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The impact of public housing projects upon students of Lemon Street public schools, Marietta, Georgia

Preston A. Williams

Atlanta University

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THE IMPACT OF PUBLIC HOUSING PROJECTS UPON
STUDENTS OF LEMON STREET PUBLIC SCHOOLS,
MARIETTA, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY
PRESTON A. WILLIAMS

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY

ATLANTA, GEORGIA
JUNE, 1962
DEDICATED

to

My Wife

Mrs. Irene Leon Williams

and

Dr. Laurence Eugene Boyd

F. A. W.
ACKNOWLEDGEMENT

The writer wishes to express his most sincere appreciation to Doctor Laurence E. Boyd, Chairman of the Thesis Advisory Committee and Doctor Lynette Saine, Co-advisor, for their untiring service, sympathetic understanding, and helpful suggestions during the course of this study.

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P. A. W.
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CHAPTER I
INTRODUCTION

Rationale.— Earliest civilization, in all forms, primitive and otherwise, was imbued with the educational processes. Throughout the ages, these processes have undergone many and various changes.

The necessities of life; food, shelter and clothing have posed a problem for man as long as he has existed. It is not surprising that in the evolution of things that education and one or all three of these basic necessities should at some time or another be affected by each other.

It is evident that environment has much to do with the progress of school pupils. Pupils coming from varied homes bring varied problems to school. School disability can often be traced to adverse environmental factors such as a home lacking culture. There is agreement among educators that children from higher socio-economic status groups are less maladjusted than children from lower socio-economic status groups.

The national trend has been to clear out slum areas and rebuild with project type housing. This study is not intended to show cause and effect, but to show that the problems stated are characteristic of project type housing and possible suggestions for remedy.

Housing Projects have grown and have been developed throughout the United States. In time, the impact of this type of housing was or is felt in the social, educational and economic phases of our
present civilization.

In 1941, the Fort Hill Homes for Negroes was opened. It replaced many sub-standard homes in the same vicinity thereby offering better housing to many Marietta citizens.

In 1952, the Lyman Homes Project was opened to clear a slum area. Since the opening of these projects, migrants from rural areas have found homes here.

These two projects house the largest concentration of Negro children attending the Lemon Street Public Schools with a total enrollment of 1075.

One hundred Junior and Senior High School Students live in the projects. One hundred and ninety six Elementary Students live in the projects, total number, two hundred and ninety six, which comprises twenty eight per cent of the total enrollment.

An analysis of this group as related to the Lemon Street Schools would give an insight on the majority of problems connected with the schools and would also show some positive results.

Evolution of the Problem.-- After an observation of the pupils' performance in adjusting themselves to classroom situations, the writer became increasingly sensitive to the meaningfulness of the

---

1 One Elementary School, 196. One Senior High School, 44. One Junior High School, 56. Total 296.
2 Records of Principal's office.
3 Records of both Principals' offices.
behavior of the pupils and their needs. Further, the question arose as to what we, the educational personnel, could do to help students solve the problems with which they were confronted.

After making many home visits, the staffs of the schools concluded that the key to the problem was the home environment. Therefore, the writer felt that the study of this home-school relationship would be of value to others who are interested in the welfare and development of these students as well as others interested in the problem of public housing upon a school population.

**Contribution to Educational Knowledge and Practice.** The writer hopes that the results of this study will be of value to the teachers of Lemon Street Schools, and to any other school situations which are comparable to the Marietta, Georgia situation.

It is the opinion of the writer that the patterns of the socio-economic factors indicate within a Public Housing environment in such a way that early recognition of the problems of the school children will be of benefit to the teacher and students. The value of this study will be the extent to which the findings are utilized.

**Statement of the Problem.** The problem involved in this study was to determine the extent to which environmental factors are associated with and/or influence the scholastic achievement, attendance, and behavioral patterns of pupils living in a Public Housing Project as compared to pupils living in the regular or usual residential areas of Marietta, Georgia, 1960-1961.
Purpose of the Study.-- The major purpose of this study was to ascertain to what extent the academic achievement, attendance, and behavioral patterns are different for those pupils living in a Public Housing Project as compared to those pupils living in the usual residences of Marietta, Georgia, 1960-1961.

The specific purposes are:

1. To determine the differences in the school attendance record for Public Housing and Non-Public Housing pupils.

2. To determine the difference in the drop-out index for Public Housing and Non-Public Housing pupils.

3. To determine the difference in the scholastic achievement of Public-Housing and Non-Public Housing pupils.

4. To determine the difference in the conduct records and referrals of Public-Housing and Non-Public Housing pupils.

5. To determine the difference in the attitude patterns of Public Housing and Non-Public Housing pupils enrolled in the Lemon Street Schools, Marietta, Georgia, 1960-1961.

6. To formulate whatever implications for educational theory and practice as may be indicated by the data.

Limitations of this Study.-- Limitations of this study cover three main areas: (a) the problems are of one particular locale, namely: Marietta, Georgia, (b) the extent to which Marietta Schools and Public Housing are comparable with other school community situations; and (c) the extent to which the findings and interpretations will be used by the Marietta School System.

Definition of Terms.-- The significant terms used throughout this study are characterized below:

1. "Impact," indicates the relative influence of social and
economic institutions upon the educational program and the pupil personnel.

2. "Public Housing," as used in this study, indicates low-rent housing built with Federally-aided funds and operated by Local Authorities.

3. "Migrant," as used in this study, pertains to persons who have changed their habitat.

4. "Absenteeism," as used in this study indicates irregular school attendance.

5. "Drop-outs," as used in this study, refers to students who have attained age 16 and refuse to continue school.

6. "Poor Grades," as used in this study refers to students whose average marks are below the lowest passing mark.

7. "Moral Standards," as used in this study, refers to the ethics as practiced and accepted by a group, but are not desirable and acceptable to the general societal orders.

Locale of the Study. — This study was conducted at the Lemon Street Schools and the Fort Hill-Lyman Homes Projects, Marietta, Georgia during the school year of 1960-1961.

As mentioned previously, the Marietta Housing Authority was created in 1938. In 1940, the Bureau of Census report indicates there were 2,328 dwelling units in the City of Marietta. Of this number 1,294 were substandard. This figure represents 55 per cent of the total housing available in Marietta as being substandard. The 1950 Census report indicates there were 6,271 dwelling units in Marietta, and of this number 1,063 or 17 per cent were substandard, and in 1960 the Census indicates there are 7,915 total housing units, of this number 391, or approximately, 7 per cent are substandard. It is only a matter of mathematics to determine that from
1940 to 1960 the total dwelling units increased 5,587 and the decrease in substandard units was 803 or 48 per cent less than the 1940 census.

Of these dwelling units, 120 comprise Fort Hill Homes for Negroes, situated in the southeast section of Marietta. Lyman Homes, another project of 125 units for Negroes, is located in the Northwest section Marietta.

Locale.-- The Marietta Housing Authority, a public body corporate and politic, was established by the Mayor and Council June 30, 1938, under the Housing Authority Laws of Georgia, and the United States Housing Act of 1937. It is controlled by a five member board, which is appointed by the mayor of the City of Marietta. The term of office is five years, and the chairman and vice chairman are elected annually by the members. Its general function and responsibilities are the development, management and maintenance of the City's low-rent public housing program. Also, on July 23, 1957, the mayor and council elected to make application to the federal government for an urban renewal program. After the preliminary planning and studies were made, the mayor and council appointed the Marietta Housing Authority as the agency to execute the program for the city.

The Marietta Housing Authority has a two-fold purpose--the elimination of slums, and providing decent, safe and sanitary housing units for families in the low income group. Private enterprise does not enter this field as it is not a profitable venture. As this is the segment of our society, which through necessity must live in slums due to their financial circumstances, there is no other alternative
than for the Federal, State and Municipal authorities to take over where private enterprise leaves off. Nothing would please public housing people more than to see private enterprise enter this field and eliminate the need for their very existence, but knowing this cannot be done, it is felt that there is a very definite need for public housing.

Marietta, Georgia, the county seat of Cobb County, population 57,000. The early history of Cobb County indicates that there were Cherokee villages as far back as 1700 A.D. These were fairly numerous. In the spring of 1838, the United States troops began rounding up the Cherokees to move them west. Not all of the Cherokees were removed from Cobb. Many remained until their death. In 1832 Cobb County, the area a part of the Old Indian Nation lands, was established. It was named for Thomas Welch Cobb, who was a distinguished lawyer, served in the United States House of Representatives and Senate, and was Superior Court Judge.

Marietta was incorporated and made the county seat in 1834. By 1833, less than a year after the first settlers came into Cobb County, Marietta had about one hundred inhabitants. During World II, Marietta increased from 8,000 population to 24,000. Its present total population is 25,565, with a Negro population estimated to be 4,164. In 1951 Lockheed Aircraft plant came to Marietta, taking over Air Force Plant No 6 (Bell Bomber). There are several major industries in Marietta, but Lockheed provides the largest employment. Because
of its high altitude, Marietta was a popular health resort before the Civil War.

Marietta is situated in the Northwest section of Georgia. It is eighteen miles from Atlanta, it is considered a part of Metropolitan Atlanta.

Within Marietta proper, there are three schools for Negroes: two elementary and a combination junior and senior high school. The total enrollment is 1075; and there are forty-two teachers under three principals. Two of the school buildings are modern, recently constructed plant facilities, with one, an old brick structure, erected in 1930 and has had a number of annexations during the last thirty years.

Method of Research.-- The Descriptive-Survey Method of research, employing the specific techniques of school records, official records of the Board of Education and the official records of the Marietta Housing Authority, the official files and records of the Visiting Teacher and Truant Officers, and interviews with parents and teachers, was used to collect the data for this study.

Subjects.-- The subjects involved in this study were one hundred and ninety-six students from the Lemon Street Elementary School, fifty-six Junior High and forty-four Senior High students from the Lemon Street High School. A like number of same grade level that do not live in the projects was chosen at random as a control group.

Materials.-- The materials used in obtaining the necessary data for this research were: (a) official records and reports of the Lemon
Street Schools, Superintendents', Public Housing's, Visiting Teacher, 
Truant Officers' offices; and (b) interviews with parents.

**Research Procedure.**—The procedural steps used in conducting 
this study are outlined as follows:

1. Permission to conduct this study was secured from proper school and housing authorities.

2. A survey of related literature pertinent to this research was made and summarized under the proper captions.

3. The school records were examined to locate those pupils who are residing in the Public Housing Projects, and a comparable group of pupils not living in a public housing project, that is, living in regular residences.

4. The number of public housing students were matched with a comparable number of non-public housing pupils chosen at random from school class rolls.

5. The scholastic record of the two groups of subjects: (a) public housing and (b) regular residence were abstracted from official school records.

6. The attendance records of the two groups of subjects: (a) public housing and (b) regular residence were abstracted from official school records.

7. The drop-out records of the two groups of subjects: (a) public housing and (b) regular residence were abstracted from official school records.

8. The conduct-record from school records and other records (housing, visiting teacher and Juvenile Court) of the two groups of subjects: (a) public housing and (b) regular residence was abstracted from official records.

9. A questionnaire was designed to ascertain the attitudes of the two groups of subjects.

10. The data from the school records, public housing records, and questionnaire were assembled in appropriate tables and statistically treated as indicated by the nature of the data and the expressed purposes of the study.
11. The statistical measures used were: mean, median, standard deviation, standard error of the mean, Fisher's "t"; frequency and per cent.

12. The findings, conclusions, implications, and recommendations stemming from the analysis and interpretation of the data were written up and constitute the content of the finished thesis.

Collection of Data.—The steps followed in the collection of data pertinent to this study were, as follows: September of the 1960-1961 term, permission was secured from the proper authorities to conduct this study. During the month of October 1960-1961 term, the number of high school students living in the Public Housing Projects was ascertained and a comparable number of students of the same grade level living in Private Homes was chosen at random as a control group. November 1960-1961, the California Achievement Test was administered. Monthly data for December, January, February, and March was compiled in the areas being studied by use of permanent record cards. April 1961 a questionnaire was designed to secure necessary data. May 1961 these questionnaires were followed up with interviews. During the summer of 1961 and the 1961-62 term the collected data was organized under proper captions and presented in appropriate tables and figures which in turn are interpreted in the thesis copy.

Survey of Related Literature.—Bloch found that the schools have a special responsibility with respect to delinquency, although the degree of this responsibility has been overestimated by non-professional authorities. By the time the child reaches school a great many of his fundamental behavior patterns have already been formed. In addition, despite the fact that the school has the child
under its control during a great period of the average day, the school program and its general facilities are inadequate to deal with incipient and active behavior disorders, even if they are recognized. Moreover, formal educational procedures are handicapped in the degree to which they may affect the transformation of personality characteristics. Effective educational procedures, if they are to correct behavioral difficulties as well as to educate minds, must be closely integrated with conditions of family life and the household. We know, of course, that the school has little control over the extra-mural life of its members. For these reasons the chief effectiveness of the school in curbing delinquency may lie only in those fields where incipient disorders may be recognized and referred to the proper source for treatment, or in such matters as engaging the child's interest so that frustration and attendant problems may be dealt with. In these latter respects, the school has been only partially successful. The competitors of the school for the child's attention are powerful. The degree to which the school should supplement such agencies as the home, the play-group, and the neighborhood are not generally agreed upon, even among educators themselves. As one experienced public school administrator has put it: "What a school does is determined by what a school believes its function to be."

According to Coulter, disorganized homes may be classified into five principal categories: "(1) homes with criminal patterns; (2)

homes in which there are unsatisfactory personal relations because of domination, favoritism, nonsolicitude, overseverity, neglect, jealousy, a stepparent, or other interfering relatives; (3) homes in which one parent has a physical or mental disability; (4) homes socially or morally maladjusted because of differences in race, religion, convention and standards, or an immoral situation; (5) homes under economic pressures—unemployment, low income, homes in which mothers work out."

Pressey found that school attitude is the environmental unpredictable factor in the total situation; that is while a child's ability is hereditary and fixed, his attitudes appear to be largely the result of outside influence, particularly, the home. The position of the family in the total community affects the attitudes of the parents toward intellectual tasks and the desires and ambition of the children.

Conant found that it has been established beyond any reasonable doubt that community and family background play a large role in determining scholastic aptitude and school achievement. Anyone who thinks they do not simply has not visited widely among American schools. Within such a city as Chicago or Detroit or New York, for


example, the figures showing the distribution of scores on scholastic aptitude tests in different neighborhoods are most revealing. In one of these cities, the average score of the eight grade pupils in a school in a relatively well-to-do staple residential section is 123, in another neighborhood of about the same size but composed entirely of people of low socio-economic status, the average score is only 75.

Employment opportunities must be promptly opened on a non-discriminatory basis; the schools should be brought closer to the needs of the people in the neighborhood and made to fit the local situation.

Our failure to apply educational methods to the modern needs of much of the population creates an explosive situation for hundreds of thousands of youngsters. The drop-out count, either from choice or otherwise is high. With no developed skills that enter the ranks of the unemployed. This is reflected in higher and higher crime rates among youth. It is seen in breakdowns in moral levels and loss of talent the country cannot afford.

Gough found that socio-economic status has a positive relationship to academic achievement and the development of personality.

Mein found that "Housing" came into being in 1934 under the administration of President F. D. Roosevelt, mainly to relieve acute

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shortage of houses and to remove slum areas.

Walker found that problem children achieve at a much slower rate than non-problem children and there is a positive correlation between intelligence and emotional stability.

Nesbit found that there are some things which the school by itself cannot do for children. Visiting Teacher service is the aim of the school reaching out into the community to give additional help to the individual child. The school attempts to bring some kind of order to otherwise chaotic lives. This is not always an easy task because of the resentment of the almost illiterate parent.

Attendance problems are a major concern for the whole school. Truancy and non-attendance are no longer considered crimes but are known to be symptoms of trouble. Attendance is the responsibility of the entire school and community. An attractive and meaningful school program, understanding teachers, positive attitudes on the part of parents and community in general toward the school and school attendance and economic security can do more to promote good attendance than mere enforcement of law.

The high school drop-out has been called the "most ignored

3 Elsie Nesbit, The Visiting Teacher in Georgia, (State Department of Education of Georgia), Atlanta, Georgia, May, 1955.
problem in U. S. education." If that be true, the problem of the Negro dropout is the most tragic.

Today, we live in an age of automation and specialization. Machines are replacing manual labor so rapidly that less than five per cent of all jobs in the country are unskilled. Yet, four out of every ten students entering high school this fall will not graduate. In the slum areas of our big cities the dropout rate is always high, but in depressed Negro neighborhoods as many as eighty per cent of the youth sixteen to twenty-one years old are out of school and out of work.

The existence of thousands of frustrated youth roaming the streets foreshadows a rise in juvenile delinquency. The presence of thousands of idle young minds is a waste of human resources and the taxpayer's dollar. The spectacle of thousands of young Negroes turning their backs on educational opportunities in the midst of an all-out campaign to make more educational opportunities available points up the need of the Negro community to concern itself about neglected privileges as well as denied rights.

Besides the cost of his criminality, the drop-out is a waste of human resources and a drain on the welfare budget. Within this decade (the 60's), an unparalleled twenty-six million new young workers will be job hunting. At the present rate of drop-out, seven and one half million of that number, largely Negro, will be lacking in education and special skills. Even with a high school diploma
the Negro is last in the hiring line. Without one his chances of
going one of the dwindling number of unskilled jobs are slim. His
chances of becoming an apprentice are even slimmer.

Urban League official Otis E. Finley, Jr., after a five week
trip around the country, calls the position of the Negro youth in
our changing occupational pattern, appalling. "Discriminatory re-
strictions still imposed in some areas of management and organized
labor prevent altogether, or severely limit, the number of Negro
youth entering apprenticeship training programs—the vestibule of
gainful employment in the building and construction trades," says

1

When predominately Negro slums produce a disproportionately
large number of drop-outs whose employability is low and delinquency
excessive, the issue is inescapable racial. The Negro community,
which suffers first from crime by Negroes (and most), has as much
right to assume responsibility for its harlots as it has to credit
for its heroes. The privilege of a high school education has not been
denied the drop-out. It is the duty of his community to see that he
does not neglect it.

Not all drop-outs are slum children, nor are they dumb. White
suburbia also has its quota of withdrawals and in one survey it
was found that a third of those with high IQs also chose not to

1

Ebony Photo Editorial, "The Tragedy of Drop-outs," Johnson
graduate. Efforts to combat this problem should begin in the home and at community level. It must be impressed upon teen-agers that they must learn before they can earn, that most employers will not even consider an applicant with less than a high school education.

"Education is no longer a luxury, but a necessity. That it is being increasingly neglected by future leaders of our country, is everybody's concern.

So pressing is the need for action that the Ford Foundation recently announced a grant of a million dollars to establish a national clearing house for experimental programs. "The grants," said official Newton Edwards, reflect the Foundation's concern with the grave problem of school drop-outs. Because they lack education and special skills, these youngsters are a drug on the employment market and part of the hard core on unemployment."

Today, 5.6 million Americans are out of work. Noting that a million of them are Negroes, Atlanta Constitution publisher Ralph McGill says: "The South and the nation are paying an increasingly high price for the long years of discrimination."

The Negro, too, is paying. At a time when he needs bright young leaders, intelligent followers and qualified workers most, the

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best years of too many young lives are being spent in the street.

Summary of Related Literature.-- The review of the related literature pertaining to the problems of this research has led to the selection and generalization of the more important theories, principles and research findings which pertain to the problems of drop-outs, conduct, absenteeisms, and achievement, which are summarized in the abstracted statements to follow in the immediate paragraphs:

Factors That Affect Drop-outs:

1. Lack of stimulation to creative school work.
2. Lack of family life; broken homes.
3. Lack of essentials.

Factors That Affect Absenteeism:

1. Indifferent parents.
2. Out of school employment.
3. Domestic problems.

Factors That Affect Achievement:

1. Curriculum problems and study habits.
2. Correlation between intelligence and emotional stability.
3. Socio-economic status as related to academic achievement and development.
CHAPTER II
PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.—-The purpose of this chapter will be to present, analyze and interpret the data derived from the California Achievement Test, official records, and interviews of forty-four students living in public housing and the forty-four students living in home residences. The presentation, analysis and interpretation of these data were organized under the following captions: (1) Distribution of the Raw Scores on the California Achievement Test, (2) Comparative tables showing the frequency, and percentage of the two groups as related to: drop-outs; scholastic achievement; conduct; absenteeism, (3) The distribution of jobs for parents of the two groups studied, and (4) the analysis of questionnaire-interviews.

The "Criteria of reliability" for these data were (a) the accuracy of the records from the official school files, the official files of the Visiting Teacher and Truant Officer, and the responses of the subjects to the items on the questionnaire and to the questions during the interview; and (b) Fisher's "t" of significant difference at 82 degrees of freedom and one per cent level of confidence.

The recapitulation of the research-design; summary of the literature; findings, conclusions, implications; and recommendations
TABLE 1

DISTRIBUTION OF THE RAW SCORES ON THE CALIFORNIA ACHIEVEMENT TEST (TOTAL) OBTAINED BY EACH GROUP OF FORTY-FOUR PUPILS FROM PUBLIC HOUSING AND PRIVATE HOMES ENROLLED IN THE LEMON STREET SCHOOL, MARIETTA, GEORGIA, 1960-1961

<table>
<thead>
<tr>
<th>Grades</th>
<th>Public Housing</th>
<th></th>
<th>Private Homes</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Per Cent</td>
<td>Frequency</td>
<td>Per Cent</td>
<td>Frequency</td>
</tr>
<tr>
<td>11.0-11.4</td>
<td>1</td>
<td>2.27</td>
<td>1</td>
<td>2.27</td>
<td>2</td>
</tr>
<tr>
<td>10.5-10.9</td>
<td>2</td>
<td>4.54</td>
<td>3</td>
<td>6.81</td>
<td>5</td>
</tr>
<tr>
<td>10.0-10.4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9.5-9.9</td>
<td>3</td>
<td>6.81</td>
<td>4</td>
<td>9.08</td>
<td>7</td>
</tr>
<tr>
<td>9.0-9.4</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>40.86</td>
<td>18</td>
</tr>
<tr>
<td>8.5-8.9</td>
<td>5</td>
<td>11.35</td>
<td>8</td>
<td>18.16</td>
<td>13</td>
</tr>
<tr>
<td>8.0-8.4</td>
<td>33</td>
<td>74.91</td>
<td>10</td>
<td>22.70</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td></td>
<td>44</td>
<td></td>
<td>88</td>
</tr>
</tbody>
</table>

Range 8.0-11.4
Mean 8.54
Variance .5671
Sigma .75
S.E. .15

are reserved for presentation in Chapter III.

Results on the California Achievement Test (Total).—The data on the total component of the California Achievement Test as derived from the raw score obtained by the forty-four pupils in the Public Housing and Private Homes, respectively, enrolled in the senior high
school of the Lemon Street School, Marietta, Georgia, are found in
the separate paragraphs to follow.

Public Housing Group.— For the forty-four pupils living in
Public Housing Projects, the scores ranged from a low of 8.0 to a
high of 11.4, with a mean of 8.54, median of 9.07, standard deviation
of .75, standard error of the mean of .15, and a grade placement
of 10.4. Six or 13.62 per cent of the pupils scored above the mean,
33 or 71.91 per cent scored below the mean, and 5 or 11.35 per cent
scored within the mean class interval. The mean score of 9.7 in-
dicated a grade-placement index of 10.4.

Private Homes.— For the forty-four pupils living in Private
Homes, the scores ranged from a low of 8.0 to a high of 11.4, with a
mean of 9.07, median of 9.5, standard deviation of .73, standard
error of the mean of .15, and a grade placement of 10.4. 8 or 18.16
per cent of the pupils scored above the mean, 18 or 40.86 per cent
scored below the mean, and 18 or 40.86 per cent scored within the
mean class interval. The mean score of 9.07 indicated a grade-place-
ment index of 10.4.

Comparative Data and "t" Ratio.— As indicated in Table 2 for
the two groups there was a difference between the two means of .53,
with a standard error of the difference between the two mean of .15.
The "t" for these data was 3.53, which was significant for it was
equal to or greater than 2.58 at the one per cent level of confidence.
Therefore, the difference on the total achievement for the groups:
Public Housing and Private Homes, was statistically significant.
TABLE 2

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA ACHIEVEMENT TEST (TOTAL) BETWEEN THE PUBLIC HOUSING AND PRIVATE HOMES GROUPS OF PUPILS ENROLLED IN THE LEMON STREET SCHOOL, MARIETTA, GEORGIA, 1960-1961

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean</th>
<th>Sigma</th>
<th>S.E.</th>
<th>Diff. S.E. of ( M_1 - M_2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Housing</td>
<td>44</td>
<td>8.54</td>
<td>.75</td>
<td>.15</td>
<td>3.53</td>
</tr>
<tr>
<td>and Private Homes</td>
<td>44</td>
<td>9.07</td>
<td>.73</td>
<td>.15</td>
<td></td>
</tr>
</tbody>
</table>

The mean of the Public Housing group was 8.54, for the Private Homes group, the mean was 9.07, with a difference of .53 in favor of Private Homes. The standard error of the difference for the groups was .15. The "t" of 3.53 which is statistically significant because it is greater than 2.58 at the one per cent level of confidence and 82 degrees freedom.

Drop-outs.-- The data on the drop-outs of the forty-four pupils in the Public Housing and Private Homes, respectively, enrolled in the Lemon Street School, Marietta, Georgia, 1960-1961 are presented in Table 3, page 23, in the separate paragraphs below.

Public Housing.-- The drop-outs for the pupils in Public Housing were as follows: For the months of December 2, and April 2 or
### TABLE 3


<table>
<thead>
<tr>
<th>Months</th>
<th>Public Housing</th>
<th>Private Homes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>11.11</td>
<td>-</td>
</tr>
<tr>
<td>November</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>22.22</td>
<td>-</td>
</tr>
<tr>
<td>January</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>11.11</td>
<td>1</td>
</tr>
<tr>
<td>March</td>
<td>1</td>
<td>11.11</td>
<td>-</td>
</tr>
<tr>
<td>April</td>
<td>2</td>
<td>22.22</td>
<td>-</td>
</tr>
<tr>
<td>May</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>77.77</td>
<td>2</td>
</tr>
</tbody>
</table>

11.11 per cent and for three of the remaining school months, 1 or 11.11 per cent for each month, giving a total of 7 drop-outs or 77.77 per cent for the Public Housing group for 1960-1961.

**Private Homes.**-- The drop-outs for the pupils living in Private Homes were as follows: 1 or 11.11 per cent for November and 1 or 11.11 per cent for February, giving a total for the year of 2 or 22.22 per cent.
TABLE 4


<table>
<thead>
<tr>
<th>Grade</th>
<th>Public Housing</th>
<th></th>
<th>Private Homes</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>9th</td>
<td>9</td>
<td>26.46</td>
<td>8</td>
<td>21.04</td>
<td>17</td>
</tr>
<tr>
<td>10th</td>
<td>9</td>
<td>26.46</td>
<td>11</td>
<td>28.93</td>
<td>20</td>
</tr>
<tr>
<td>11th</td>
<td>8</td>
<td>23.52</td>
<td>12</td>
<td>31.56</td>
<td>30</td>
</tr>
<tr>
<td>12th</td>
<td>8</td>
<td>23.52</td>
<td>7</td>
<td>18.41</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>99.96</td>
<td>38</td>
<td>99.94</td>
<td>72</td>
</tr>
</tbody>
</table>

Summary.-- The drop-outs were greatest during the months of December and April, two for each month, giving a total of 4 or 4.44 percent. It is to be noted that there were 3.5 times as many drop-outs for the group of pupils from Public Housing Projects as from the Private Homes.

The effect of another visiting teacher could be felt in reducing the number of drop-outs. Quite a number of pupils would continue in school if given a small degree of supervision and encouragement.

Scholarship Averages by Grades.-- Table 4, above represents the data on the number promoted by grades for the forty-four pupils in the Public Housing Projects and the Private Homes, respectively,

**Public Housing.**—The number of students from the Public Housing group maintaining an average of 70 or above was almost the same for each class with 8 or 23.52 per cent in the 11th and 12th grades, respectively, and 9 or 26.46 per cent in the 9th and 10th grades, respectively, for a total of 34 of the 44 students involved in this study.

**Private Homes.**—The number of students in Private Homes who were promoted ranged from a low of 7 or 18.41 per cent in the 12th grade to a high of 12 or 31.56 per cent in the 11th grade. The data reveal that the 10th grade had 11 or 28.93 per cent, the 9th grade had 8 or 21.04 per cent for a total of 38 of the 44 students involved in this study.

**Non-promotions.**—The data on the non-promotions of the forty-four pupils in the Public Housing and Private Homes, respectively, enrolled in the Lemon Street School, Marietta, Georgia, 1960-1961 are presented in Table 5, page 26, in the separate paragraphs below.

**Public Housing.**—The non-promotions for the Public Housing group ranked as follows: 4 or 25.00 per cent for the 10th grade, 3 or 18.75 per cent for the 11th grade, 2 or 12.50 per cent for the 9th grade and 1 or 6.25 per cent for the 12th grade. Or, there was a total of 10 or 62.50 per cent of the forty-four pupils living in Public Housing who were not promoted for the 1960-1961 school year.
TABLE 5


| Grades | Public Housing | | | | Private Homes | | | | Total | | | |
|--------|----------------|---|---|---|----------------|---|---|---|---|---|---|
|        | Number | Per Cent | | Number | Per Cent | | Number | Per Cent | | | |
| 9th    | 2      | 12.50     | | 1      | 6.25     | | 3      | 18.75   | | | |
| 10th   | 4      | 25.00     | | 2      | 12.50    | | 6      | 37.50   | | | |
| 11th   | 3      | 18.75     | | 2      | 12.50    | | 5      | 31.25   | | | |
| 12th   | 1      | 6.25      | | 1      | 6.25     | | 2      | 12.50   | | | |
| Total  | 10     | 62.50     | | 6      | 37.50    | | 16     | 100.00  | | | |

Private Homes.— The Non-promotions for the Private Homes group ranked as follows: 1 or 6.25 per cent for the 9th grade, 2 or 12.50 per cent for the 10th grade, 2 or 12.50 per cent for the 11th grade and 1 or 6.25 per cent for the 12th grade. There was a total of 6 or 32.50 per cent of the forty-four pupils living in Private Homes who were not promoted for the 1960-1961 year.

Summary.— It occurs that the larger per cent of non-promotions was in the middle grades 10th and 11th.

The 12th grade class comprised of the older students had the smallest non-promotion record of any of the classes. It appears that by the time the students reach 12th grade, they are well orientated.
TABLE 6

DISTRIBUTION OF ABSENTEEISM BY GRADES OF THE FORTY-FOUR STUDENTS FROM PUBLIC HOUSING PROJECTS AND OF THE FORTY-FOUR STUDENTS FROM PRIVATE HOMES ENROLLED IN THE LEMON STREET SCHOOL, MARIETTA, GEORGIA, 1960-1961

<table>
<thead>
<tr>
<th>Absences By Grades</th>
<th>Public Housing</th>
<th></th>
<th>Private Homes</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
</tr>
<tr>
<td>9th</td>
<td>65 14.95</td>
<td>21 4.38</td>
<td>86 19.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>91 20.93</td>
<td>37 8.51</td>
<td>128 29.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>84 19.32</td>
<td>30 6.90</td>
<td>114 26.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>69 15.53</td>
<td>39 8.97</td>
<td>106 24.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>309 70.73</td>
<td>127 29.21</td>
<td>436 99.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

as to the worthwhileness of high school training. Perhaps with the proper kind of guidance, many of the courses which these pupils failed, could have been more wisely chosen, or that they would have been more diligent and successful pupils.

Absenteeism by Grades.-- Table 6, above, presents the data on absenteeism by grades for the forty-four pupils in the Public Housing Projects and Private Homes, respectively, enrolled in the Lemon Street School, Marietta, Georgia, 1960-1961.

Public Housing -- The number of absentees range from a low of 65 or 14.95 per cent in the 9th grade to a high of 91 or 20.93 per
cent in the 10th grade. The absentees for the 11th grade were 84
or 19.32 per cent, the 12th grade had absentees to number 69 or 15.53
per cent. The total absentees for the four grades of pupils living in
Public Housing for the year of 1960-1961 was 309 or 70.73 per cent
of the forty-four students being studied.

Private Homes -- The number of absentees ranged from a low of
21 or 4.83 per cent for the 9th grade to a high of 39 or 8.97 per cent
for the 12th grade. The 10th grade had absentees of 37 or 8.51 per
cent, while the 11th grade had 30 or 6.90 per cent absentees for the
year. The total absentees for the forty-four pupils living in Private
Homes for the year of 1960-1961 was 127 or 29.21 per cent of the forty-
four students being studied.

Summary -- The total number of absentees for both groups was 436
or 99.94 per cent. The 436 or 99.94 per cent of the total enrollment
of 1075, represents a very high index of absenteeism for the year.
Further, it is to be noted that the number of pupils absent, who lived
in Public Housing, was better than 2.3 times the number absent who
lived in Private Homes. The high absentee rate might be lowered if
truant officers, parents and teachers put forth united effort toward
curbing same.

Absentees -- The data on the absentees of the forty-four pupils
in the Public Housing and Private Homes, respectively, enrolled in the
Lemon Street School, Marietta, Georgia, 1960-1961 are presented in
Table 6, page 29, in the separate paragraphs below.

Public Housing -- The data in Table 7, page 29, reveal that 309
TABLE 7


<table>
<thead>
<tr>
<th>Absences By Months</th>
<th>Public Housing</th>
<th>Private Homes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
</tr>
<tr>
<td>September</td>
<td>12</td>
<td>2.75</td>
<td>5</td>
</tr>
<tr>
<td>October</td>
<td>21</td>
<td>4.81</td>
<td>11</td>
</tr>
<tr>
<td>November</td>
<td>24</td>
<td>5.49</td>
<td>21</td>
</tr>
<tr>
<td>December</td>
<td>46</td>
<td>10.53</td>
<td>16</td>
</tr>
<tr>
<td>January</td>
<td>51</td>
<td>11.68</td>
<td>22</td>
</tr>
<tr>
<td>February</td>
<td>44</td>
<td>10.08</td>
<td>19</td>
</tr>
<tr>
<td>March</td>
<td>33</td>
<td>7.56</td>
<td>14</td>
</tr>
<tr>
<td>April</td>
<td>59</td>
<td>13.51</td>
<td>17</td>
</tr>
<tr>
<td>May</td>
<td>19</td>
<td>4.35</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>309</td>
<td>70.76</td>
<td>127</td>
</tr>
</tbody>
</table>

or 70.76 per cent of the pupils living in the Public Housing Projects were absent during the 9 month period. The highest absentees occurred during the months of November 46 or 10.53 per cent, December 51 or 11.67 per cent, January 44 or 10.07 per cent, and April 59 or 13.5 per cent. The months of the lowest absences were the first
and last months of school, with 12 or 2.74 per cent for September and 
19 or 4.35 per cent for May.

Private Homes -- The degree of absenteeism for the subjects 
living in Private Homes was a total of 127 or 29.08 per cent. The 
absentees for this group ranged from a low of 2 or 0.45 in May to a 
high of 22 or 5.04 for January. November had 21 or 4.81 per cent, 
February 19 or 4.35 per cent, April 17 or 3.89 per cent, December 16 
or 3.66 per cent, March had 14 or 3.21, October had 11 or 2.52 per 
cent and September was the second lowest month with 5 or 1.15 per 
cent.

Summary -- Among the Public Housing group, the highest concen-
tration of absentees occurred in April, while the month of September 
had the lowest number of absentees. The Private Homes group seemed 
to have been constant, 1 to 5 per cent, month to month.

Conduct.-- The data on the citizenship records of the forty-four 
pupils in the Public Housing and Private Homes, respectively, enrolled 
in the Lemon Street School, Marietta, Georgia, 1960-1961, are presented 
in Table 8, page 31, in the separate paragraphs below.

Public Housing -- The types of citizenship traits ranged in 
frequency from a low of 2 or 5.70 per cent for impertinence to a high 
of 8 or 22.80 per cent for obscene language, fighting ranked next 
with 5 or 14.25 per cent and lying and cheating with 3 or 8.55 per 
cent each.

Private Homes -- Of the 88 students involved in this study, 35 
had adverse citizenship records, 14 or 39.90 per cent of these 35
TABLE 8


<table>
<thead>
<tr>
<th>Type of Citizen—*ship Record</th>
<th>Public Housing</th>
<th>Private Homes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
</tr>
<tr>
<td>Lying</td>
<td>3 8.55</td>
<td>3 8.55</td>
<td>6 17.10</td>
</tr>
<tr>
<td>Cheating</td>
<td>3 8.55</td>
<td>1 2.85</td>
<td>4 11.40</td>
</tr>
<tr>
<td>Impertinence</td>
<td>2 5.70</td>
<td>3 8.55</td>
<td>5 14.25</td>
</tr>
<tr>
<td>Obscene Language</td>
<td>8 22.80</td>
<td>5 14.25</td>
<td>13 37.05</td>
</tr>
<tr>
<td>Fighting</td>
<td>5 14.25</td>
<td>2 5.70</td>
<td>7 19.95</td>
</tr>
<tr>
<td>Total</td>
<td>21 59.85</td>
<td>14 39.90</td>
<td>35 99.75</td>
</tr>
</tbody>
</table>

* This information was taken from the permanent record folders of the Lemon Street School Counsellor.

students with adverse records, lived in Private Homes. The frequency of the offenses ranged from 5 or 14.25 per cent for obscene language to a low of 1 or 2.85 per cent for cheating, 2 or 5.70 per cent for fighting and 3 or 8.55 per cent each for lying and impertinence. Summary -- The data point to the fact that undesirable or obscene language has the highest incident for both groups. The data seem to indicate that the use of obscene language is a common factor and is not influenced by environment. The high incidence of about 15
per cent for fighting among public housing students poses a question as to whether or not the crowdedness and nearness of individuals is more provocative of vexing incidents which provoke fighting.

Consolidated Data.— The data on absenteeism, drop-outs, scholarship and conduct of the forty-four pupils in the Public Housing and Private Homes, respectively, enrolled in the Lemon Street School, Marietta, Georgia, 1960-1961, are presented in Summary Table 9, page 33, in the separate paragraphs below.

Public Housing — The data indicate there were 309 or 70.73 per cent absentees, 7 or 77.77 per cent drop-outs, 34 or 46.92 per cent students promoted, 10 or 62.50 per cent not promoted, 2 or 66.66 per cent became juvenile delinquents, and 21 or 59.85 per cent had conduct records.

Private Homes — The data indicate there were 127 or 29.21 per cent absentees, 2 or 22.22 per cent drop-outs, 38 or 52.44 per cent students promoted, 6 or 37.50 per cent not promoted, 1 or 33.33 per cent became juvenile delinquent, and 14 or 39.90 per cent had conduct records.

Jobs Held By Parents in Public Housing.— Table 10, page 34, presents the data on the jobs held by the parents of the children living in Public Housing Projects and reveal the following data: that the occupational range for the male parents was a high of 8 or 18.16 per cent for construction workers to a low of 2 or 4.54 per cent for barbers. It is interesting to note that of the forty-four, 11 or 24.97 per cent of these workers are skilled; 7 beauticians, 2 barbers,
TABLE 9


<table>
<thead>
<tr>
<th>1960-1961 School Term</th>
<th>Absenteeism</th>
<th>Drop-Outs</th>
<th>Promoted</th>
<th>Not Promoted</th>
<th>Juvenile Delinquents</th>
<th>Conduct Records</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num.</td>
<td>%</td>
<td>Num.</td>
<td>%</td>
<td>Num.</td>
<td>%</td>
</tr>
<tr>
<td>Project Students</td>
<td>309</td>
<td>70.73</td>
<td>7</td>
<td>77.77</td>
<td>34</td>
<td>46.92</td>
</tr>
<tr>
<td>Private Homes</td>
<td>127</td>
<td>29.21</td>
<td>2</td>
<td>22.22</td>
<td>38</td>
<td>52.41</td>
</tr>
</tbody>
</table>
TABLE 10


<table>
<thead>
<tr>
<th>Job Title</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Barbers</td>
<td>2</td>
<td>4.54</td>
<td>-</td>
</tr>
<tr>
<td>Beauticians</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Cooks</td>
<td>2</td>
<td>4.54</td>
<td>7</td>
</tr>
<tr>
<td>Maids</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Janitors</td>
<td>6</td>
<td>13.62</td>
<td>-</td>
</tr>
<tr>
<td>Construction Workers</td>
<td>8</td>
<td>18.16</td>
<td>-</td>
</tr>
<tr>
<td>Porters</td>
<td>4</td>
<td>9.08</td>
<td>-</td>
</tr>
<tr>
<td>Brick Masons</td>
<td>2</td>
<td>4.54</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>54.48</td>
<td>20</td>
</tr>
</tbody>
</table>

two brickmasons. The number and per cent among the female workers is almost evenly distributed with 7 or 15.89 per cent cooks, 7 or 15.89 per cent beauticians and 6 or 13.62 per cent maids.

The types of jobs held were similar for the male and female parents of these pupils; for the occupations follow a pattern of general service in each case. Vocational training in the schools can in another generation change this picture.
### TABLE 11

**DISTRIBUTION OF THE JOBS HELD BY THE PARENTS OF THE FORTY-FOUR STUDENTS LIVING IN PRIVATE HOMES, ENROLLED IN THE LEMON STREET SCHOOL, MARIETTA, GEORGIA, 1960-1961**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
<td>4.54</td>
<td>1</td>
</tr>
<tr>
<td>Mechanics</td>
<td>2</td>
<td>4.54</td>
<td>-</td>
</tr>
<tr>
<td>Beauticians</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Chauffeurs</td>
<td>5</td>
<td>11.35</td>
<td>-</td>
</tr>
<tr>
<td>Civil Service</td>
<td>3</td>
<td>6.81</td>
<td>-</td>
</tr>
<tr>
<td>Construction Workers</td>
<td>5</td>
<td>11.35</td>
<td>-</td>
</tr>
<tr>
<td>Cooks</td>
<td>2</td>
<td>4.54</td>
<td>-</td>
</tr>
<tr>
<td>Porters</td>
<td>6</td>
<td>13.62</td>
<td>-</td>
</tr>
<tr>
<td>Janitors</td>
<td>4</td>
<td>9.08</td>
<td>-</td>
</tr>
<tr>
<td>Maids</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Preachers</td>
<td>2</td>
<td>4.54</td>
<td>-</td>
</tr>
<tr>
<td>Truck Drivers</td>
<td>3</td>
<td>6.81</td>
<td>-</td>
</tr>
<tr>
<td>Barbers</td>
<td>2</td>
<td>4.54</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>81.72</td>
<td>8</td>
</tr>
</tbody>
</table>

Jobs Held By the Parents in Private Homes. -- Table 11, above, presents the data on the jobs held by the parents of the children living in Private Homes and reveal a wide diversity of occupations. The highest per cents of occupations was in the unskilled type, with
five or 11.35 per cent construction workers, 5 or 11.35 per cent chauffeurs and 6 or 13.62 per cent porters. The low percentages of occupations for the male was 2 or 4.54 per cent each for teachers, preachers, mechanics, barbers, all skilled or professional occupations. The data support the fact that the men dominate the occupational field 36 or 81.72 per cent to 8 or 18.16 per cent for the females.

The data also reveal that only 8 or 18.16 per cent females of the group worked at any occupations. The data further reveal that the three occupations indicated for the women ranked as follows: maids, 4 or 9.08 per cent, beauticians, 3 or 6.81 per cent and 1 or 2.27 per cent, teacher. These data indicate for the women a healthy situation for they appear to indicate that most of the mothers are busy at home and in a position to develop close family ties and to give their children the supervision and attention needed.

ANALYSIS OF TABLE 12

Policies and Procedure of Parents.—The data on the responses of the parents to questionnaire to items pertaining to policies with children and the Parent Teachers Association are presented in Table 12. The questionnaires in many instances were ignored. The ones returned did not give too much information as many were followed up with interviews, the responses were more enlightening. The data responses to the interviews are shown in Table 12, page 37.

Public Housing—Out of the 414 questionnaires sent to the 414 parents of the children living in the Public Housing Projects, the number and per cent of responses to the items were as follows: the
TABLE 12


<table>
<thead>
<tr>
<th>Item—Question</th>
<th>Public Housing</th>
<th>Private Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  Per Cent</td>
<td>No  Per Cent</td>
</tr>
<tr>
<td>Do you have strict rules regarding your child's attendance?</td>
<td>18 41.04</td>
<td>13 29.69</td>
</tr>
<tr>
<td>Do you check on your child's whereabouts?</td>
<td>26 59.28</td>
<td>5 11.40</td>
</tr>
<tr>
<td>Do you require your child to study?</td>
<td>31 70.68</td>
<td>0 0.00</td>
</tr>
<tr>
<td>Do you attend P.T.A. Meetings and check with the Teacher on your child's progress?</td>
<td>12 27.36</td>
<td>7 15.96</td>
</tr>
<tr>
<td>Has your child been involved for any reason with the Juvenile Courts?</td>
<td>2 4.56</td>
<td>29 66.12</td>
</tr>
</tbody>
</table>

"yes" responses ranged from a low of 2 or 4.56 per cent for "Has your child been involved for any reason with Juvenile Courts to a high of 31 or 70.68 per cent for "Do you require your child to study," the other "yes" responses ranked as follows: 26 or 59.28 per cent for "Do you check on your child's whereabouts," 18 or 41.04
per cent for "Do you have strict rules regarding your child's attendance," and 12 or 27.36 per cent for "Do you attend P.T.A. meetings and check on the progress of your child."

The "no" responses ranged from a low of 0 for "Do you require your child to study," to a high of 29 or 66.12 per cent for "Has your child for any reason been involved with the Juvenile Courts," other responses were as follows: 5 or 11.40 per cent for "Do you check on your child's whereabouts," 7 or 15.96 per cent for "Do you attend P.T.A. meetings and check with the teacher on your child's progress," and 13 or 29.69 per cent for "Do you have strict rules regarding your child's attendance."

_Private Homes._—Out of the 144 questionnaires sent to the parents of the children in the Private Homes, the number and percent of responses to the items were as follows: the "yes" responses ranged from 1 to 2.28 per cent for "Has your child been involved for any reason with the Juvenile Courts?" to 38 or 85.64 per cent for "Do you have strict rules regarding your child's attendance," "Do you check on your child's whereabouts," "Do you require your child to study," respectively. The other "yes" response was 36 or 81.08 per cent for "Do you attend P.T.A. meetings and check with the teacher on your child's progress."

The "no" responses were 2 or 4.56 per cent for "Do you attend P.T.A. and check with the teacher on your child's progress" and 37 or 83.36 per cent for "Has your child been involved for any reason with the Juvenile Courts."

Summary — The data reveal that the Private Homes students are
TABLE 13

DISTRIBUTION OF THE RESPONSES PERTAINING TO REASONS FOR DROPOUTS AS OBTAINED IN INTERVIEWS WITH THE PARENTS OF THE FORTY-FOUR STUDENTS FROM PUBLIC HOUSING AND FORTY-FOUR STUDENTS FROM PRIVATE HOMES, ASKING FOR REASONS FOR DROP-OUTS AND ABSENTEEISM AT LEMON STREET SCHOOL, MARIETTA, GEORGIA, 1960-1961

<table>
<thead>
<tr>
<th>Reasons for Drop-outs and Absenteeism</th>
<th>Public Housing</th>
<th>Private Homes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>To Help Family Income</td>
<td>1</td>
<td>11.11</td>
<td>0</td>
</tr>
<tr>
<td>Felt they were failing in classes anyway</td>
<td>1</td>
<td>11.11</td>
<td>1</td>
</tr>
<tr>
<td>Indifference of Parents</td>
<td>1</td>
<td>11.11</td>
<td>0</td>
</tr>
<tr>
<td>To work for Necessities for Themselves</td>
<td>2</td>
<td>22.22</td>
<td>0</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>1</td>
<td>11.11</td>
<td>0</td>
</tr>
<tr>
<td>Involved with Juvenile Authorities</td>
<td>2</td>
<td>22.22</td>
<td>1</td>
</tr>
<tr>
<td>Over Sixteen not Interested</td>
<td>1</td>
<td>11.11</td>
<td>1</td>
</tr>
</tbody>
</table>

better disciplined and the parents show more interest in them.

Thirteen or 29.64 per cent of the Public Housing parents did not respond to any questions. Six or 13.68 of the Private Homes parents
did not respond to any questions.

**Distribution of Responses to Interviews Giving Reasons for Drop-outs and Absenteeism.**—Table 13, page 39, presents the summary of the reasons given for drop-outs and absentees in the groups of forty-four students from the Public Housing and forty-four students from Private Homes, respectively, enrolled in the Lemon Street School of Marietta, Georgia, 1960-1961.

**Public Housing**—The data reveal that of the forty-four parents living in the Public Housing Projects, nine were interviewed. Seven or 77.77 per cent of the nine gave various reasons when interviewed as to why the students dropped out. Two or 22.22 per cent were forced to work to have the necessities of life, 1 or 11.11 per cent felt that he would not make his grade, 1 or 11.11 per cent dropped out to help support their immediate family, 1 or 11.11 per cent had parents that were indifferent about education, 1 or 11.11 per cent dropped out because of pregnancy, 1 or 11.11 per cent was over 16 years of age and anxious to quit school, 2 or 22.22 per cent were constantly involved with Juvenile Authorities for prolonged absences from school, vandalism and finally ending up in training school.

**Private Homes**—The data indicates that only 3 or the 14 parents in Private Homes were interviewed about the reasons for drop-outs, two or 66.66 per cent of the 3 parents gave reasons of poor grades in one case and one was over 16 years of age and did not care for school, 1 or 33.33 per cent was constantly in the Juvenile Courts for varied minor offenses and breaking probation. He was
finally committed to a training school. The total number from the
Private Homes group was 3 or 6.81 per cent of the group of forty-
four parents.

**Summary of Findings.**-- A general summary of the findings of
this study is enumerated in the statements which follow:

1. It would appear from the findings that the students from
   Public Housing Projects and Private Homes were experiencing
   approximately the same level of achievement.

2. The data indicated that the students from Private Homes
   attended school more regularly than those from Public
   Housing.

3. The data revealed a greater number of drop-outs among
   students from Public Housing group than those of the
   Private Homes group.

4. The data revealed that students living in Private Homes
   seem to be more disciplined or better socially adjusted.

5. It would appear that the occupations of the parents living
   in Private Homes more diversification and with fewer
   mothers working than the Public Housing group.

6. The data points to the fact that obscene language is a
   common factor and is not influenced by environment.

7. It would seem to be the tendency of the students from the
   Private Homes group to manifest a larger degree of promotion.
CHAPTER III
SUMMARY AND CONCLUSIONS

Introductory Statement.--Earliest civilization, in all forms, primitive and otherwise, was imbued with the educational processes. Throughout the ages, these processes have undergone many and various changes.

The necessities of life; food, shelter and clothing have posed a problem for man as long as he has existed. It is not surprising that in the evolution of things that education and one or all three of these basic necessities should at some time or another be affected by each other.

It is evident that environment has much to do with the progress of school pupils. Pupils coming from varied homes bring varied problems to school. School disability can often be traced to adverse environmental factors such as a home lacking culture. There is agreement among educators that children from higher socio-economic status groups are less maladjusted than children from lower socio-economic status groups.

The national trend has been to clear out slum areas and rebuild with project type housing. This study is not intended to show cause and effect, but to show that the problems stated are characteristic of project type housing and possible suggestions for remedy.

Housing Projects have grown and have been developed throughout the United States. In time, the impact of this type of housing was
or is felt in the social, educational and economic phases of our present civilization.

In 1941, the Fort Hill Homes for Negroes was opened. It replaced many substandard homes in the same vicinity thereby offering better housing to many Marietta citizens.

In 1952, the Lyman Homes Project was opened to clear a slum area. Since the opening of these projects, migrants from rural areas have found homes here. These two projects house the largest concentration of Negro children attending the Lemon Street Public Schools with a total enrollment of 1075.

One hundred Junior and Senior High School Students live in the projects. One hundred and ninety-six elementary students live in the projects, total number, two hundred and ninety-six, which comprises twenty-eight per cent of the total enrollment.

An analysis of this group as related to the Lemon Street Schools would give an insight on the majority of problems connected with the schools and would also show some positive results.

Evolution of the Problem.— After an observation of the pupils' performance in adjusting themselves to classroom situations, the writer became increasingly sensitive to the meaningfulness of the behavior of the pupils and their needs. Further, the question arose

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1 One Elementary School, 196. One Senior High School, 44. One Junior High School, 56. Total 296.
2 Records of Principal's Office.
3 Records of both Principals' Offices.
as to what we, the educational personnel, could do to help the students solve the problems with which they were confronted.

After making many home visits, the staffs of the schools concluded that the key to the problem was the home environment. Therefore, the writer felt that the study of this home-school relationship would be of value to others who are interested in the welfare and development of these students as well as others interested in the problem of public housing upon a school population.

Contribution to Educational Knowledge and Practice.--The writer hopes that the results of this study will be of value to the teachers of Lemon Street Schools, and to other school situations which are comparable to the Marietta, Georgia situation.

It is the opinion of the writer that the patterns of the socio-economic factors indicate within a Public Housing environment in such a way that early recognition of the problems of the school children will be of benefit to the teacher and students. The value of this study will be the extent to which the findings are utilized.

Statement of the Problem.--The problem involved in this study was to determine the extent to which environmental factors are associated with and/or influence the scholastic achievement, attendance, and behavioral patterns of pupils living in a Public Housing Project as compared to pupils living in the regular or usual residential areas of Marietta, Georgia, 1960-1961.

Limitations of this Study.--Limitations of this study will cover three main areas: (a) the problems are of one particular locale,
namely; Marietta, Georgia, (b) the extent to which Marietta Schools and Public Housing are comparable with other school community situations; and (c) the extent to which the findings and interpretations will be used by the Marietta School System.

Purpose of the Study.-- The major purpose of this study was to ascertain to what extent the academic achievement, attendance, and behavioral patterns are different for pupils living in a Public Housing Project as compared to those pupils living in the usual residences of Marietta, Georgia, 1960-1961.

The specific purposes are:

1. To determine the difference in the school attendance record for Public Housing and Non-Public Housing pupils.

2. To determine the difference in the drop-out index for Public Housing and Non-Public Housing pupils.

3. To determine the difference in the scholastic achievement of Public Housing and Non-Public Housing pupils.

4. To determine the difference in the conduct records and referrals of Public Housing and Non-Public Housing pupils.

5. To determine the difference in the attitude patterns of Public Housing and Non-Public Housing pupils enrolled in the Lemon Street Schools, Marietta, Georgia, 1960-1961.

6. To formulate whatever implications for educational theory and practice as may be indicated by the data.

Definition of Terms.-- The significant terms used throughout this study are characterized below:

1. "Impact," indicates the relative influence of social and economic institutions upon the educational program and pupil personnel.

2. "Public Housing," as used in this study, indicates low-rent housing built with Federally-aided funds and operated by Local Authorities.
3. "Migrant," as used in this study, pertains to persons who have changed their habitat.

4. "Absenteeism," as used in this study indicates irregular school attendance.

5. "Drop-outs," as used in this study, refers to students who have attained age 16 and refuse to continue school.

6. "Poor Grades," as used in this study, refers to students whose average marks are below the lowest passing mark.

7. "Moral Standards," as used in this study, refers to the ethics as practiced and accepted by a group, but are not desirable and acceptable to the general societal orders.

Locale and Research-Design of Research.-- Significant aspects of the Locale and Design of this research are indicated below.

1. Locale: This study was conducted at the Lemon Street Schools and the Fort-Hill-Lyman Homes Projects, Marietta, Georgia, during the school year of 1960-1961.

2. Method of Research: The Descriptive-Survey Method of research, utilizing the specific techniques of the questionnaire, school records, home visitations, and interviews, was used to gather the necessary data required to fulfill the expressed purposes of this research.

3. Subjects: The subjects involved in this study were: (a) one hundred and ninety-six pupils from the Lemon Street Elementary School, fifty-six pupils from the Junior High School, and forty-four from the Lemon Street High School; (b) two groups of forty-four (44) pupils each from the Public Housing Projects and Private Homes, were selected out of the total school population; and (b) the parents of the pupils from each of the two groups.

4. Instrument/Materials: The instrument and materials used to collect the data were as follows: (a) The California Achievement Test, (b) School Records on Attendance, Promotion, Behavioral Records, (c) Records of the Visiting Teacher and Truant Officer, and (d) Home-visitations and interviews with parents.

5. Criteria of Reliability: The significance of the difference on school achievement was referred to Fisher's "t" of 2.58 at the .01 per cent of confidence; the genuineness and accuracy
of the responses to questionnaire items; the validity of the reactions during interviews; and the accuracy and reliability of the official records, all of which, constituted the sources of the data.

6. Procedure: The procedural steps followed were as follows:

(a) Permission to conduct this study was secured from proper school and housing authorities.

(b) A survey of the related literature pertinent to this research was made, summarized, included in the thesis copy.

(c) The school records were examined to locate those pupils who are residing in the Public Housing Projects, and a comparable group of pupils not living in a public housing project, that is, living in regular residences.

(d) The number of public housing students were matched with a comparable number of non-public housing pupils chosen at random from school class rolls.

(e) The scholastic record of the two groups of subjects: (a) public housing and (b) regular residence were abstracted from official school records.

(f) The attendance records of the two groups of subjects: (1) Public Housing and (2) regular residence were abstracted from official school records.

(g) The drop-out records of the two groups of subjects: (1) public housing and (2) regular residence were abstracted from official school records.

(h) The conduct-record from school records and other records (housing, visiting teacher and Juvenile Court) of the two groups of subjects: (1) public housing and (2) regular residence was abstracted from official records.

(i) A questionnaire was designed to ascertain the attitudes of the two groups of subjects.

(j) The data from the school records, public housing records, and questionnaire were assembled in appropriate tables and statistically treated as indicated by the nature of the data and the expressed purposes of the study.

(k) The statistical measures used were: Mean, median, standard deviation, standard error of the mean, Fisher's "t", 
frequency and per cent.

(1) The findings, conclusions, implications, and recommendations stemming from the analysis and interpretation of the data were written up and constitute the content of the finished thesis.

Summary of Related Literature.—The review of the related literature pertaining to the problems of this research has led to the selection and generalization of the more important theories, principles and research findings which pertain to the problems of drop-outs, conduct, absenteeisms, and achievement, which are summarized in the abstracted statements to follow in the immediate paragraphs:

Factors That Affect Drop-outs:

1. Lack of stimulation to creative school work.
2. Lack of family life; broken homes.
3. Lack of essentials.

Factors That Affect Conduct:

1. Warped personalities.
2. Anti-social attitudes.
3. Not interested in school.

Factors That Affect Absenteeism:

1. Indifferent parents.
2. Out of school employment.
3. Domestic problems.

Factors That Affect Achievement:

1. Curriculum problems and study habits.
2. Correlation between intelligence and emotional stability.
3. Socio-economic status as related to academic achievement and development.

RESUME OF FINDINGS

Findings.—The summation of the findings of this research was derived from the data gathered through the use of the California
Achievement Test, the questionnaire, and interviews is presented under the appropriate categories immediately to follow.

The Raw Scores on The California Achievement Test (Tables 1 and 2)

On the California Achievement Test, the data were as follows:

For the Public Housing group, the mean was 8.54, median 9.07, standard deviation .75, and S.E. mean of .16; whereas, for the Private Homes group, the mean was 9.07, median 9.5, standard deviation .73, and S.E. mean of .15. The Standard error of the difference between the two means was .02, with a "t" of 2.5 which was (was not) significant.

The Drop-outs for the Two Groups (Table 3)

The data reveal the distribution of the drop-outs was greatest during the months of December and April, 2 or 22.22 per cent each month giving a total of 4 or 44.44 per cent of the total number of drop-outs. It is to be noted that there were 3.5 times as many drop-outs for the group of pupils from Public Housing projects as from the Private Homes.

The Number Promoted by Grade (Table 4)

The data in Table 4 indicated that the number of students from Public Housing was practically the same in each class, 9 each in 9th and 10th and 8 each in 11th and 12th, giving a total of 34 of the 44 students involved who had averages for scholarship of 70 or above. The students from the Private Homes showed a wider numerical gap with a low of 7 for the 12th grade, 8 for the 9th grade, 11 from the 10th
grade and 12 from the 11th grade. The total number of students from Private Homes who had a scholarship average of 70 or above was 38.

The Non-promotions for the Two Groups
(Table 5)

The non-promotions for the Public Housing group ranged from 1 or 6.25 per cent in the 12th grade to 1 or 25 per cent in the 10th grade. For the Private Homes group, the non-promotions were as follows: 1 or 6.25 per cent for the 9th and 12th grades and 2 or 12.50 per cent for the 10th and 11th grades.

The Absences by Grades for the Two Groups
(Table 6)

The absentees in the Lemon Street School were to be as follows: For the 9th grade 65 or 14.95 per cent and 21 or 4.83 per cent of the pupils from Public Housing Projects and Private Homes, respectively; for the 10th grade 91 or 20.93 per cent and 37 or 8.51 per cent of the pupils from Public Housing Projects and Private Homes; for the 11th grade 84 or 19.32 per cent and 30 or 6.90 per cent for the pupils from Public Housing Projects and Private Homes, respectively; and for the 12th grade 69 or 15.53 per cent and 39 or 8.97 per cent of the pupils from Public Housing Projects and Private Homes, respectively. The total absentees for the Public Housing Projects Group was 309 or 70.73 per cent and for the Private Homes Group 127 or 29.21 per cent of the total of 436 absents. Overall, the absences for the Public Housing Projects Group of pupils was 2.5 times larger than the absentees for the Private Homes Group.
The Absentees by the Month for the Two Groups
(Table 7)

The data on absentees by the month indicated the following: for the group of Public Housing students, the absentees by months ranged from 12 or 2.75 per cent for September to 59 or 13.51 per cent for April. It would occur then that the absentees were greatest in the months of January with 51 or 11.68 per cent, February with 44 or 10.08 per cent and April with 59 or 13.51 per cent.

For the Private Homes group the data reveal that the absentees by the months ranged from a low of 2 or .45 per cent for the month of May to a high of 22 or 5.04 per cent for the month of January. November showed 21 or 4.81 per cent, February 19 or 4.35 per cent, April 17 or 3.89 per cent, December 16 or 3.66 per cent, March 14 or 3.21 per cent, October 11 or 2.52 per cent and September 5 or 1.15 per cent.

The Conduct Records of the Two Groups
(Table 8)

The conduct records of the 88 students being involved in this study reveal that 35 of the students had committed offenses. Twenty-one of the students from the Public Housing group had records as follows: 2 for impertinence, 3 for lying and cheating, respectively, 5 for fighting and 8 for obscene language, giving a total of 21 of the Public Housing group with conduct records. The students from Private Homes had 14 of their number to show conduct records, they were as follows: 1 for cheating, 2 for fighting, 3 for lying and impertinence, respectively, and 8 for obscene language. The total
number was \(14\) of the \(44\) Private Homes students involved in this study.

### Consolidated Data of the Two Groups

**Table 9**

Table 9 portrays the data concerning the four areas concerned in this study. The consolidated table shows 307 or 70.73 per cent absentees for Public Housing as compared to 127 or 29.21 per cent absentees for the Private Homes group. Public Housing group has 7 or 77.77 per cent drop-outs as compared to 2 or 22.22 per cent drop-outs for the Private Homes group. The promotions in the Public Housing group were 34 or 46.92 per cent in contrast to 38 or 52.44 per cent of the Private Homes group. Ten or 62.50 per cent were not promoted from Public Housing group while 6 or 37.50 per cent were not promoted from the Private Homes group, 2 or 66.66 per cent were sent to training school for accumulated charges from the Public Housing group while 1 or 33.33 per cent from Private Homes group was classed as delinquent. The conduct records reveal 21 or 59.85 per cent were from the Public Housing group while 14 or 39.90 per cent were from the Private Homes group.

### Jobs Held by Parents of the Two Groups

*Tables 10 and 11*

The data in Tables 10 and 11 reveal that the occupations of the parents are similar in many respects. The parents in the Private Homes have more diversified occupations and appear to have more skills and training than those in the Public Housing Projects.

Public Housing parents' occupations show 2 barbers, 2 cooks and
2 brickmasons for a 4.54 per cent each; 4 or 9.08 per cent for porters; 6 or 13.62 per cent for janitors; 8 or 18.16 per cent for construction workers among the male. The female occupations were as follows: 6 or 13.62 per cent maids, 7 or 15.89 per cent for beauticians and cooks, respectively.

Private Homes Parents' occupations were as follows: 2 or 4.54 per cent were teachers, mechanics, preachers, cooks, barbers, respectively, 3 or 6.81 per cent were truck drivers and civil workers, respectively; 4 or 9.08 per cent were janitors, 5 or 11.35 per cent were chauffers and construction workers, respectively, 6 or 13.62 per cent were porters, among the male parents. The female occupations were as follows: 1 or 2.27 per cent, teacher, 3 or 6.81 per cent beauticians, 4 or 9.08 maids.

The Responses to the Questionnaire Items on Parental Policies and Procedures (Table 12)

The data revealed that of the 44 questionnaires sent to the Public Housing Parents, 31 responded. To the item, "Do you require your child to study?" 31 answered "yes" with none answering "no". To the item "Do you check on your child's whereabouts?" 26 answered "yes", 6 answered "no". To the item "Do you have strict rules regarding your child's attendance?" 18 answered "yes", 13 "no". To the item, "Do you attend P.T.A. meetings and check with the teacher on your child's progress?" 12 answered "yes", 7 answered "no". To the item "Has your child been involved for any reason with the
Juvenile Courts? 2 answered "yes", 29 answered "no".

Of the 44 questionnaires sent to the parents of the Private Homes group, 39 responded. To the items, "Do you have strict rules regarding your child's attendance?", "Do you check on your child's whereabouts?", "Do you require your child to study?", 38 parents answered "yes" with none answering "no". To the item "Do you attend P.T.A. meetings and check with the teacher on your child's progress?", 36 answered "yes" and 2 answered "no". To the item "Has your child been involved for any reason with the Juvenile Courts?", 1 answered "yes", 37 answered "no".

The Interview Responses to Questions of Parental Control and Participation
(Table 13)

The interviews were follow-ups mainly of the 12 students above 16 years of age, and their attendance records showed "withdrawn" during the 60-61 term. The interviews revealed that of the Public Housing group, 1 or 11.11 per cent dropped out "to help family income," "felt they were failing in classes anyway," "indifference of parents," "no longer interested in school," and "pregnancy," respectively, 2 or 22.22 per cent withdrew "to work for necessities for themselves," and 2 or 22.22 per cent were sent to training schools for vandalism and accumulated misdeameanors. The Private Homes group had 1 or 11.11 per cent to drop-out because they "felt they were failing in classes anyway," "no longer interested in school," "involved with Juvenile Authorities," respectively.
Conclusions.-- The findings of this study appear to warrant the following conclusions:

1. It would appear that the students from Public Housing Projects and Private Homes were experiencing approximately the same level of school achievement.
   
   (a) There was not any significant difference in the achievement of the two groups as measured by the California Achievement Test.

2. It would appear that the students from Private Homes attend school more regularly than those from Public Housing Projects.

3. It would appear that there is far greater number of drop-outs among the students of the Public Housing group than from those of the Private Homes group.

4. It would appear to be the tendency for the students from the Private Homes group to manifest a larger degree of promotion.

5. It would appear that the occupations of parents of the students living in Private Homes showed more diversification; and with fewer mothers working than the Public Housing group.

6. It would appear from the data on conduct of the two groups that the students living in Private Homes are more disciplined or better socially adjusted than those living in Public Housing Project.

Implications.-- The implications for educational theory and practice which grew out of this study are presented below:

1. It would appear that there is an apparent desirable affect of Private Home environment over Public Housing environment in fostering the achievement of youth.

2. Parents in Private Homes tend to have a greater interest in and supervision of their children at home, at school, and in the community.

3. The greater task that the school has in the motivation and directed learning of pupils coming from Public Housing is indicated by the number of drop-outs, non-promotions and absentees.
4. It would appear from these data that both groups need much attention with respect to school experiences.

**Recommendations.**—It is felt that the findings of this research would warrant the following recommendations:

1. That a more thorough guidance program be inaugurated in the Lemon Street School.
2. That a closer teacher-parent-pupil relationship be initiated.
3. That there be employed more than one visiting teacher for this community.
4. That school and community agencies explore all of the undesirable school-community environmental factors which affect the school's program, with a view towards identifying and proposing approaches to the solution of these problems.
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Unpublished Material


APPENDIX
LETTER


From: Preston A. Williams, Teacher, Lemon Street School, Marietta, Georgia

Dear Parent:

I write to solicit your cooperation in a study which I am conducting on The Impact Of Public Housing Projects Upon Students Of Lemon Street Public Schools, Marietta, Georgia, Term 1960-1961. While this study will enable me to partially meet the requirements for the Master of Arts Degree at Atlanta University, it has more meaning than that, as revealed in the enclosed questionnaire.

I am asking you to participate in this study by answering the enclosed questionnaire and return to me now. Your cooperation will greatly facilitate the conduct of this study.

Please find enclosed a copy of the questionnaire and a self addressed stamped envelope for your convenience in answering the questionnaire and returning it to me.
QUESTIONNAIRE

THE IMPACT OF PUBLIC HOUSING PROJECTS UPON STUDENTS OF THE LEMON STREET PUBLIC SCHOOL, MARIETTA, GEORGIA, 1960-1961

A Questionnaire

For


(Note: Please answer all questions. Your answers will be confidential and will only be used for statistical purposes and for improvement of our school program).

Name of Parent ___________________________ Date ___________________

Address _______________________________________________________

Name of Student (this filled in by questioner) _________________________

Do you have strict rules regarding your child's attendance? ______ yes or no

Do you check on your child's whereabouts? ______ yes or no

Do you require your child to study? ______ yes or no

Is your child provided with adequate place to study? ______ yes or no

Do you allow your child out during school nights? ______ yes or no

Do you attend P. T. A. meetings and check with the teacher on your child's progress? ______ yes or no

Does your family attend Church regularly? ______ yes or no

Has your child been involved for any reason with the Juvenile Courts? ______ yes or no

Has the Visiting Teacher or Truant Officer ever contacted you about your child? ______ yes or no
VITA

Preston Alfred Williams

Education: Attended Elementary School in Marietta, Georgia, High School and Undergraduate Study at Morris Brown College, Atlanta, Georgia. Graduated from Morris Brown College. Plan to complete requirements for Master of Arts Degree, Atlanta University, Atlanta, Georgia, June, 1962.

Field of Concentration: Elementary Education Administration.

Experience: Fourteen years Junior High School Science Teacher, Lemon Street High School, Marietta, Georgia. Two years Teacher of Remedial Classes, United States Navy, Pensacola Naval Air Base, Pensacola, Florida. Five years Veteran's Training Classes, Teacher. One year Teacher Adult School, Marietta, Georgia. Recreational Supervisor, Marietta Housing Authority, Marietta, Georgia - three Summers.