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A STUDY OF AFTER-SCHOOL CLASSES
IN NEGRO HIGH SCHOOLS

A Thesis Submitted to the Graduate Division in
Partial Fulfillment of the Requirements for the Degree
of Master of Science

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By
Florence Heath-Shaw

KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas
August, 1935

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A STUDY OF AFTER-SCHOOL CLASSES
IN SECONDARY SCHOOLS

A Thesis Submitted to the Graduate Division in
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CHAPTER I
INTRODUCTION

The Significance of the Problem

The adjustment of boys and girls during their adolescence to the realities of their environments is a major function of the secondary school, or of education in all grades. In conventional practices, the high school has conceived its function to be that of subject matter teaching. It has to some extent disregarded any adjustment other than obedience and learning the subjects. The curriculum itself has been conceived to be the end of school education.¹

The education of boys and girls should be more than mere completion of the subjects offered by the school. Adjustments should be social as well as educational, because many high school students do not receive formal education beyond the eleventh or twelfth grades. The ability to make social adjustments is very important. The large number of juvenile delinquents and truant children in our communities suggests that the needed readjustment may be obtained through the organization of guidance programs; through more efficient methods of reducing or eliminating the disciplinary problems;

¹Phillip W. L. Cox and R. Emerson Langfitt, High School Administration and Supervision, (New York: American Book Company, 1934), p. 448.

and through better and more logical organization of the curriculum to meet the needs of the children.

The problem confronting principals and teachers is how best to reduce or eliminate maladjustment. One method sometimes used is the organization of after-school classes. These classes are not new or untried organizations in our high schools. An interpretation of the uses and values of these classes rather than their organization is considered in this study.

The Purpose and Scope

This study has been made to determine and evaluate the purposes, advantages and disadvantages of having after-school classes in Negro high schools. The important point to keep in mind is that adjustments are not reached by merely holding these after-school classes. These classes are not ends in themselves but only a means to an end; consequently the problem of adjustment is never complete, but is constantly going through the stages of development and improvement.

This study was limited to eighty-six outstanding Negro high schools throughout Missouri, Kansas, Texas, Arkansas and Oklahoma, but information was actually secured from only sixty-three of these schools.

The Method of Procedure

The questionnaire technique was used in making this study. In determining why these schools have after-school classes,

these main points were used as guides in planning the questionnaire: What were the purposes for having these classes; who was in charge of the classes; and what were the advantages and disadvantages of these classes?

Suggestions from the Research Bulletin of the National Education Association, Vol. VIII, were used in developing the questionnaire. After having formulated a tentative questionnaire it was presented to the class in Methods of Research, at Kansas State Teachers College, Pittsburg. The class criticized it, after which it was revised and mimeographed. A copy of the final questionnaire as used in this study will be found in the appendix.

Limitations of the Questionnaire Technique

The questionnaire technique is one of the most popular methods of securing information. It is not, however, the best nor the most satisfactory method. Its wide-spread use, and frequently unnecessary use has brought it into disrepute.² The subjective nature of many questionnaires has caused several writers to recommend its use sparingly and only when other methods are impracticable. Personal interviews or investigations have been suggested in place of questionnaires. Since this study included Negro high schools throughout five states, a personal interview with the various principals would have

²Ward G. Reeder, How To Write A Thesis, (Bloomington, Illinois: Public School Publishing Company, 1925), p. 34.

been very difficult and expensive. The use of the questionnaire seemed to be the most practical method for securing the needed information.

The questionnaire used in this study was not long and did not require much time to fill out. One follow-up letter was sent to the principals who did not return it within a reasonable time. Sixty-three of the eighty-six questionnaires mailed out were answered and returned, sixty of which were usable. This is seventy per cent of those mailed and constitutes a fair sampling of the schools included in this study. The answers to the questionnaires were, for the most part, very good.

Table I shows that out of the thirty-one questionnaires sent to the Missouri Negro high schools twenty-two or approximately 70 per cent were returned. Twenty-five questionnaires

TABLE I

Schools Returning Usable Replies to the Questionnaires

State	: Number of Schools : Receiving : Questionnaires	: Number of Schools : Returning Usable : Replies	: Percentage : of Usable : Replies
Arkansas	3	3	100
Kansas	1	1	100
Missouri	31	22	70.9
Oklahoma	26	16	61
Texas	<u>25</u>	<u>18</u>	72
Totals	86	60	70

were sent to the Negro high schools in Texas. Of the twenty-five questionnaires sent, eighteen or 72 per cent were returned. Twenty-six questionnaires were sent to various Negro high schools in Oklahoma. Sixteen or approximately sixty-one per cent were returned. All three high schools in Arkansas included in this study returned the questionnaires; also the one school in Kansas.

Related Studies

The references read in connection with this study were Non-Athletic Activities in Secondary Schools, by R.A.Rohrback; Attendance Procedures and Practices in Denver Junior High Schools, a publication by the research department of the Denver schools; and The High School Detention Room by Roy Warmoth. These studies did not concern Negro high schools. No available material was found pertaining to Negro after-school or detention classes.

The study made by Roy Warmoth is very closely related to this study of Negro high schools. Mr. Warmoth's study was limited to the effectiveness of detention as a deterrent for misconduct. He found sixty-nine of the 106 principals answering his questionnaire, used the detention room. It was most effective in cases of tardiness, skipping classes and late to classes. Its effectiveness was doubtful in cases of truancy, disorder in study and smoking on the school grounds. Mr. Warmoth's study was not limited to Negro high schools;

but was a survey of 106 high schools throughout the United States. Mr. Warmoth studied the effectiveness of after-school classes as a deterrent for misconduct while the writer of this study wished to determine all the values and shortcomings of such classes in typical Negro high schools.

The type of school organization greatly influences the kind of problems that arise in the school. The larger schools usually have better systems of meeting problems than the smaller schools. Information concerning school organization and the treatment was obtained by asking the principals the following questions as quoted from the questionnaire:

Part I. Type of School Organization and School Enrollment.

1. How many levels covered the grades included in your high school? 7, 8, 9, 10, 11, 12.
2. Give the enrollment of your school. _____

Enrollments

Enrollments of the schools represented in this study were of various sizes as shown in Table II. Fifteen schools had less than 100 pupils each and three schools had more than 1,000 pupils each. One school had an enrollment of thirteen pupils, while the largest enrollment was 1,554, a range of 1,541 pupils. In general the schools with enrollments of less than 100 were located in the smaller cities. Table II indicates that thirty-six of the sixty schools included in this study have enrollments between 100 and 500. These schools,

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Type of Schools Included in This Study

The type of school organization greatly influences the kind of problems that arises in the school. The larger schools usually have better systems of meeting problems than the smaller schools. Information concerning school organization and enrollment was obtained by asking the principals the following two items as quoted from the questionnaire:

Part A. Type of School Organization and School Enrollment.

- I. Draw a circle around the grades included in your high school: 7, 8, 9, 10, 11, 12.
- II. Give the enrollment of your school. _____

Enrollments

Enrollments of the schools represented in this study were of various sizes as shown in Table II. Fifteen schools had less than 100 pupils each and three schools had more than 1,200 pupils each. One school had an enrollment of thirteen pupils, while the largest enrollment was 1,654, a range of 1,641 pupils. In general the schools with enrollments of less than 100 were located in the smaller cities. Table II indicates that thirty-six of the sixty schools included in this study have enrollments between 101 and 800. These schools,

TABLE II

Enrollments of Schools Answering the Questionnaires

<u>Range of Enrollments</u>	<u>Number of Schools</u>
0 - 100	15
101 - 400	18
401 - 800	18
801 -1200	4
1201 -1700	3
No enrollment listed	<u>2</u>
Total	60

in all probability, are much like the Negro schools throughout the country. The knowledge of enrollments naturally leads to speculation of the grades included in these enrollments. The next inquiry was concerning the grades included within the schools.

Grades Included Within the Schools

As shown in Table III, there was only one school with the three grades 7, 8, 9, included in the study. There were only two three-year senior high schools with grades 10, 11, 12 included in the study. Of the traditional four-year senior high schools, with grades 9, 10, 11, 12, there were only eleven. The next common high school organization is the combination of junior and senior high school, with grades 7,

TABLE III

Grades Included Within the Schools

Grade Distribution	Number of Schools
7, 8, 9,	1
7, 8, 9, 10,	3
7, 8, 9, 10, 11,	2
7, 8, 9, 10, 11, 12,	10
8, 9, 10, 11,	15
8, 9, 10, 11, 12,	10
9, 10, 11,	4
9, 10, 11, 12,	11
10, 11, 12,	2
Schools that did not give grades	<u>2</u>
Total	60

8, 9, 10, 11, 12. There were ten of these schools. These four grade combinations commonly found in our high schools today total only twenty-four of the sixty schools.

Fifteen schools in Texas included the four grades, 8, 9, 10, 11 instead of the traditional four grades of 9, 10, 11, and 12. Their eleventh grade corresponds to the twelfth grade in the schools of Kansas.

The schools that include grades 8 to 12 constitute an interesting, yet not surprising, situation. A probable explanation of this situation may be the presence of a large

number of over-age pupils in the eighth grade. Rather than keep these more mature pupils in the elementary school, the whole eighth grade is placed in a building with the high school where these large pupils can be with others nearer their own age and size.

Definition of After-School Classes

The term after-school classes as used in this study refers to those classes held after the regular school day is completed. Many principals call such classes detention classes, but usually the detention classes are mainly for disciplinary cases, and that phase of pupil adjustments was too narrow to be the only one considered in this study.

Schools Having After-School Classes

Table IV shows that thirty-five or 58 per cent, of the schools included in this study are now having after-school classes. Of the twenty-five schools that did not have after-school classes this year, five schools formerly had them.

TABLE IV

Schools Having After-School Classes

Number of Schools now Having After- School Classes	Number of Schools not now Having After-School Classes	Number of Schools that formerly had After-School Classes
35	25	5
58%	33%	8%

Several of the principals stated that the after-school classes depended on the teachers,--if the teachers felt the classes were necessary they had them.

Purposes

Table V shows that the after-school classes were held mostly for remedial teaching and pupil guidance. There were

TABLE V

Purposes for Holding After-School Classes as
Given by the Sixty Principals

Purposes	Number of Schools
Pupil Guidance	31
Remedial Teaching	30
Discipline	20
Tardiness	20
Make up Absences	15
(Other purposes not listed on questionnaire)	
Make up Assignments	3
Extra-Curricular Activities	3
Musical Practices of Various Kinds	3
Debating and Dramatics	3
Physical Education	3
Student Activities	2
Rehearsals for Various Programs	2
Vocational Training	2

thirty principals who stated that remedial teaching was the main purpose for holding these classes. The replies indicated that several schools had well planned programs to follow in these classes. Remedial teaching was given to the slow or retarded pupils. Some schools used the period for directed study. Whenever this procedure was followed the school day ended before 3:30 o'clock and the after-school classes were held from 3:30 to 4:00 o'clock. These classes were really part of the regular schedule although they were called after-school classes.

Thirty-one principals stated that pupil guidance was the main purpose for having these classes. Many pupils used the after-school class periods to secure advice on selection of future courses and on the scholastic training they needed to meet requirements of other schools. Several principals stated that by having these classes in the form of informal conferences much was accomplished. Pupils and teachers could talk over the difficulties in an informal, friendly manner.

Twenty principals listed discipline as a purpose for holding after-school classes. References on discipline show that after-school or detention classes are a popular disciplinary method in many high schools throughout the country. Twenty principals used after-school classes to reduce tardiness. Fifteen principals also used them for making up absences.

Person in Charge of These Classes

These after-school classes were usually in charge of the teacher most directly concerned. For example the English

teacher had the English students, the history teacher had the history students, etc. Where a home room type of organization was in use, the home room teacher managed the class. In the smaller schools the principals usually conducted the class. Six of the schools studied had student organizations, such as the student council, in charge of the class. In a few cases the dean or guidance teacher guided the class.

Length of After-School Class Periods

Table VI shows that the classes usually met as long as the regular class periods. Most of the classes met from

TABLE VI

Length of After-School Class Periods

Number of Minutes	Number of Schools
20-40	1
30	1
30-60	10
30-90	1
40	1
45	5
45-60	10
50	1
60	8
Over 90	1
No definite time limit	<u>1</u>
Total	40

thirty to sixty minutes. The writer is doubtful of the value of a class that meets longer than ninety minutes. The schools that included vocational training had the after-school classes meet for the two hours. This type of work usually consumes much time.

Frequency of After-School Classes

Many of the schools had after-school classes whenever they felt a need for them. Several had the classes daily especially when remedial teaching was the main purpose. On the whole the regularity of the classes depended on the purposes for which the classes were organized. In musical and athletic activities they met two or three times a week.

Activities of the After-School Classes

A great number of activities were listed by the principals. When they were analyzed it was found that the same activity was named by several principals. Table VII shows a combination of these replies into eighteen outstanding activities.

As seen from Table VII the principals named remedial teaching forty-five times, directed or supervised study twenty-five times and guidance fifteen times. These three activities are included in some of the other replies. For example activity number two which was listed thirty-one times would include work that could be called either guidance or

TABLE VII

Activities Listed by the Sixty Principals Who Had
After-School Classes or Who Formerly Had
After-School Classes

Activities	Number of Schools Having Each Activity
1. Remedial Teaching	45
2. Pupils recite lesson which they have missed or failed in	31
3. Physical Education	30
4. Musical Practices of all Types	26
5. Directed Study of Supervised Study	25
6. Opportunity Classes for Special Cases	23
7. Make up classes for late assignments	20
8. Regular arranged class schedule	20
9. Fulfilling assignments for the day	18
10. Training in extra-curricular activities	15
11. Guidance for pupils to meet requirements of the school	15
12. Regular Conferences	12
13. Busy work given for lack of good discipline	10
14. Drill work	6
15. School Club meetings	6
16. Cleaning rooms under supervision of Student Council	5
17. Performing laboratory experiments	5
18. Book reports	3

remedial teaching. The Opportunity Classes for special cases listed as activity number six were usually for remedial teaching purposes as is drill work which was listed by six principals.

Activity number thirteen, although it was listed only ten times is a common method used by many teachers to lessen disciplinary problems. Many times busy work is given to children, because library facilities are so limited that the bright active child soon reads all available books and is given something to keep him out of mischief.

Effectiveness of the After-School Classes

Table VIII shows the effectiveness of after-school classes. Thirty principals said these classes were successful for remedial teaching. An equal number said they were

TABLE VIII

Effectiveness of After-School Classes as Reported by the Principals

Purposes	Successful	Unsatisfactory
Remedial Teaching	30	0
Guidance	30	1
Make up Absences	25	0
Tardiness	12	5
(Partially)	3	0
Discipline	8	8
(Partially)	4	0

a successful means of giving guidance, although one principal found them unsatisfactory. Several principals explained that poor jobs of teaching were remedied during the after-school class periods. These classes when held for guidance or remedial teaching increase self-confidence and stimulate interest in the school work.

Several principals stated the classes generally created better attendance of the pupils. Table VIII indicates that twenty-five principals agreed that the classes were successful for lessening absences. The students had work to accomplish while in the class. The work was either extra assignments or work previously omitted. These principals considered the classes very effective when used in this manner. In several classes the teachers stressed the importance of perfect attendance and also stressed the loss to the pupil through absence and the loss from not having the benefits of class discussion.

The after-school classes did not eliminate tardiness but they checked it very much. For this purpose twelve principals found these classes successful, three found them partially successful and five found them unsatisfactory. In one school the chronic tardy cases had to spend forty-five minutes in the after-school class, and if they did not report the first day following tardiness they had to spend ninety minutes in the class the next day. The principal said he found this plan very successful in checking tardiness.

Table VIII indicates that there were eight principals who thought after-school classes were successful, for disciplinary purposes, four thought they were partially successful, and eight found them unsatisfactory. Some principals were of the same opinion as P. L. Cox, who said,

Detention after school as a fixed punishment for a large number of breaches of discipline seems to be generally futile. A pupil who accumulates enough demerits to total fifty evenings in detention hall or class after school is not likely to be impressed by the assignment of five more evenings on account of his conduct in a certain class. Occasional detention on account of tardiness and absence from a school period may be fixed as a natural offset to the loss of school time.¹

Some principals said many cases of discipline cannot be solved through the organization of after-school classes therefore other methods must be used. In one large school system the students were told that if they were constantly attending these after-school disciplinary classes they would either be expelled from school for a period of time or they would be failed. This principal seemed to have much success with these classes through this procedure. In many instances the pupils who attended these disciplinary classes were deprived of certain afternoon privileges enjoyed by the other pupils.

Some principals stated on the questionnaires that many of the disciplinary and problem children were given helpful advice

¹ Phillip W. L. Cox and R. Emerson Langfitt, High School Administration and Supervision, pp. 181-182.

in these classes. In cases of this sort the classes were very informal. The teachers tried to get the pupils to see their mistakes and appealed to their sense of duty to the school and to themselves. These principals believed many of the disciplinary problems could be solved if the pupil's attitude were considered as well as the teacher's attitude. In several schools where after-school classes are used for punishment, many pupils feel chagrined in having to attend the class, and consequently try to conduct themselves in a manner such as to avoid attending it. Such a class is often called the 6th or 8th hour.

Reasons for Discontinuing Classes

The principals who have discontinued the use of after-school classes did so for various reasons. Some stated that no benefits were derived from these classes. Others said their teachers objected to the after-school classes because they took up much of the time they otherwise would have for leisure activities. Several of the pupils' homes were widely scattered over the city and some pupils were often very late getting home from school, if after-school classes were held. When parents, who came to the school for their children, had to wait because their children stayed for some class after school; they were quick to protest.

In one instance the principal stated that the superintendent objected to teachers retaining the pupils, and that he considered these classes more as a punishment than a help.

Some of the principals discontinued the after-school classes because of the increasing per cent of tuition pupils enrolled in their schools. These pupils come to school in busses or cars and cannot be kept in for after school classes. Since it seemed unfair to retain only those who live closer to the school, all after-school classes were discontinued.

Other Plans Used by the High Schools for
Guidance, Absence, etc.

Many of the schools that did not have after-school classes to handle absences, tardiness, discipline, guidance or remedial teaching used a combination of methods to adjust better the pupil to the school.

Written excuses.--In many of the schools written excuses from parents or guardians were required for absences and tardiness. This method in many instances was very unsatisfactory because some parents were inclined to treat absence and tardiness lightly and not as an important factor in the school success of their children. Usually whenever the parents were unconcerned about absences and tardiness the pupils would commit these offenses more often than necessary. Many times conferences with parents in matters of absence and continuous tardiness were helpful. In many communities, especially the smaller ones, absence and tardiness were taken as a matter of course. Several principals required the teachers to give extra assignments to the pupils who are repeatedly absent or

tardy. If the child were absent because of illness more consideration was shown.

Consultations.--According to the answers on several questionnaires some of the schools had a consultation period during the day for pupils on matters of absence, tardiness and discipline. This plan was said to be very successful because pupils can talk and ask questions informally, giving pupil and principal a chance to better understand each other.

Slips for reporting tardiness.--Several schools have tardy slips given out each morning to a class secretary who makes the record of tardiness, including the teacher's name. The form below is a sample of a slip used by one principal in checking tardiness. This slip is given out each morning

Form for Reporting Tardiness by Home Room

Teacher _____ Grade _____ Date _____

Pupil Reported	1	2	3	4	5	6	7	8	9	10	Code
1. John Doe											1. Sickness
2.											2. Slept late
3.											3. Clock wrong
4.											4. Bad Weather
5.											5. Late Bus
6.											6. Late Breakfast
7.											7. Work; Errands
8.											8. Going to basement
9.											9. Times reported
10.											10. Miscellaneous

to the home room teacher. At the close of morning and afternoon sessions all names on this sheet are posted by the class secretary on a reserved section of a blackboard. Each child seeing his or her name reports back to his or her home room teacher. Many schools use a slip similar to this tardy slip, for absences, skipping classes, and disciplinary purposes. A slip for disciplinary purposes is given in the appendix.

The answers on several questionnaires show that the teachers stressed the importance of perfect attendance and promptness during class discussions. Through these class discussions the pupils are made to feel that each had an important contribution to make to the class and by being absent or tardy they are not fulfilling their obligations.

Student Organizations.--Several principals stated that student councils and similar organizations did much to reduce absence and tardiness and to lessen disciplinary cases. These organizations use the merit system which is quite effective. Many of the student councils require the unprivileged pupils to make book reports or do some sort of menial work. Unprivileged pupils were the pupils who had lost all privileges to participate in the school's affairs. This plan was listed by some principals as much more effective than having after-school classes.

Deducting from Grade.--A Number of the schools used a system of deducting so much from the pupil's grade for so many absences during the term. There is a maximum number of

absences or tardiness that will require the student to repeat the particular grade or subject. This plan was considered very effective with some pupils. Care should be used whenever this plan is attempted. Some pupils are quick to become discouraged and indifferent if too much is deducted from their grades. Habitual absentees would need other methods in connection with this method for effective results.

Probation.--In many disciplinary cases the pupils are put on probation and are not allowed to participate in school activities for a definite time. Many principals and educators consider this a very effective plan to use in lessening or eliminating disciplinary problems.

Guidance Period.--Several questionnaires showed that many schools have a regular period during the day for guidance and remedial teaching. Many have guidance and creative work periods in the morning ranging from thirty to fifty minutes in length. Some of these classes do not accomplish much because not all teachers know how to make good use of the period for creative work. Some of the principals felt the plan was excellent, but the problem was usually one of getting broadly trained teachers. So much of our education has carried specialization too far for the demands now made upon classroom teachers.

From two to four hours per week are set aside for guidance and remedial teaching in a few of the schools. A special teacher is chosen for this period. This plan has been very

successful and beneficial to the teacher as well as the pupils. In the smaller schools any guidance and remedial teaching given were included in the regular class work.

The guidance period is very helpful in all types of pupil adjustments within the school. Care should be taken in getting the best trained teacher in the system, both mentally and physically, to have charge of the guidance activities. She or he should be socially and emotionally well balanced.

Activity Period.--A few of the schools have a forty minute "activity period" each day to care for guidance and discipline. On Fridays this period is used by each home room teacher for remedial teaching. This work is sometimes projects or problems worked out by the pupils to help them grasp their lessons more readily.

Advisers.--Several schools have regular guidance advisers. These advisers have been very successful in aiding the pupils to adjust themselves to the school requirements. Many times the adviser was the dean or a special teacher.

Several of the larger schools had a special clerk to look after absences and tardiness.

Home Room.--Many of the high schools in this study use the home-room type of organization, especially the larger schools. The fact that pupil guidance and remedial teaching are cared for in the home room will indicate that teachers will have to be prepared to handle matters other than the special subject matter of the school curriculum. Home room guidance is an important duty in progressive schools.

CHAPTER III

SUMMARY

This study was made to determine and evaluate the purposes, advantages and disadvantages of after-school classes in eighty-six Negro high schools in Missouri, Kansas, Texas, Oklahoma and Arkansas.

Copies of a questionnaire were sent to eighty-six outstanding Negro principals in the above mentioned states. Sixty usable replies were received.

The schools included in this study had enrollments typical of Negro high schools throughout the country.

The schools that actually used after-school classes this school year, found them successful in remedial teaching and pupil guidance. Absences and tardiness were reduced very much through these classes. The number of cases involving discipline were not reduced in all schools, although twenty of the sixty principals listed discipline as one of the purposes for holding these after-school classes.

The principals listed various activities for these after-school classes, many of which were found to be quite similar, and were therefore combined into only eighteen. The main activities pertained to the different phases of remedial teaching and guidance.

The length of these classes depended largely on the purpose for which the class was held. Most of them met as long as the regular class period.

Teachers most directly concerned had charge of the classes. The principals in the smaller schools and the guidance teachers or dean in the larger schools had control over them.

Several of the principals used other methods to handle guidance, remedial teaching, discipline and absence, either in connection with the after-school classes or by entirely separate methods. These other plans included written excuses from parents, consultation periods, student organizations, probation periods, guidance periods and home room practices. These plans were generally as successful as the after-school classes.

Findings

1. Approximately fifty-eight per cent of the sixty schools studied actually used after-school classes this school year.
2. Approximately forty-one per cent, or twenty-five schools, did not have after-school classes, but used some other method or methods to handle absences, tardiness, discipline, guidance and remedial teaching.
3. Approximately eight per cent of the schools have discontinued after-school classes and are trying some other method.
4. Many of the schools that had after-school classes this school year were generally satisfied with the classes and found them successful.
5. Many of the schools that had after-school classes

also used additional plans to adjust better the child to the school and society.

6. After-school classes were held mostly for guidance and remedial teaching although discipline was considered in many schools.

7. The plans used, other than after-school classes, were successful in handling guidance and remedial teaching, but in cases of discipline the success was doubtful.

Recommendations

Based upon a study of the questionnaires and through knowledge of conditions in many Negro high schools, the following recommendations are presented:

1. The attitude and emotions of the pupils have to be considered in the formulation and execution of any plan.

2. The pupils should be made to feel the responsibility of making the school contribute to the community in which they live. This responsibility can be developed through student organizations such as student councils, home-room clubs, class clubs, Hi-Y, and Girl Reserves.

3. The remedial teaching classes should be handled as opportunity classes rather than just classes for the slower pupils. These classes may be held for normally bright pupils who have missed much work through absences or illness.

4. If after-school classes are organized in the school, definite procedures should be planned and a definite time for

holding the class should be set. Haphazard organizations probably accomplish little.

5. In the regular classes the importance of promptness and regular attendance should be stressed whenever possible.

6. Guidance should include advising the pupils what to do and how to do rather than through the arbitrary methods so often used by teachers.

7. Teachers should better prepare themselves to participate in guidance programs. There are many types of guidance. One may be for athletic success, another may be for music success, another may be for character training, but whatever type it may be the teacher should be made to feel the importance of her task.

8. In the teacher training institutions more emphasis should be placed upon this type of work because the need for well trained guidance teachers is great.

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- Board of Public Education, Denver: "Attendance Procedures and Practices in Denver Junior High Schools" - 1930: Bulletin of Public Schools Research Department.

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2. Copy of the Questionnaire Form

A STUDY OF AFTER SCHOOL-CLASSES IN NEGRO SCHOOLS

Principal's name _____
City _____

This questionnaire is to be answered by the principal of the Negro high school. It is part of a survey concerning the practices of after-school classes in Negro high schools. Please fill out and return to Florence Shaw, 480 West 8th Street, Berkeley, Cal., in the inclosed stamped envelope. It is hoped that a careful answering of these questions will not only furnish material of some value to other principals, but will also enable you to evaluate your own practices.

APPENDIX

PART A. TYPE OF SCHOOL ORGANIZATION AND SCHOOL ENROLLMENT

- I. Draw a circle around the grades included in your high school. Grades: 7, 8, 9, 10, 11.
- II. Give the enrollment of your high school _____

PART B. AFTER-SCHOOL CLASSES

(After-school classes are classes held soon after the regular day session is completed.)

- I. Encircle (O) the statement below, "Yes", "No", or "Part", that applies to you.
 - 1. I had after-school classes this school year.
 - 2. I have never had after-school classes. (If you have never had after-school classes you need not answer the rest of PART B, but please answer PART C.)
 - 3. I formerly had after-school classes, but do not have any this year. (If you have discontinued after-school classes please answer the rest of PART B anyway.)
- II. Draw a circle (O) around each purpose for which you hold (or have held) after-school classes.
 - 1. Make up absences. 2. Ferdiency. 3. Purely Discipline.

A Copy of the Questionnaire Used

A STUDY OF AFTER SCHOOL-CLASSES NEGRO HIGH SCHOOLS

Principal's name _____ School _____

City _____ State _____

This questionnaire is to be answered by the principal of the Negro high school. It is part of a survey concerning the practices of after-school classes in Negro high schools. Please fill out and return to Florence Shaw, 420 West 8th Street, Pittsburg, Kansas, in the inclosed stamped envelope. It is hoped that a careful answering of these questions will not only furnish material of some value to other principals, but will also assist you to evaluate your own practices.

PART A. TYPE OF SCHOOL ORGANIZATION AND SCHOOL ENROLLMENT

- I. Draw a circle around the grades included in your high school.
Grades: 7, 8, 9, 10, 11.
- II. Give the enrollment of your high school _____

PART B. AFTER-SCHOOL CLASSES

(After-School classes are classes held soon after the regular school day is completed.)

- I. Encircle (0) the statement below, "1", "2", or "3", that applies to you.
1. I had after-school classes this school year.
 2. I have never had after-school classes.
(If you have never had after-school classes you need not answer the rest of PART B, but please answer PART C.)
 3. I formerly had after-school classes, but do not have any this year.
(If you have discontinued after-school classes please answer the rest of PART B anyway.)
- II. Draw a circle (0) around each purpose for which you hold (or have held) after-school classes.
1. Make up absences. 2. Tardiness. 3. Purely discipline.

4. Pupil guidance

5. Remedial teaching

6. Add other purposes _____

III. Who is in charge of your after-school classes? _____

IV. What activities are carried on in the after-school classes? List as carefully as you can what the teacher and pupils do.

1. _____

2. _____

3. _____

4. _____

5. _____

V. How many minutes or hours are spent in each meeting of your after-school classes? _____

VI. How often do your after-school classes meet? Are they held daily, weekly, monthly, or whenever needed? _____

VII. Have these classes been successful? _____ In what respects?

VIII. What are the specific benefits of your after-school classes?

IX. Have these classes been unsatisfactory? _____ In what respects?

X. If you have had after-school classes and discontinued them why have you done so? _____

PART C. OTHER PLANS

I. If you do not have after-school classes, how do you care for such matters as absences, tardiness, discipline, pupil guidance and remedial teaching? _____

II. Have these plans been successful? _____ In what respects?

III. Has your plan been unsatisfactory? _____ In what respects?

A REPORT SENT BY ONE PRINCIPAL

Teacher _____ Grade _____ Date _____

Pupil Reported	Why*	Times Rpt'd	What did you do?
1. Jones, Mary	2	1	8th hr. Talked to.
2.			
3.			
4.			
5.			

*See Code Below

- | | |
|--------------------|--------------------------------|
| 1. Talking out | 5. Double file |
| 2. Running in hall | 6. Wearing coats and hats |
| 3. Playing in hall | 7. Late after bell |
| 4. Eating in hall | 8. Going in locker after bell. |
| | 9. Eating on ground |

NOTE: RETURN TO OFFICE AFTER INVESTIGATING CASE.

MONITOR'S REPORT

"Make this your best year"

Students Name	Gr.	*Code	Why Reported
_____	_____	_____	1. Talking out in hall
_____	_____	_____	2. Running in hall
_____	_____	_____	3. Playing in hall
_____	_____	_____	4. Eating in hall
_____	_____	_____	5. Double file
_____	_____	_____	6. Wearing coats and hats
_____	_____	_____	7. Late after bell
_____	_____	_____	8. Eating on grounds
_____	_____	_____	9. Locker after bell
_____	_____	_____	10. No pass
_____	_____	_____	11. Store
_____	_____	_____	12. In hall too much at noon
_____	_____	_____	13. In hall too much morning
_____	_____	_____	14. Talking in assembly
_____	_____	_____	15. Not responding to monitor
_____	_____	_____
_____	_____	_____	"Do unto others as though you were the others"
_____	_____	_____	<u>A GOOD MONITOR</u>
_____	_____	_____	1. Is always courteous
_____	_____	_____	2. Is punctual
_____	_____	_____	3. Is fair
_____	_____	_____	4. Is kind
_____	_____	_____	5. Is reasonable
_____	_____	_____	6. Is friendly
_____	_____	_____	7. Is neat
_____	_____	_____	8. Uses good English
_____	_____	_____	9. Speaks in a moderate tone.
_____	_____	_____	Are you a good monitor?

Number reported today _____

Monitor _____ Grade _____ Date _____

List of Schools Used In This StudyOklahoma

Ardmore	Claremore	McAlester
Bartlesville	Cushing	Oklahoma City
Boley	El Reno	Okmulgee
Bristow	Guthrie	Sand Springs
Chichasha	Luther	Tulsa
		Tulsa

Arkansas

Ft. Smith	Little Rock	Pine Bluff
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Missouri

Boonville	Independence	Sedalia
Brunswick	Jefferson City	Slater
Cape Girardeau	Kansas City	Springfield
Dalton	Macon	St. Joseph
Fayette	Moberly	St. Louis
Festus	New Madrid	St. Louis
Huntsville	Popular Bluff	Webster Grove
		Wellsville

Texas

Amarilla	El Paso	Port Arthur	Sherman
Austin	Ft. Worth	Paris	Waco
Beaumont	Galveston	Tyler	Wichita Falls
Dallas	Houston	Texarkana	
Denison	Marshall	San Antonio	