

clude, (3) how they are supervised and directed, (4) what their aims are, (5) where, when and how often they meet, (6) what are their expenses, (7) what is the feeling toward them of the rest of the school, (8) what is their influence upon their members, (9) what is the attitude toward them of the teachers, (10) what suggestions for improvement may be made.

2. In a similar way, learn what acknowledged and non-secret societies there are in the school, and study these under the same headings.

3. In the general student body, what social facts appear: (1) as to the manner of dress? (2) as to class-consciousness, cliquishness or snobbishness? (3) as to race-discriminations? (4) as to favoritism?

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## TOPIC XIX

### THE STREET LIFE OF BOYS

An interesting and important line of study in a city large enough to have a street life of its own is the relation of boys to that life, particularly in the evening. Two directions of inquiry may be pursued side by side, the study of the situation and of the remedy. Always give the ages of the boys you mention.

#### 1. The Situation.

(a) How many boys, and how many of each age, as revealed by the license records or the statements of the newspapers, are news sellers? What proportion of these attend school? What proportion peddle on the street and what deliver from house to house? How late at night is the vending or delivery of papers permitted? How early in the morning does it begin?

(b) How many boys work in pool rooms? Under what conditions?

(c) How many in saloons? Under what conditions?

(d) How many as telegraph messengers? Under what conditions?