accord with the name. The functional classification is the real identity of the organization.[12]

FACTORS INVOLVING DIFFERENTIAL GROUPING OF THE PUPILS

The natural groups are divided into two categories, voluntary association and voluntary play. By voluntary association we mean the choice and selection of friends and associates by the pupils. Voluntary play is participation in playground activities.

12.
   William McDougall, The Group Mind, G. P. Putnam Sons, New York, 1920
   Pp. 123-125.

Voluntary association and play are provided for by recess, lunch period, and going to and from school. It is at these periods the children associate with members of the various groups they have chosen and by whom they themselves are chosen. Voluntary play is also participated in during these periods.

Children are near the same age level in a classroom for the most part, but the age grouping does not obtain rigidly outside of the classroom. Each child was asked to name six persons with whom he or she associated mostly. The concentration of association by choice appears to be between the ages of 8 and 12 years. Table 7 and table 8 show this concentration.

Boys choose both boys and girls for associates. However, they choose more boys for associates and friends than they choose girls. The boys choose associates mostly of their own age. Of the 465 persons chosen by the boys, 86 percent are boys and 14 percent are girls. The 11 year old boys choose 19 percent of the total number, the highest percent chosen by any single age. The 16 year old boys chose the lowest percent, (1.5) of the total number. This is shown in Table 7. Boys of all ages except 16, chose associates from age-group 12. Girls 10 years of age were chosen by boys 7, 9, 10, 11, 12, 13, and 14 years of age. Only one 6 year old female and one 16 year old male were chosen. There is a substantial degree of correlation shown in Table 7. By computing the coefficient correlation of age and sex, it was found that the correlation for males and males of same age is .63.

More girls choose girls for associates than they choose boys. The correlation for girls choosing girls for friends and associates is .74, for

TABLE 7

Age Distribution of Voluntary Association of Boys According to Sex

Age of Chooser Boys	6 M	6 F	7 M	7 F	8 M	8 F	9 M	9 F	10 M	10 F	11 M	11 F	12 M	12 F	13 M	13 F	14 M	14 F	15 M	15 F	16 M	16 F	Total
6			10	1	2		4		2	2			1								1		31
7	10	1	16	1	16	1	6		1		3		1										55
8	7	1	10		18		11		7		8		2		1								61
9	4		4	1	8	1	10	1	11	1	5		5		1								47
10			2		8	2	7	5	12	3	10	4	12	1	1	1	1						70
11					5		10		17	4	17	4	20		5		4	1	1	1			88
12					3		6		10	3	11	3	12	5	4	3	5						65
13					2		2		2	2	2	1	6	1	3		2	1	1	1			24
14							2		2	2	3		4	1	2	1	1					1	17
15														1									
16															2	1	2		1	1			7
Total	21	1	42	3	62	4	57	6	62	17	59	12	63	8	19	6	15	2	4		1	1	465.

Age of Chosen

TABLE 8

Age Distribution of Voluntary Association of Girls According to Sex

Age of Chooser Girls (Y)	6 M	6 F	7 M	7 F	8 M	8 F	9 M	9 F	10 M	10 F	11 M	11 F	12 M	12 F	13 M	13 F	14 M	14 F	15 M	15 F	16 M	16 F	Total
6	1	2		3		7				1													14
7		6		7		6		6		2		1											28
8		7		12		19		13		6		6		3		2							68
9		1		5		21		26		14		6		5		2							81
10						7		11		6		10		5		2							45
11						2		9	1	16	2	13	1	15		4		4		1			66
12					5	1	6	2	2	3	3	7	3	10	3	5		1	2	3		2	54
13								1		1	4	4	1	1		4		4		1		1	19
14								1		2	1		1	6		3		4		2		2	22
15														2		3		1		3		2	15
16																1				2		1	5
Total	1	16		27	5	64	6	69	3	51	10	47	8	47		26		14	3	12		8	417

Age of Chosen

girls choosing boys as associates and friends is .24. Of the 417 persons chosen by the girls, 8.6 percent are boys and 91.4 percent are girls. There were 63 girls age 8 years chosen by girls 6, 7, 8, 9, 10, 11, 12 and 13 years of age. Girls 13 years of age and 10 years of age were chosen by girls in nine age levels. Nine year old girls chose the highest percent of associates. They chose 19 percent of the total number. Sixteen year old girls chose 1.2 percent of associates of the entire group. This is shown in Table 8. Table 8 is a representation of the associations of choice made by the girls.

Voluntary play, the second pattern of natural groups, include imaginary and non-imaginary games. Table 9 shows the distribution of children participating in these games and the extent to which each game is participated in by age and sex.

Baseball is by far the most popular game among all age groups. Of the 404 pupils participating in the play group activities, 110, or 27.2 percent play base ball. The next three highly active games are: hide and seek, dodge ball, and jack stones with the following respective percents: 10.9, 10.6 and 8.9. Forty-eight or 11.8 percent failed to list choice games.

The imaginary games in this table are cowboy, outlaw and dolls. Dolls are concrete objects but called for a high degree of imagination in play. Other games listed are non-imaginary.

Girls show interest and participation in all games except outlaw, marbles, tug-o'war, and cowboy, while the boys participate in all games listed, even dolls.

Table 10 shows the percent of average age participation of the pupils in voluntary play.

TABLE 7

Numerical Distribution of Children Participating in Voluntary Play According To Age

Games	Total	6 M	6 F	7 M	7 F	8 M	8 F	9 M	9 F	10 M	10 F	11 M	11 F	12 M	12 F	13 M	13 F	14 M	14 F	15 M	15 F	16 M	16 F
Baseball	110	3	1	6		12	2	11	3	10	2	19	2	18	6	5	1	4	2		1	2	1
J. Stone	36				1	1	3	1	4		4	4	8		5		3		2		1		
Rope	24		1	2	1		1	2	2	1	1	2	3	1	5	1	1		3				
Tag	11			5		1	1	1	2	1							1						
Dolls	19				3			1	3	1	3		4										
Marbles	23	3		4		2		3		3		6		3		2							
D. Ball	43	1	1			2		3	7	1	5	5	5	1	5	2	2		6		2	1	
Tug O'War	6			2		1		1				1										1	
Hide & Seek	44		1	4	1	1	3	2	4	2	2	11	7	1	5								
Cowboy	17			3		1		1		4		5	1	2		1							
See-Saw	8				1	1	2		2			1	1		1		1						
Outlaw	5			3				1				1				1							
Swing	10			3		1	2		1	2	1	2		1	1		1						
No choice	48	15	5	1	2	6	4	3	5	2	1	2	1	1	1		1						2
Total	404	22	8	35	10	28	19	28	33	25	18	50	30	28	28	9	10	4	13		3	2	3

TABLE 10

Percent of Average Age of Pupils Participating in Voluntary Play

Games	Average Age of Participants	
	Male	Female
Baseball	10.4	11.2
Jack Stones	9.1	10.7
Rope	7.6	10.9
Tag %	7.7	10.3
Dolls	8.2	9.2
Marbles	9.9	=-
Dodge Ball	7.6	11.6
Tug O'War	8.0	--
Hide & Seek	9.8	10.0
Cowboys	10.0	--
See-Saw	11.0	9.4
Outlaw	8.6	00
Swing	8.2	10.0
No Choice	7.5	7.9

The average age of participation for boys is 8.8, for the girls 10.1. Chart 5 shows that in every instance of a comparison except one, the average age for girls is higher than that of boys.

Why do these children associate with each other? What are the bases for differential grouping? The children were asked to give their reasons for selecting their associates. These are some of the answers given:

CHART 5
Percent of Average Age of Pupils Participating
In Voluntary Play

Games — Percent

Games	Female	Male
Dodge Ball	11.6	7.6
Base Ball	11.2	10.4
Rope	10.9	7.6
Jack Stones	10.7	9.1
Tag	10.3	7.7
Hide & Seek	10.0	9.8
Swinging	10.0	8.2
See-Saw	9.4	11.0
Dolls	9.2	8.2
Cowboy		10.0
Marbles		9.9
Outlaw		8.6
Tug O'War		8.0
No Choice	7.9	7.5

Female [hatched]
Male [solid black]
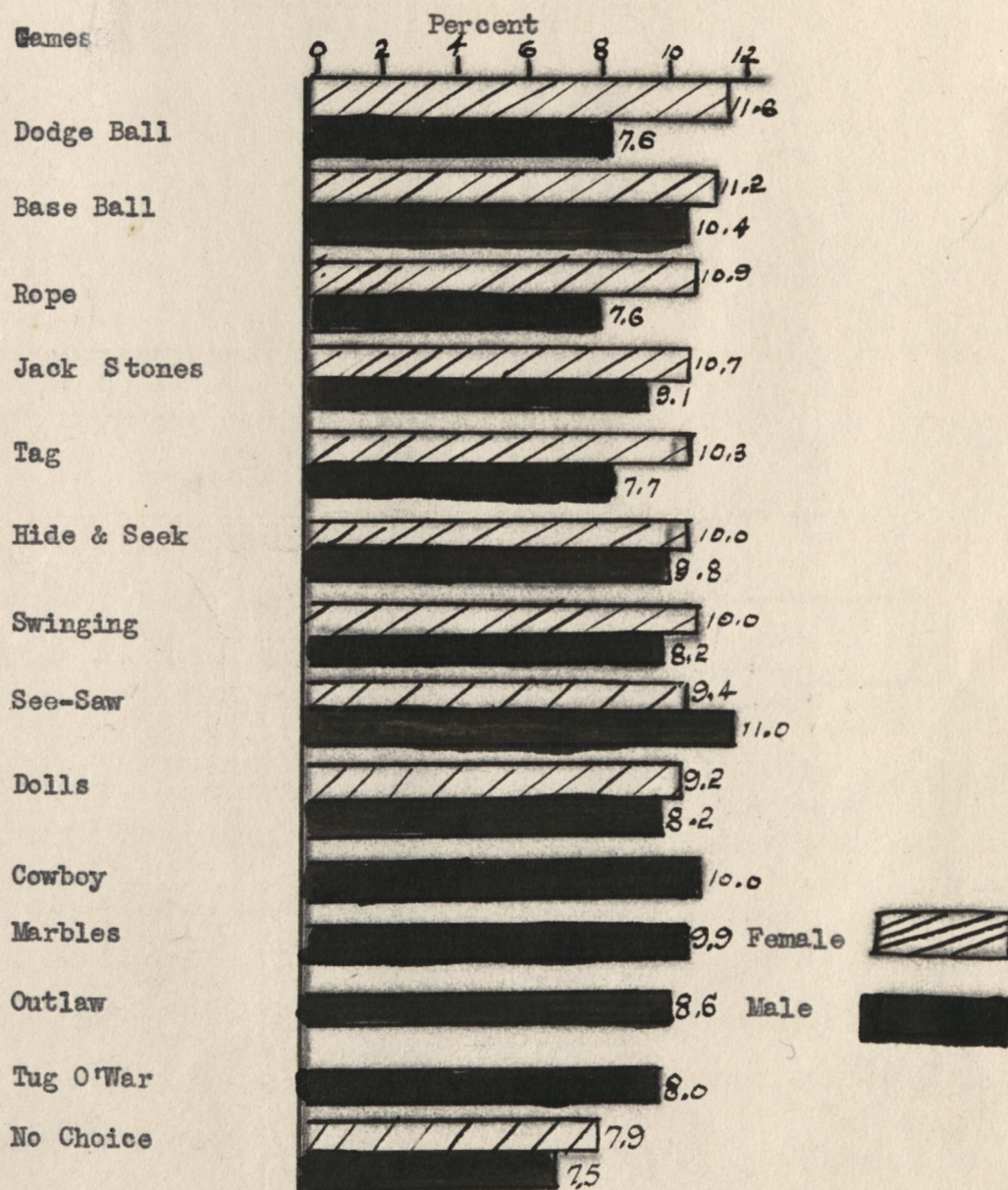
"They come to my house to play." "They are good." "Live near me."
"They play with me." "They don't fight." "I am not allowed to associ-
ate with others." "They play the things I like to play". "We can get
along together." "Fair play." "They are willing to do favors for me."
"They let me play with their toys." "I like Ida because s he helps
me with my lesson." "I like Clemintine because she is smart." "Because
we are brothers." "I like Marion because she is my size." "I like
Emanuel because he is neat." "I like Emma because she gives me candy
and cookies." "I like William because he is afraid." "I like Dorothy
because she is quiet." "I like Robert because he lets me ride on his
bicycle." "I like Bernetta because she is small and smart." "I like
James because he is good looking." "I like Henrietta because we go to
the same church." "Because she is pretty." "Because we share with each
other." "Because she and I are in love for one reason." "Because I can
borrow money from them." "Because they are intelligent and well train-
ed at home and school." "Because they can keep secrets and do not talk
vulgar language."

An analysis of these reasons indicates that the bases for grouping
are: sex attraction, physical magnitude, pleasing personality, community
of interest, and propinquity.

Factors of Age and Sex: A study of 465 pupils chosen by boys as
associates indicates that boys choose boys of the same age or nearly the
same age, and that boys choose girls of the same age or nearly the same
age for associates. The study further reveals that 417 pupils w ere
chosen by the girls as associates, that girls for the most part choose
girls of the same age or nearly the same age. The choosing of the
boys on the part of the girls was negligible, but boys who were chosen
by the girls were of the same age or nearly the same age as the girls.
Tables 7 and 8 give detail accounts of these facts. Charts 6 and 7 further
portray these facts.

Tables 7 and 8 and Charts 6 and 7 show the concentration of age to be
in three groups, the age of the choosers, the age below and above that of
the choosers. These tables and figures show that differential grouping

CHART 6

SCATTER DIAGRAM SHOWING THE RELATIONSHIP BETWEEN THE AGES OF MALE
CHOOSERS AND THOSE CHOSEN IN VOLUNTARY ASSOCIATION

Age of Chosen

X / Y	16 MF	15 MF	14 MF	13 MF	12 MF	11 MF	10 MF	9 MF	8 MF	7 MF	6 MF	F
6												31
7												55
8												61
9												47
10												70
11												88
12												65
13												24
14												17
15												0
16												7
F	1 1	0 4	15 2	19 6	63 8	59 12	62 17	57 6	62 4	47 3	21 1	465

Age of Choosers

Note:

Chart 6 is a Scatter diagram showing relationship between the age of the
male choosers and those chosen in voluntary association. The class
intervals of the X variable read from left to right, the intervals of
Y read from bottom to top. (X) is the age of chosen and (Y) is the age
of choosers.

CHART 7

SCATTER DIAGRAM SHOWING   THE RELATIONSHIP BETWEEN   THE AGE OF FEMALE CHOOSERS AND THOSE CHOSEN IN VOLUNTARY ASSOCIATION

Age of Chosen

X \ Y	16		15		14		13		12		11		10		9		8		7		6		F
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	F
6																							14
7																							28
8																							68
9																							81
10																							45
11																							66
12																							54
13																							19
14																							22
15																							15
16																							5
F	0	8	0	12	3	14	0	26	8	47	10	47	3	51	6	69	5	64		27	1	16	417

Age of Choosers

Note:

Chart 7 is a Scatter diagram showing relationship between the age of female choosers and those chosen in voluntary association. The class intervals for the X variable read from left to right, the intervals for the Y variable read from bottom to top. (X) is the age of those chosen and (Y) is the age of the choosers. (f) is the frequency.

does exist based upon the factors, age and sex. According to the data the following groups exist: boys mostly of the same age, boys and girls mostly of the same age, girls mostly of the same age, girls and a very very few boys for the most part of the same age. These four groups not only exist for one age level but for all age levels of the school. Since there are 11 age levels in the school, 44 different groups exist because of age and sex.

Factor of Grade: It has been indicated that there are six grades in the school. Table 11 shows the extent to which persons of the same grade were chosen by persons of the same grade.

TABLE 11

Percent of Associates Chosen by Persons
of the Same Grade

Grade of Choosers	Grade of Chosen						
	Total	6	5	4	3	2	1
1	100	-	3.3	4.4	7.7	29.7	54.9
2	100	-	.5	2.3	3.3	86.9	7.0
3	100	.9	.9	.9	95.7	1.2	.4
4	100	2.3	26.8	70.5	-	.4	-
5	100	6.7	77.8	13.3	1.1	1.1	-
6	100	86.8	11.2	1.5	.5	-	-

Pupils of the first grade chose 55 percent of their own group, second graders chose 87 percent of their own group. Grade three indicates the highest concentration of grade preferences, 95 percent. There is a drop in the fourth grade and a tendency to rise according to grade increase in the

fifth and sixth grades. This table indicates that the percent of
association is concentrated within the grades of the choosers. Thus, grade
is a factor giving rise to differential grouping. To further substantiate
the facts that age, sex and grade are factors involved in differential
grouping, coefficient correlations were computed on the bases of age and sex,
male and male, male and female; female and male, female and female of the
same age levels; grade of choosers and grade of chosen; and age and grade
all of which pointed to the existence of these factors in differential group-
ing.

Factor of Religious Affiliation: Table 12 shows the percent of dis-
tribution of children in the various churches.

TABLE 12

Percent Church Affiliation of Children as A Basis
For Differential Grouping

| Church of Chooser | Total | Bapt. | Cath. | Church of Chosen | | | | |
				Ch. of God	Meth.	Saint	Seven Day Adv.	
Baptist	100	66.1	13.0	.8	9.3	4.3	2.2	4.3
Catholic	100	59.0	21.2		8.4	1.9	1.9	7.6
Ch. of God	100	83.3				16.7		
Methodist	100	74.2	5.6	1.1	15.7			3.4
Saint	100	63.4	12.2	2.5	7.3	7.3		7.3
Seven Day Adventist	100	68.8	12.5		12.5	6.2		
Not Listed	100	68.4	15.8		10.5	5.3		

We find in Table 12 that children of all church denominations chose more Baptist than of their own or any other denomination. This is possibly due to the fact that more than 60 percent of the children are Baptist and the choosers have no alternative. So membership of the same church, as a factor of differential grouping will not be used.

The Relation of Age in Formal and Natural Groups: The formal groups set up in the school are; Citizenship Club, Rhythm Band, Glee Club, Defense Club, Boy Scouts, and 4-H Club. Table 13 shows the age and sex distribution of the pupils participating in these activities.

Table 13 shows that more pupils 11 years of age participated in formal groups than any other age. The age range for members of the Citizenship Club is from 9 to 16 years. The age range for members of the Rhythm Band is from 6 to 15 years. The age range for members of the Glee Club is from 10 to 16 years. The age range for the Defense Club covers the entire school group ranging from 6 to 16 years. The Boy Scouts cover only three age levels, 12, 13 and 14. The 4-H Club covers the age levels from 7 to 16. More girls 11 years of age participate in formal groups than any other age of girls or boys. More 12 year old boys participate in formal groups than any other age boys. This is shown in Table 13.

Limitations are set in several of the formal groups. Only girls participate in the 4-H and Glee Clubs. Further, only girls of the sixth grade participate in the Glee Club. Thus, sex and grade operate as factors influencing differential grouping. Likewise, only boys from 12 to 16 can become Boy Scouts. Here, sex and age are operating. The Citizenship Club is limited to both boys and girls in the fifth and sixth grades,

TABLE 13

AGE DISTRIBUTION OF PUPILS BASED UPON SCHOOL ACTIVITIES OPEN TO VOLUNTARY PARTICIPATION

School Activities	6 M	6 F	7 M	7 F	8 M	8 F	9 M	9 F	10 M	10 F	11 M	11 F	12 M	12 F	13 M	13 F	14 M	14 F	15 M	15 F	16 M	16 F	Total
Citizenship Club	1	1					1	2	8	5	13	11	9	11	4	4	3	5		2	2	1	82
Rhythm Band	1	3			3	1	1	3	1	5	5	4	2	3		1				1			35
Glee Club										1		6		5		4		3		3		1	23
Defense Club	28	9	20	10	18	20	17	25	21	14	20	20	17	15	6	5	4	7		3		1	282
Boy Scouts													16		4		2						22
4-H Club				1		5		6		5		12		6		4		3		1		1	44
Total	29	10	23	10	21	26	19	36	30	30	38	53	44	40	14	18	9	18		10	2	4	488

TABLE 15

NUMERICAL DISTRIBUTION OF PUPILS IN FORMAL AND NATURAL
GROUPS ACCORDING TO AGE

| Age | Types of Groups | | | | | |
| | Formal | | | | Natural | |
	Total	Male	Female	Total	Male	Female
6	37	28	9	16	11	5
7	31	20	11	36	21	15
8	42	18	24	42	18	24
9	43	17	26	43	17	26
10	35	21	14	35	21	14
11	40	20	20	40	20	20
12	37	22	15	37	22	15
13	12	7	5	12	7	5
14	11	4	7	11	4	7
15	3		3	3		3
16	4	2	2	3	1	2
Total	295	159	136	278	142	136

TABLE 16

PER CENT DISTRIBUTION OF PUPILS IN FORMAL AND NATURAL
GROUPS ACCORDING TO AGE

| Age | Types of Groups | | | | | |
| | Formal | | | | Natural | |
	Total	Male	Female	Total	Male	Female
6	12.5	9.5	3.0	5.7	3.9	1.8
7	10.5	6.8	3.7	13.0	7.6	5.4
8	14.2	6.1	8.1	15.1	6.5	8.6
9	14.6	5.8	8.8	15.5	6.1	9.4
10	11.8	7.1	4.7	12.6	7.6	5.0
11	13.6	6.8	6.8	14.4	7.2	7.2
12	12.5	7.5	5.0	13.3	7.9	5.4
13	4.1	2.4	1.7	4.3	2.5	1.8
14	3.8	1.4	2.4	3.9	1.4	2.5
15	1.0		1.0	1.1		1.1
16	1.4	.7	.7	1.1	.4	.7
Total	100.0	54.1	45.9	100.0	51.1	48.9

In this instance, grade operates as a factor. The Rhythm Band and Defense Club are open to all ages, sex, and grades. The pupils are not forced to take part in any of the groups. All may participate in the two last named groups and those falling within the bounds of the limited groups may participate voluntarily.

Table 14 shows the percent distribution of the pupils participating in formal groups.

TABLE 14
Percent Distribution of the Pupils
Participating in Formal Groups

Formal Groups	Pupils	
	Number	Percent
Citizenship Club	82	16.8
Rhythm Band	35	7.2
Glee Club	23	4.7
Defense Club	282	57.8
Boy Scouts	22	4.5
4-H Club	44	9.0
Total	488	100.0

The highest percent of participation was in the Defense Club. This participation was in the form of themes, short class room talks, taking active parts in patriotic programs, and contributing money toward buying War Stamps and Bonds. With the combined efforts of the pupils, the school was able to purchase its first Bond on March 1942.

Sex and grade, sex and age, and grade are factors found operating in the above mentioned formal groups.

Since the pupil population of the school compose both the natural and formal groups, what is the relation of the factor of age in both groups? The factor of age is more representative in the formal groups than in the natural groups.

Tables 15 and 16 indicate similarity between the two groups. However there is a noticeable difference in the age levels 6, 7 and 16. More pupils participate in formal groups at ages 6, 7 and 16 than in natural groups. Numerical and percent distribution are indicated also in Talbes 15 and 16.

Comparing the two groups, formal and natural, there is a difference of 17 in the total participations of the two groups. This difference is on the part of the males. There are as many females participating in formal groups as are participating in natural groups. Even though groups participation for girls in both groups are numerically the same some differences appear at age levels. These differences occur at age levels 6 and 7 years. The differences of the boys' participation occur at age levels 6, 7, and 16 years. See table 15.

According to the total number of participants in both broups, there is a higher percent of females in the natural groups than in the formal groups. Table 16 shows this. In both groups, males predominate. Charts 8, 9, and 10 portray very vivid pictures in the distribution of the pupils as a whole in formal and natural groups, boys in formal and natural groups and girls in formal and natural groups. Chart 8 is a representative of the participation in formal and natural groups of the total pupil population. Chart 9 is a representation of male participation in both groups.

CHART 8

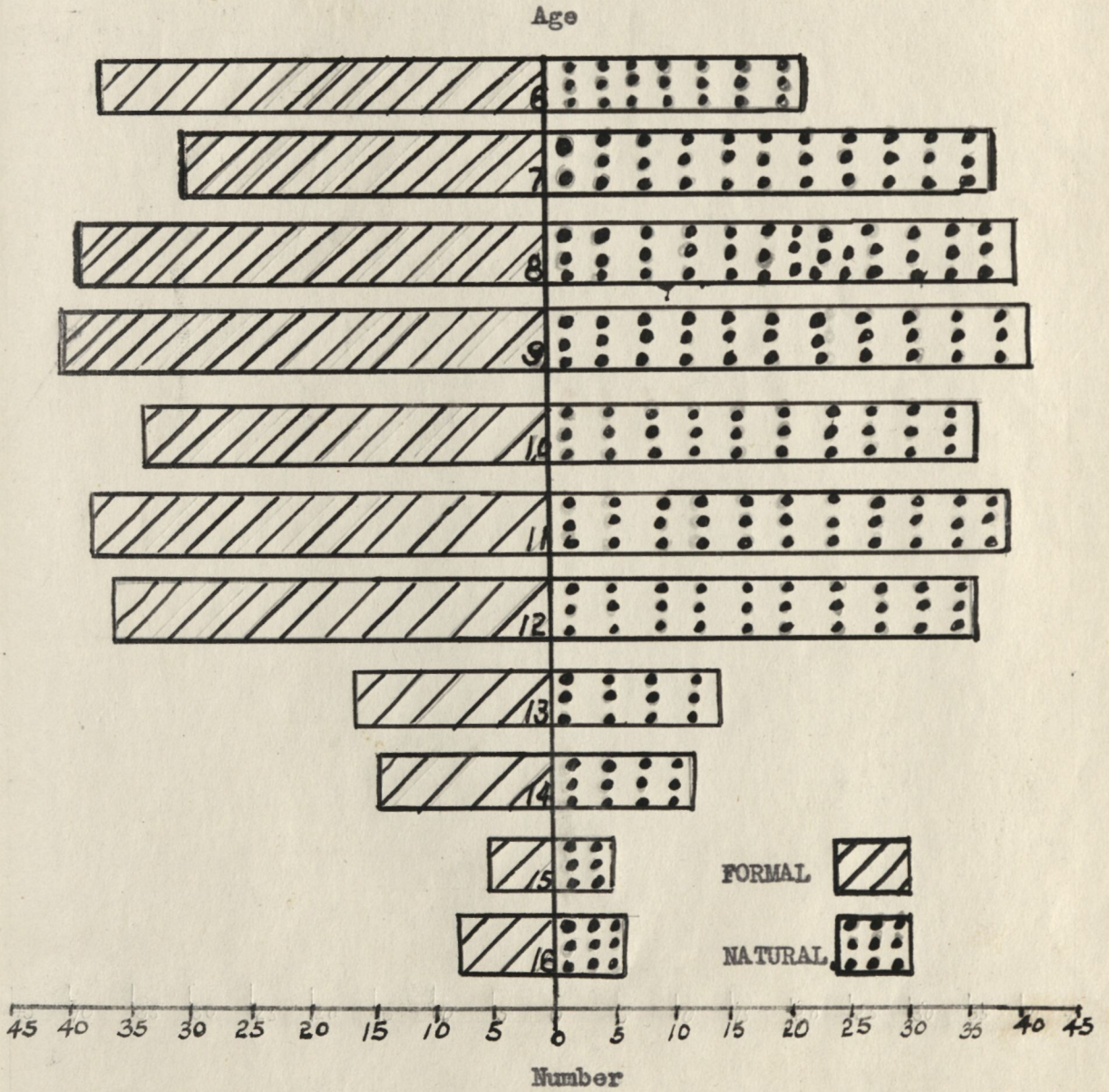## NUMERICAL DISTRIBUTION OF PUPILS IN FORMAL AND NATURAL GROUPS

Age

45 40 35 30 25 20 15 10 5 0 5 10 15 20 25 30 35 40 45

Number

FORMAL

NATURAL

CHART 9

NUMERICAL DISTRIBUTION OF BOYS IN FORMAL AND NATURAL GROUPS

Age

Number
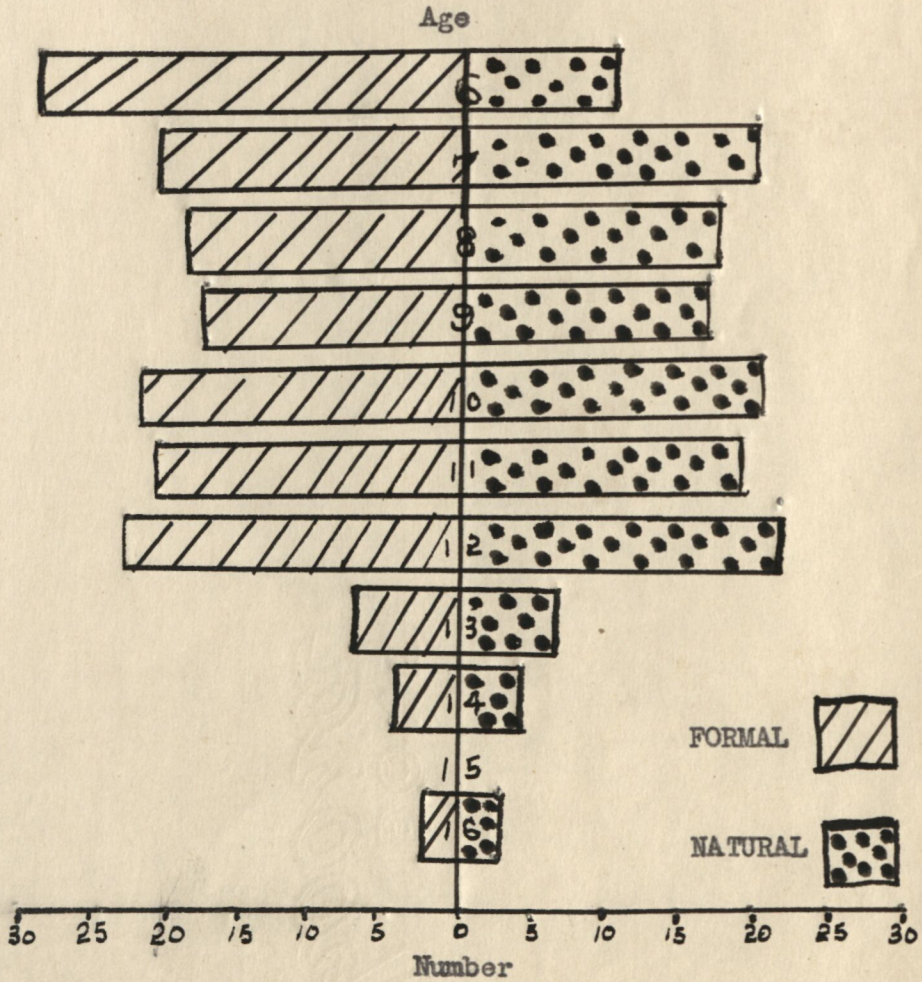
FORMAL

NATURAL

CHART 10

NUMERICAL DISTRIBUTION OF GIRLS IN FORMAL AND NATURAL GROUPS

Age

Formal

Natural

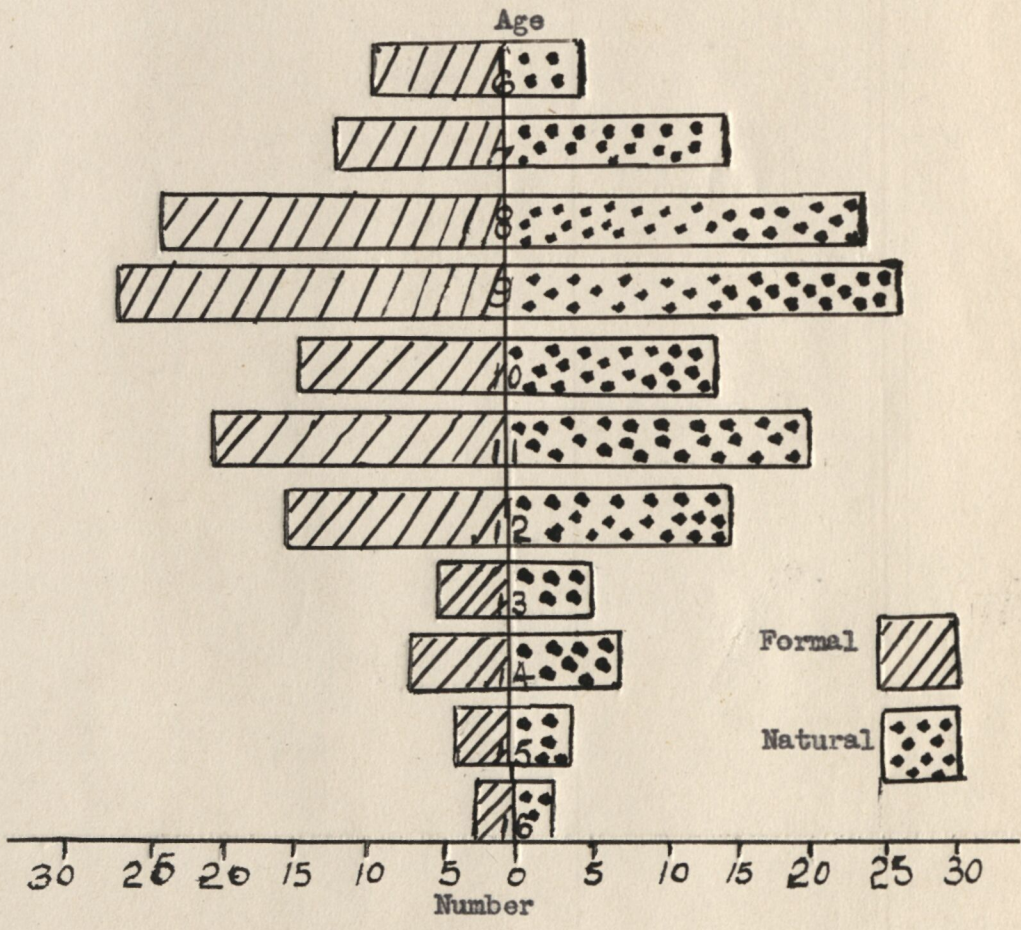30 25 20 15 10 5 0 5 10 15 20 25 30

Number

Chart 10 is a representation of female participation in   both formal and
natural groups.

CHAPTER III

SUMMARY AND CONCLUSION

The theoretical statements and researches of other scholars found that groups varied according to race, age, grade, sex, propinquity, economic and social background. Findings were based on experiments, tests, observations through questionnaires and schedules and statistics.

The problem was defined with its purpose to determine the factors of differential grouping among pupils of the Trinity Gardens Elementary School.

Chapter II presented evidences of differential grouping. It was found that ages of the pupils ranged from 6 to 16 years. Thus, giving eleven groups based on age. In these age groups were males and female, except in the age group of 15 years. Because of age and sex the pupil population was grouped into twenty one different groups. These groups were protrayed by Chart I. Most of the children are below the age level of 13 years, 90 percent. The pupils 13 years of age and above constitute only 10 percent of the total population. This shows that most of the children are young.

The boys constitute 53 percent of the entire group and the girls 47 percent. There are more boys in the three lower grades than girls and more girls in the upper grades than boys, thus, giving a lower grade male predominance and an upper grade female predominance.

There is a tendency of age increment with the grade. In computing the coefficient correlation of age and grade, it was found that the correlation was .85. This was for male and female combined.

The pupils are almost evenly distributed in the grades, however, grade four has the highest concentration of pupils. The oldest pupils were found in the highest grades and the youngest pupils were found in the lowest grades, another example of correlation. The fifth grade covered the widest age range.

The educational level of the parents as a whole is approximately the fifth grade level. The Mothers have a higher educational level than the Fathers. Most of the pupils come from families of about the same income bracket, thus, giving all the pupils about the same social status.

Most of the children belong to the Baptist Church. The Catholic and Methodist carry the next highest representations respectively. Because Baptist predominate the community association of the children must be mostly with Baptist.

Because of the school set-up and the curriculum, the pupils are involuntarily grouped into 14 groups. These groups are distributed in the seven class rooms.

The school set-up provides for two types of associational patterns. These are natural and formal groups. The natural groups are the friends, associates, and participants in play group activities. The formal groups are the different clubs set up in the school. More children participate in the formal groups than in the natural groups.

Coming under the head of natural groups are thirteen games partici-
pated in by the pupils. Of these games baseball is the most popular.
In the formal groups are listed seven clubs. More people participate
in the Defense Club than in any other club. Fifty-seven per cent of
the total pupil population participate in this activity.

Pupils indicated their choices of associates. Boys chose boys and
girls for associates, but their preferences were for boys as indi-
cated by the correlation .63. Girls prefer girls of about their own age
for associate. The correlation for this fact is .74. The pupils were
asked to give their reason for choosing the perons they chose. An
analysis of their replies resulted in grouping because of sex attract-
ion, physical magnitude, pleasing personality, community of interest
and propinquity.

The factors operating in pupils choosing associates were age and
sex. Pupils of the same grades chose pupils of the same grade mostly
as associates. The religious affiliation had no particular effect on
associate selection. The factors operating in formal groups were: sex,
and grade, sex and age, and grade, thus, sex, age and grade were
operating. We concluded that age is a factor in differential grouping;
that sex is a basic factor influencing differential grouping; that grade
is an important factor in differential grouping; that family, educational
level of parents, income of parents and church affiliation of the pupils
are not necessarily influencing factors of differential grouping.
Hence, the most predominant factors of differential grouping are age,
sex and grade.

The extent of age operating as a factor of differential grouping was found to be .67, sex .63, grade .92. Correlation for age grade was found to be .85; and sex age .65.

These findings are substantiated by the findings in related studies of other scholars.

SUGGESTIONS

These suggestions are offered to give the children a broader program of constructive activities, to decrease the tendency of truancy by supplying those activities that will hold the interest of young minds.

1. Supervised play for all, bur particularly for children of the first two grades.

2. A fuller extra-curricula activity program.

3. At least two additional teachers to care for the over-crowded teacher-load.

4. A school library adequately supplied for elementary children.

5. A Fully equipped workshop for elementary boys.

A P P E N D I C E S

APPENDIX A

SCHEDULES

SCHEDULE

Investigator _____

Location _____

Address _____

1. Personal Data

   A. Census

   1. Name _____

   2. Age _____

   3. Sex: Male _____ Female _____

   4. Grade _____

   5. Check School Activities

      a. Citizenship Club _____   d. Defense Club _____
      b. Rythm Band _____   e. Boy Scouts _____
      c. Glee Club _____   f. 4H-Club _____

   6. Associates:

      a. _____   Age _____ Sex _____

      b. _____   Age _____ Sex _____

      c. _____   Age _____ Sex _____

      d. _____   Age _____ Sex _____

      e. _____   Age _____ Sex _____

   7. Best Friends _____ Age _____ Sex _____

   8. Why do you associate mostly with the children named in No 6?

      _____

      _____

   9. Why are you and the person named in No. 7 such good friends?

      _____

      _____

10. Marital Status of Parents: (Check)

    a. Married _____   c. Widower _____   e. Separated _____
    b. Unmarried _____   d. Widow _____   f. Unmarried Mother _____

11. With whom do you live if not your parents _____

12. Educational Level of Parents: Father   Mother

    a. Never attended school
    b. Failed to complete grades
    c. Completed the grades
    d. Completed Junior High (7-9)
    e. High School Graduate
    f. College: 1st year
              2nd year
              3rd year
    Graduated - 4th year

13. Give the Occupation of:
    a. Mother_____Weekly income_____
    b. Father_____Weekly income_____

14. Whom do you visit when school hours are over?_____
_____

15. List your favorite books_____
_____

16. Where do you spend your vacation?_____
_____

17. What games do you like to play?_____
_____

18. Is there anyone with whom you don't like to play?_____List_____
_____
_____
    a. Why?_____
_____
_____
_____

19. Church Affiliation:
    a. Catholic_____   c. Methodist_____
    b. Baptist_____   d. Saint_____
                 e. Seven Day Adventist_____

APPENDIX B

Tables

TABLE 1 A

DISTRIBUTION OF PUPILS AS TO AGE AND SEX

Age	Male	Female	Total
6	28	9	37
7	21	15	36
8	18	24	42
9	17	26	43
10	21	14	35
11	20	20	40
12	22	15	37
13	7	5	12
14	4	7	11
15		3	3
16	2	2	4
Total	160	140	300

TABLE 2A

DISTRIBUTION OF BOYS IN FORMAL AND NATURAL GROUPS ACCORDING TO AGE

Age	Formal	Natural
6	28¢	11
7	20	21
8	18	18
9	17	17
10	21	21
11	20	20
12	22	22
13	7	7
14	4	4
15		
16	2	1
Total	159	142

TABLE 3A

DISTRIBUTION OF GIRLS IN FORMAL AND NATURAL GROUPS ACCORDING TO AGE

Age	Formal	Natural
6	9	5
7	11	15
8	24	24
9	26	26
10	14	14
11	20	20
12	15	15
13	5	5
14	7	7
15	3	3
16	2	2
Total	136	136

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