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### A Survey of Negro Educational Opportunity in Extra-Curricular Activities in Intermediate Schools in Wichita, Kansas 1947-1948

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A SURVEY OF NEGRO EDUCATIONAL OPPORTUNITY IN EXTRA-CURRICULAR  
ACTIVITIES IN INTERMEDIATE SCHOOLS  
IN WICHITA, KANSAS 1947-1948

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

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Pittsburg, Kansas

August, 1949

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## CHAPTER I

### INTRODUCTION

#### Statement of Problem

The problem is to survey the educational opportunities for Negroes in the extra-curricular activities in the Intermediate Schools in Wichita, Kansas.

The writer is not only concerned with the selected few who receive some of the educational advantages in extra-curricular activities but also in every young Negro. Extra-curricular participation not only tends to make the school a happy place in which to live, but it also gives one a feeling of belonging, a pride, and a joy, and the satisfaction of possession.

As we become better acquainted with the purpose and philosophy of an extra-curricular activity program, and as we think over our own school career and consider school programs of the present, there comes a fuller realization of the number of possibilities of extra-curricular activities and of the richness which they bring to the life of the pupils. These activities may open up innumerable possibilities and avenues of life to boys and girls, and they should bring about a condition by which Negro youth may have life more abundantly.

We are particularly interested in finding if Negro students in mixed schools are participating in extra-curricular

activities and if so are they participating as fully as the students in an all Negro school.

In other words do Negroes in mixed schools participate in extra-curricular activities as extensively as those in an all Negro intermediate school.

### Basic Philosophy

Desirable conduct is the final goal of education. Through the laboratory method of "learning to do by doing" we develop those finer qualities of leadership, intelligent obedience, cooperation, initiative, self-reliance, self-direction, and respect for property and rights of others. We as a Negro race especially need these finer attributes of citizenship which are basic to democracy.

Teachers today should no longer be interested in having the child absorb facts, except as useful tools; but they should be interested in having him develop habits that will be fundamental in a well lived responsible life; in having him learn attitudes and ideals that will exert desirable influences upon his fellow members of society in an efficient and unselfish manner.

In a well-conducted extra-curricular program the slogan is "An activity for every pupil; every pupil in an activity." Benjamin Franklin stated in his proposal to educate the youth in Pennsylvania when he advocated the establishment of an



academy that "It would be well if they would be taught everything that is ornamental."<sup>1</sup>

In former days extra-curricular activities had no recognition by school authorities. They, in fact, were suppressed. The present tendency is to recognize positive educational values in the extra-curricular experiences to promote pupil initiative, and to capitalize on the creative propensities of youth.

Dr. Leonard V. Koos said, "It can hardly be doubted that the present acceptance of extra-curricular activities is rooted in the same educational theories which are slowly reshaping the curriculum, the aims, and the whole spirit of the school."<sup>2</sup>

#### Value of the Study

This study should be a source of valuable information to those whose major interest is the proper development and correct education of adolescents. It is believed the findings will be an incentive to those who are interested in providing a well-rounded pupil development program for the Negro adolescent.

Students should be educated to make worthy use of leisure. Education should equip the individual to secure from his leisure,

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<sup>1</sup>Robert and Drapers, Extraclass and Intermural Activities in High School.

<sup>2</sup>Leonard V. Koos and Others, Administering the Secondary School (New York: American Book Company, 1940), pp. 130-131.

recreation in body, mind and spirit, and all the enrichment and enlargement of his personality. This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, and sports. One of the surest ways in which to prepare students worthily to utilize leisure in adult life is by guiding and directing their use of leisure in youth. In this connection Charles R. Foster says,

The school has a unique opportunity in the field of extra-curricular activities because it includes in its membership representatives from all classes of society and consequently is able through social relationship to establish bonds of friendship and common understanding that cannot be furnished by other agencies.<sup>3</sup>

#### Procedure

The procedure for the survey was as follows:

1. The survey was begun by reading such books as Extra-Curricular Activities in the Junior High School by Terry and Others, and Extra-Curricular Activities in the Elementary School by Charles Forrest Allen and Extra-Curricular Activities by McKown.

2. A conference was called in Douglass Elementary School for the purpose of interviewing ten Negro students who attended and participated in extra-curricular activities in

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<sup>3</sup>Charles R. Foster, Extra-Curricular Activities in High School (Richmond: Johnson Company, 1925), pp. 132-33.

1947-1948 and 1948-1949 in the three intermediate schools in Wichita.

3. From the office of the principals of Horace Mann Intermediate School, Central Intermediate School, and L'Ouverture School, scholastic records of Negro students were secured and studied. Information found on the records showed the types of activities and the participants.

4. The principals of each of the three schools in the survey were interviewed for information not found on the scholastic records.

5. Case studies were made of three students from Wichita intermediate schools and one other student who had an interesting record.

#### Related Studies

Personal search has been made through the libraries of the University of Wichita, Wichita, Kansas; University of Kansas, Lawrence, Kansas; Kansas State Teachers College, Emporia, Kansas; and Kansas State Teachers College of Pittsburg, Kansas.

Letters were also written to the following ten colleges and universities for information:

Lincoln University, Jefferson City, Missouri; Friends University, Wichita, Kansas; Kansas State Teachers College of Emporia, Emporia, Kansas; Langston University, Langston,

Oklahoma; Columbia University, New York City, New York; Kansas University, Lawrence, Kansas; Howard University, Washington, D. C.; Tuskegee Institute, Tuskegee, Alabama; Fisk University, Nashville, Tennessee.

The search and replies showed that no studies had been made concerning Negro educational opportunities in extra-curricular activities in the intermediate school.

## CHAPTER II

### BACKGROUND OF THE FIRST INTERMEDIATE SCHOOL IN WICHITA, KANSAS IN 1918

#### The First Intermediate School

In order to give a better understanding of the situation in Wichita, we are including some material concerning the origin and development of the Intermediate School in Wichita.

In January, 1918, an experiment was started in the Wichita schools. The Board of Education upon recommendation of the superintendent erected a building to try out the much discussed Six-Three-Three plan of education. This building was named The Horace Mann Intermediate School after the distinguished educator.

The original plan was to open the building for the fall semester, 1917, but as it had not been completed by that time the opening was delayed until the second semester. The new building was dedicated on the 18th of January, 1918, with two dedicatory programs, one in the afternoon and one in the evening.

#### The Program

Friday, January 18, at 2:30 P.M.

Vocal solo

Mrs. Jetta Cambell Stantly

Invocation

Dr. Walter Scott Stantly

The Intermediate School:

Its Relation to the Elementary School  
Principal H. D. Davis

## Its Relation to the High School

Principal John Lafty

Violin Solo	Professor Theodore Lindberg
Presentation of Building	President W. G. Kemp
Acceptance of Building	Hon. C. L. Davison
Friday Evening's Program, January 18, 1918. 8:00 P.M.	
Music	The High School Orchestra
Address	President Samuel A. Lough
Violin Solo	Robert Strong
Benediction	Dr. John R. McFadden
Reception and Inspection of the Building	

The first faculty of Horace Mann were: H. Dale Davis, Principal; Nellie Leichchart and Florence Ripperton, Mathematics; Elinor Beebe and Lillian Frants, English; Josie Millen and Effie Heacock, History; Alfreda Horner, Latin; Opal Walker, Music-Drawing; Frank Thiers, Science; E. C. Beesley, Manual; and Mary Tunstall, Household Arts.

Truman Rees, succeeded Mr. Davis as principal; then came C. T. Crosswhite, who served in that capacity for nineteen years. Next came the present principal, Alder Salser, who is completing his fourth year at Horace Mann.

Classes convened first on Monday, January 28, 1919. Due to the fast growing population, three additions have been added to the Horace Mann plant. The last addition in 1929,

included a much needed cafeteria.

The First Intermediate School proved a successful venture in education. The location was of such nature that it could accommodate all of its school population. In the enrollment at this time were a number of Negroes.

The school has adopted the slogan "Don't make excuses, make good," and it is endeavoring to carry out the spirit of the man whose name it bears, Horace Mann.

Horace Mann now has six sister intermediate schools in Wichita and one partial intermediate school. Of the six schools we are interested in the schools where Negroes attend, namely Horace Mann Intermediate School, Central Intermediate School and L'Ouverture Intermediate School.

### The Reasons For the Intermediate School

In the annual report of the superintendent of schools of Wichita for the year 1914-1915 there appeared a section entitled "A School Policy for Wichita". The outline of the policy was as follows:

1. Reasons necessary to formulate a policy
  - a. We live in a growing city, buildings are needed.
  - b. Our present buildings are inadequate.
  - c. Our present system can be vastly improved.
2. The intermediate school proposed
  - a. The plan of organization, 6-3-3.
  - b. Better teaching made possible.
  - c. Save pupils' time and city expense
  - d. Bridge gap between the elementary school and high school.<sup>1</sup>

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<sup>1</sup>L. W. Mayberry, Our Public Schools in Wichita, Kansas, Superintendent Of Schools, Wichita, Kansas.

The thirty years that have intervened have been the justification of this plan which was adopted at that time by the Board of Education. As the city grew in population intermediate schools were built, thus relieving the congestion in both the high school and the elementary. The requirements then offered for this new type of school have been substantiated by actual practice.

Most of those who have visited the baby ward of a hospital could not distinguish one infant from another. As the years pass, however, differences appear not only in the physical appearance and strength but also in mental ability and intellectual traits. These differences become more pronounced at about the age of twelve years. Then if schools exist to develop inborn capacities and potentialities of children, the school should begin this task as soon as these differences can be discovered.

The intermediate school attempts to discover abilities and interests early. The enriched program of studies and activities is intended to challenge the attention and therefore the interest of boys and girls. The varied offerings arouse new interest for most of the pupils. This is the reason for requiring all pupils to participate in a variety of activities in order to find out that which appeals to each.

We are not disturbed if the pupil's interests shift from year to year. It means that his experiences will enable him,



his parent, and his teacher to choose more wisely.

Dr. Charles W. Eliot, former president of Harvard University, said that there is nothing so impelling as a life career motive.

If pupils, parents, and teachers can work together in a stimulating environment, uncover and develop some lasting interests for boys and girls they will be given some worthwhile educational and vocational guidance.

Many of these interests have their beginnings in the intermediate schools. Here we are attempting to cultivate and stimulate the legitimate curiosity of childhood.

Dr. William H. Kilpatrick says there are two characteristics of growth: (1) an evergrowing range of healthy interest and (2) an evergrowing disposition and ability to base action on study. The intermediate school attempts to recognize these two criteria of growth. If old interests prove fleeting and are crowded out by newer ones, it seems evident that the newer ones are likely to be more lasting. Deliberate choices are made after study and investigation.

In the superintendent's report of 1911 the statement is made that only 60 to 70 per cent of those who complete the eighth grade entered the high school. This of course, reveals a very great loss between the eighth and ninth grades. Last year in Wichita 1,928 pupils were enrolled in the eighth grade,

1,962 in the ninth grade and 2,383 in the tenth grade. It appears that the gap between the eighth and ninth grades has been bridged. Pupils stay in school longer for some reason. One of these reasons, no doubt, is the contribution made by the Intermediate School.

This type of school has proved attractive to teachers as well as to pupils and patrons.

Since the Intermediate School was comparatively new, it was easier to break with traditions and do things not because they had always been done so, but because they should be done to develop latent talents and develop cooperating and contributing citizens.

## CHAPTER III

### PRESENTATION OF DATA

#### Introduction

The previous chapters have dealt with the statement of the problem, the basic philosophy of the extra-curricular program, and the historical background of the First Intermediate School in Wichita, Kansas.

Chapter III gives data concerning the number of activities and Negro participants during the year 1917-1918. Horace Mann was the only intermediate school at this time.

This chapter also gives by tables and explanation the trends in participation and activities in the three schools during years 1947-1948 and 1948-1949.

Table I shows the activities and participation in the First Intermediate School in 1917-1918.

Tables II and III show the activities and participation in Horace Mann Intermediate School in 1947-1948 and 1948-1949.

Tables IV and V show the activities and participation in Central Intermediate School in 1947-1948 and 1948-1949.

Tables VI and VII show the activities and participation in the Negro L'Ouverture Intermediate School in 1947-1948 and 1948-1949. This school has only the seventh and eighth grades to which only Negroes are admitted.

A number of case studies are given at the end of the chapter to show what some of the Negro students have done after leaving high school.

### Activities and Participation

At the beginning of the First Intermediate School in 1917-1918 few extra-curricular activities were offered for Negroes or whites, because extra-curricular were new in the Wichita schools.

The Negro students coming from the other schools had little knowledge and understanding of the majority of activities being offered.

Table I shows the Negro participation during the year 1917-1918 in Horace Mann Intermediate School. It should be remembered that both Negroes and whites attend this school. One hundred and eighteen Negroes were enrolled in 1917-1918.

TABLE I

#### NEGRO PARTICIPANTS IN HORACE MANN INTERMEDIATE SCHOOL IN 1917-1918

Activities Offered	Boys	Girls
Volleyball	0	0
Soccer	1	0
Hockey	0	0
Tennis	1	0
Swimming	0	0
Golf	0	0
Baseball	4	0
Totals	6	0

Table I shows that out of the one hundred eighteen Negroes enrolled only six boys and no girls took advantage of the opportunity. The figure shows that baseball had the greatest number of participants. Our general conclusion is that very few Negroes participated.

Horace Mann Intermediate School in 1917-1918 started with only seven extra-curricular activities. Thirty years later it was found that seven additional activities had been added. Thirty-nine Negroes were enrolled at this time. Table II shows the activities and number of Negro boys and girls who participated in 1947-1948.

TABLE II

ACTIVITIES AND PARTICIPATION IN HORACE MANN INTERMEDIATE SCHOOL  
IN 1947-1948

Activities Offered	Boys	Girls
Volleyball	2	0
Tumbling	0	0
Basketball	17	0
Football	10	0
Basketball (Girls)	0	4
Wrestling	2	0
Track	10	0
Baseball	0	0
Student Council	0	1
Girls' Glee Club	0	0
Hi-Y	0	0
Mixed Chorus	0	2
Golf	0	0
Totals	41	8

Table II shows that the thirty-nine Negroes enrolled in Horace Mann Intermediate School in 1947-1948 were participating in forty-nine individual activities. The boys were participating in forty-one activities and the girls in eight. This is much better than in 1917-1918.

Table III shows the number of activities that were offered and the number of participants in Horace Mann Intermediate School in 1948-1949. Horace Mann had an enrollment of forty-eight Negro students.

TABLE III

ACTIVITIES AND PARTICIPATION IN HORACE MANN INTERMEDIATE SCHOOL  
IN 1948-1949

Activities Offered	Boys	Girls
Basketball	2	0
Touch-Football	10	0
Assembly Programs	5	0
Student Council	0	0
Girls' Glee Club	0	0
Boys' Glee Club	0	0
Soccer	0	0
Intramurals	0	0
Track	10	0
Y-Teens	0	0
Mixed Chorus	0	0
Hi-Y	0	0
Wrestling	0	0
Volley Ball	0	0
Totals	27	0

Table III reveals that the forty-eight Negro students enrolled in Horace Mann Intermediate School in 1948-1949 participated in twenty-seven activities. No girls were participating.

The girls refused to participate because of the dislike for the activities. This shows a decided drop in participation when compared with the previous year.

After High School East was completed and Horace Mann Intermediate School was crowded to capacity, Central High School was converted into Central Intermediate School. Here, as in Horace Mann, the Negro student was admitted.

In 1947-1948 the enrollment at Central Intermediate School was five hundred fifty-four. Out of that number fifty-four were Negro students.

TABLE IV

ACTIVITIES AND PARTICIPATION IN CENTRAL INTERMEDIATE SCHOOL  
IN 1947-1948

Activities Offered	Boys	Girls
Basketball	2	0
Wrestling	0	0
Glee Club	0	0
Tumbling	2	0
Baseball	0	0
Hi-Y Basketball	5	0
Student Council	0	1
Track Team	2	0
Y-Teens	0	3
UNESCO	0	1
Hi-Y Club (An all Negro organization)	25	0
Totals	34	5

The Hi-Y Club, an all Negro organization, drew twenty-five of the fifty-four Negroes. Nine Negro boys took part in other

organizations. Only five girls participated in the activities. In general Negro participation was not satisfactory.

In 1948-1949 Central Intermediate School had a total enrollment of five hundred forty-nine. Of that number fifty-three were Negroes.

Table V shows the activities offered and the number of participants.

TABLE V

ACTIVITIES AND PARTICIPATION IN CENTRAL INTERMEDIATE SCHOOL  
IN 1948-1949

Activities Offered	Boys	Girls
Basketball	5	0
Mixed Chorus	1	2
Class Officers	0	1
Student Council	1	1
Library Proctors	0	0
Y-Teens	0	8
Track	0	0
Tumbling	0	0
Wrestling	0	0
Baseball	0	0
Total	7	12

Out of the total Negro enrollment of fifty-three only nineteen participated in the extra-curricular activity program. The reason given by the principal for so few participants was lack of interest and ability. This shows a very limited participation by Negro students. Participation by the boys had



dropped eighty per cent from the year before.

L'Ouverture Intermediate School was built in 1912 to accommodate the Negro pupils in that district. The academic aspect of the school far surpassed the extra-curricular activity program. It was thought by those in authority at that time that the three "R's", namely reading, writing and arithmetic, were sufficient. The authorities now see the need for an activity program. One hundred and sixty Negroes were enrolled in 1947-1948.

Table VI shows the activities offered and the number of participants in L'Ouverture Intermediate School in 1947-1948.

TABLE VI

ACTIVITIES AND PARTICIPATION IN L'OUVERTURE INTERMEDIATE SCHOOL  
IN 1947-1948

Activities Offered	Boys	Girls
Girls' Basketball	0	16
A'Capella Choir	10	0
Boys' Basketball	12	0
Y-Teens	0	35
Girls' Chorus	0	20
Flying "L" Club	10	5
Pep Club	5	15
Your Future Club	10	15
Total	47	116

Table VI shows the number of Negroes who participated in the activities in 1947-1948. The data show a much higher percentage of participation than in the mixed schools.

Table VII shows the number of Negro students in L'Ouverture Intermediate School which is an all Negro school, participating in activities in 1948-1949. At this time L'Ouverture had an enrollment of one hundred eighty students.

TABLE VII

ACTIVITIES AND PARTICIPATION IN L'OUVERTURE INTERMEDIATE SCHOOL  
IN 1948-1949

Activities Offered	Boys	Girls
Basketball	25	0
Football	20	0
Track	15	0
Science Club	10	12
Y-Teens	0	30
Gray Y Club	10	0
Boys' A'Capella Choir	12	0
Girls' Glee Club	0	16
Your Future Club	10	10
Total	102	68

Table VII shows that the one hundred eighty students enrolled in L'Ouverture school participated in the activities.

This again shows a much higher participation than in the mixed schools.

### Case Studies

In the three schools a few Negroes took part in the extra-curricular activity program and a few made good in such activities as track, football, basketball and music.

We were interested to find what has become of these students in a few typical cases.

Four of the individuals are Linwood Sexton, Martha Davis, James Nelson Landrum and Jesse Owens. The last named did not attend intermediate school in Wichita, but his record is so interesting we are including it here. We have made case studies of these four people.

Linwood Sexton, Case Study 1: When Linwood Sexton was about seven years of age, he wrote to Santa Claus to bring him a football. Living close to one of the schools he would go over on the playgrounds each evening and kick his football alone. When he became a little older, one of the teachers at L'Ouverture took an interest in his athletic ability. Many times he was kept on the playground kick and passing the football.

After a severe case of pneumonia, Linwood was warned by his physicians to abandon plans for a career in sports. He was taken to Wesley Hospital where physicians were doubtful about his chance to pull through, but with the help of several shots of sulfa drug which was just coming into prominence as a treatment for diseases it turned the trick. However, Sexton

was not able to attend school for the full term and his physician told him to forget athletics because of a heart condition brought on by his long illness. With a characteristic disregard for his own well-being Sexton continued his sports career.

Catching the eye of the track coach as a sophomore at East High School, he went on to make the all Arkansas Valley track team and rates as one of the state's outstanding interscholastic track team members. In 1944 Linwood Sexton entered Wichita University. He enrolled in the college of education.

He came to the University from East High School. During his first year he was acclaimed the outstanding fullback of the year in the Missouri Valley. The next year the Missouri Valley rated Sexton as the leading ball carrier in the conference.

Some of Sexton's greatest assets to his team, however, do not appear in football activities. His fine spirit made him a fine competitor and a great athlete.

To show the high regard for Linwood Sexton, the University of Wichita has retired his football jersey, and the number "66" will never be used or worn by a Shocker football player.

Sexton, who gives the credit for his success to his extracurricular activities, signed a contract with the professional Los Angeles Dons football team. His starting salary was \$600 per month.

Martha Davis, Case Study 2: The first evidence that Martha was of a musical nature was at the age of seven, when

she started taking music lessons from Miss Dorothy Sims then teacher of music at L'Ouverture School.

Martha composed many little songs and played for her church. At this time she could play any song that she heard by ear. At ten years of age Martha gave her first organ recital.

Later in High School East she played bass viol in the orchestra under the direction of Professor Duff Middleton and was the only Negro student in the orchestra. Because of her ability to play the piano, she was chosen by the group of boys to play in a jazz band that was organized to play for dances.

At the age of sixteen she went to Chicago where she took more music and finally was discovered by one of the outstanding Negro bands at that time. Later she began playing and singing alone.

While putting on one of her performances in Chicago, Phil Schelly recognized her wonderful talent and began to book her in Chicago, Baltimore, Philadelphia, Detroit, and many other points in the East. About three years ago she went West and has played at the Florentine Gardens in Los Angeles, and many clubs on the coast.

Martha recently played and sang in the picture "Smart Politics" that showed at the Palace Theater here in the city of Wichita. She has lately begun to make records for the Decca Company and two of her latest recordings are "Honey,

Honey" and "Cincinnati." Her latest experience was in television. She also played on the Paul Whitman show, "On Stage America." In the near future she plans to go to New York for a number of engagements.

She contributes her success to her extra-curricular activities in High School East and L'Ouverture Intermediate School. Her salaries have run from five to six thousand dollars a year.

James Nelson Landrum, Case Study 3: Mr. James Nelson Landrum is a young man twenty-six years of age. He is a graduate of Wichita University, with an A.B. in the department of Sociology. Mr. Landrum has plenty of ambition and is one of the foremost music leaders in the community.

Upon approaching Mr. Landrum as to what his plans were following graduation from the University, I found that his intentions were to expand his knowledge and execution in the field of his choice as an extracurricular activity, namely music. He has very pleasant manners, especially toward older people.

When Mr. Landrum was nine years old and the teacher was in the process of completing a Christmas program, there was need for someone to play a piano selection. Having had the good fortune of learning a small amount of music from his mother, he volunteered to play a piano solo. The piece that he played was an original selection of his own called "The First Indian Dance." He was not at all self conscious, be-

cause he felt that he could do something that the others were too bashful to try. Although the other pupils were not able to do what he did, they often taunted him with remarks such as nothing but girls play the piano.

He remembered quite vividly the music hours in the fifth and sixth grades when such selections as "To a Wild Rose," "Volga Boatman," "The Blue Danube Waltz," and "Piccicado" from the Nutcracker Suite were played.

After participating in choral groups in High School, he became more aware of his deep interest in the music field and during his senior year he studied music appreciation. In this class he was enlightened to a great extent as to the background of the classical and romantic groups of music. He then started practicing the piano with a different attitude. His aim was to be able to entertain others. He now knew he had the necessary native talent. With this aim in mind he worked hard and faithfully with very little supervision until he enrolled in the University, where he began studying organ. He made his second public appearance in the role of a musician when he was seventeen years of age when he had a recital of his own.

Later his musical career was disrupted like many of his fellow students because of World War II. His ability to play the organ in the Army was an asset. He was named associate

organist for both Catholic and Protestant Post Chapels at Fort Riley, Kansas and regular organist for the M.P. Battalion, of which he was a member.

Mr. Landrum's time spent in the Armed Forces overseas carried very little music activity. However, he played on several occasions for church services and soldiers' talent shows. But the greatest experience he had was to play one of the two largest organs installed in the St. Peter's Cathedral in Rome, Italy.

After separation from the Armed Forces he re-enrolled at the University of Wichita and majored in Music and minored in Sociology. His greatest non-professional interest has been music, particularly instrumentation, because he has gained financially from it. At present he is organist at one of the largest churches in Wichita. He attributes all of his success to one of his teachers who interested him in music as an extra-curricular activity.

Mr. Landrum's future plans are to give up his present position as an organist and enter a well-known music school in the East, and continue his music training.

Jesse Owens, Case Study 4: Jesse Owens, a youngster of slender build and pleasant manner, was a student in Fairmount Junior High School in Cleveland, Ohio. From his extra-curricular activities he has gained national fame and recog-



dition. Fairmont had been noted for its track teams and above all its basketball teams. Coach Riley was a wiry little man who understood boys and loved them in spite of their mischievous acts. He was a stickler for manliness. He recognized ability and insisted that boys who had natural learning develop it.

Eventually the time came for track activities to get under way. The coach issued a call for men who could run the 100 yard dash. Among those who reported was Jesse Owens. Owens ran successive races until finally he and two school champions were ready for the final race. Jesse, having lasted through to this phase of the tryouts, won. The veteran track stars called Owne's continuous winning "luck". But Jesse said nothing, merely smiled and ran whenever his time came.

In a contest Jesse got off to a bad start. The distance was short, and an unfortunate start would mean defeat. But not so this time; he caught his stride and shot pass his competitor and broke the tape fully a yard in front of his competitor. He ran the distance in ten seconds flat, a record of Junior High Schools.

When Jesse left Fairmount Junior High School in Cleveland, Coach Riley continued as his mentor. By this time the sports world had come to recognize Owens as a potential world's champion.

During the National Interscholastic Championship which was held at the University of Chicago in 1933, Jesse brought distinction to the East Technical High School team by winning three unprecedented victories. He ran the 100 yard dash in 0:09.4; the 200 yard dash in 20:7; and broad jumped 24 feet, 9 and 5/8 inches.

In 1936 Jesse was invited to go to Europe as a member of the American Olympic Team. Berlin was the scene of the Olympics. The signal was given, the runners raced down the track. Owens flashed past all of them. He won the race and equaled the world's and the Olympic records. His time was 10:03 for the 100 meter. Coach Riley shared Jesse's victories. He followed him through college and gave him benefit of his long career of handling young men.

Later Hitler challenged the freedom of the world. Jesse was called to take part in the struggle against him. He had helped beat Germany before, therefore when the United States Government asked him to direct the athletic program for members of his race in the Armed Forces he welcomed the task. Thanks again to his extra-curricular activities, Jesse was again on America's team. His nation, his race, were out too. This time the victory was greater, not only America but all the world.

Jesse trained his men well; from him they learned to ready their bodies and their minds for the ordeal. They

learned to run the race well in life, in war, and in peace. Jesse helped to make the American soldier what the world honors him as being--a great champion. At present he is coaching at one of the largest Negro schools in the South.

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

#### Summary

This study is too limited in scope to warrant anything other than a general conclusion. However, it is hoped that the findings will have some significance for the schools under consideration.

The important findings of the study are summarized briefly as follows:

1. In 1917-1917 only six Negro boys participated in activities and no Negro girls.
2. In 1947-1948 and 1948-1949 there was limited Negro participation in the mixed schools.
3. In 1947-1948 and 1948-1949 there was much more participation in the all Negro school than in the mixed schools.
4. The four typical case studies indicate that many Negro girls and boys do make good when given an opportunity.

#### Recommendations

In this study we have attempted to present the results of the survey made of the extra-curricular activities in which the Negro students in the three schools are engaged.

On the basis of facts we make the following recommendations:

1. Since the data show that Negro students are participating to a very limited extent in the mixed schools and are participating to an extensive degree in the all-Negro school, it is recommended that L'Ouverture Intermediate School be expanded to house the entire Negro intermediate student body in Wichita.

2. In the meantime and in case an all Negro school cannot be provided, it is recommended that some type of program be worked out among the principals, the faculty, and the students for more participation in mixed-group activities and where desirable the school should set up and sponsor all Negro organizations.

3. In either event a guidance counselor should be provided in order to help children choose activities according to their interest and ability.

There is probably a need for a more varied program that would make provision for successful participation for Negro children in varying degrees of ability and interest.

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