

A STUDY OF WITHDRAWALS IN THE DAVID T.  
HOWARD ELEMENTARY-JUNIOR HIGH SCHOOL  
FOR THE FIRST SEMESTER  
1943-1944

A THESIS

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BY

REBECCA ELOISE DICKERSON

DEPARTMENT OF EDUCATION

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of Problem . . . . .	1
Purpose of this Study . . . . .	1
Limitations . . . . .	1
Related Literature . . . . .	1
Method of Procedure . . . . .	4
II. INTERPRETATION OF DATA . . . . .	5
Part 1 - General Status of Withdrawals . . . . .	5
Enrollment by Grades . . . . .	5
Extent of Withdrawals . . . . .	6
Reasons for Withdrawal as Given by Teachers . . . . .	8
Ages of Pupils Who Withdrew . . . . .	10
Scholarship of Pupils Who Withdrew . . . . .	11
Part 2 - A Study of a Selected Group . . . . .	12
Composition of the Group . . . . .	12
Children's Reasons for Withdrawing . . . . .	13
Status of Pupils Who Had Gone to Work . . . . .	15
Occupations of Employed Pupils . . . . .	16
Wages . . . . .	17
Working Hours . . . . .	18
Length of Present Employment . . . . .	19
Children's Reasons for Liking or Disliking School . . . . .	20
Parents' Attitude Toward the Children Who Withdrew . . . . .	22
Parent Employment and Size of Family . . . . .	24
Parent Relationship . . . . .	25
Community Environment . . . . .	26
III. SUMMARY AND CONCLUSION . . . . .	27
BIBLIOGRAPHY . . . . .	30
APPENDIX . . . . .	32

## LIST OF TABLES

Table	Page
1. Showing Enrollment by Grades . . . . .	6
2. Showing Number and Per Cent of Withdrawals by Grades . . . . .	7
3. Showing the Number of Withdrawals and the Various Reasons as Given by Teachers . . . . .	10
4. Showing the Age Distribution of Pupils Who Withdrew . . . . .	11
5. Showing the Number of Students Who Withdrew With Satisfactory or Unsatisfactory scholarship for Each Grade . . . . .	12
6. Showing Children's Reasons for Withdrawing . . . . .	15
7. Showing Number of Pupils by Age and Sex Who Were Found to be Working . . . . .	16
8. Showing the Occupations of Pupils Who Had Gone to Work . . . . .	17
9. Showing the Distribution of Weekly Salaries of the Pupils Who Were Working . . . . .	18
10. Showing the Length of Time Pupils Have Been Working on Present Job . . . . .	19
11. Showing Children's Reasons for Liking School . . . . .	20
12. Showing Children's Reasons for Disliking School . . . . .	21
13. Showing by Grades the Number of Parents Approving or Disapproving of Children Being Out of School . . . . .	23
14. Showing by Ages the Number of Parents Approving or Disapproving of Children Being Out of School . . . . .	23
15. Showing the Size of the Families of the Students in the Special Study Group. . . . .	24
16. Showing the Number of Pupils Whose Parents are Living Together and the Number Whose Parents are Not Living Together . . . . .	25

## CHAPTER I

### INTRODUCTION

Statement of the Problem.--This is a study of withdrawals in the David T. Howard Elementary-Junior High School, Atlanta, Georgia, during the first semester of 1943-44.

Purpose of the Study.--The purposes of this study are: (1) to determine the reasons for withdrawals; and (2) to ascertain the social and economic characteristics of the members of the withdrawal group.

Limitations.--The study is limited to the three hundred pupils of the David T. Howard Elementary-Junior High School who withdrew during the first semester of the school year 1943-1944. Thirty boys and 52 girls that were promoted to senior high school were not included in this study.

Related Literature.--So far, there is little in the literature of social work and of education on school leaving and school leavers.

Some studies have been made in different sections of the country to determine the reasons children leave school. From these studies, it may be concluded that school leavers as a whole have the same paramount reasons for withdrawing from school.

During the school year, 1939-1940, the high school faculty at Richmond, Indiana, under the direction of William G. Bate,<sup>1</sup> superintendent of schools, conducted a rather extensive study of withdrawals in order to determine what becomes of these students after leaving school.

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<sup>1</sup> "Study of Withdrawals in Richmond, Indiana," American School Board Journal, CII (February, 1941), p. 66.



In the study it was found that the typical or average age of the withdrawal was sixteen years. According to the study, the withdrawing boy was either at the tenth-grade level or he was a special pupil in the junior high school. If employed, he was likely to be found working in a factory, in an irregular job, or in a job of lower level. In a study of the reasons given for withdrawal, it was noted that age, employment, health, and marriage were contributing factors. In cases where "sixteen years old," was given as the reason for withdrawal, it was usually shown that there was a poor school adjustment or little real success in school work. Where work was given as the reason, the record showed that in many of the cases there was a lack of interest in school and a lack of success in studies.

Harl R. Douglas and Kate Wind<sup>1</sup> made a study of the factors related to withdrawal from junior high schools in Minneapolis, Minnesota. The purpose of their investigation was to measure the differences in age-grade status, mental ability, school grades, and socio-economic status of pupils who were eliminated from the junior high schools of Minneapolis, and those who were retained through the ninth grade. In this study it was found that all the eliminated pupils were retarded. This fact is the logical result of a well enforced status requiring attendance until the age of sixteen, together with the enlightened attitude of the school people, labor leaders, and employers of Minneapolis, with respect to work permits. The median age at withdrawal was 16.3, and only a fourth of the withdrawing pupils remained until the age of sixteen and a half. Their study also shows that the with-

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Harl R. Douglas and Kate Wind, "Factors Related to Withdrawal from Junior High Schools in Minneapolis" Elementary School Journal, XXXVII (January, 1937), pp 375-80.

drawing pupils came most heavily from the homes of laborers.

S. Cornelius,<sup>1</sup> in an article entitled "School Leaving," stated:

In 1930, for the nation as a whole, typical school-leavers were seventeen years old or a little older or younger. Youths leaving before their fifteenth birthday or after the twentieth were relatively few. By stated, school holding varied widely -- from California, where it was highest, to Georgia, where it was lowest.

In analyzing the causes of retardation and elimination in a Negro elementary school of six grades, in Norfolk, Virginia, Purvis J. Chesson<sup>2</sup> found that the chief causes of drop-outs were: leaving the city, lack of finances in the home, and personal illness.

Louise Snyder<sup>3</sup> made a study of withdrawals in the Los Angeles City College in Los Angeles, California. From her investigation she found that 46 per cent of the withdrawal group gave work as the paramount reason for discontinuing school. In a certain percentage of these cases, however, work was merely an escape from an unpleasant or unprofitable school situation.

Illness was responsible for the next highest percentage of withdrawals. Also, in some of these cases, she found this reason to be a blind for some other problem. Next in order the reasons given for withdrawing as stated in her article were: lesson failures, change of residence, lack of interest and preferences for other schools.

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<sup>1</sup> S. Cornelius, "School Leaving," School and Society, LII (January 4, 1941), pp. 29-32.

<sup>2</sup> Purvis J. Chesson, A Study of Retardation in Abraham Lincoln School, Norfolk, Virginia.

<sup>3</sup> L. M. Snyder, "Why Do They Leave," Journal of Higher Education, II (January, 1940), pp. 26-32.

Method of Procedure.--In January, 1944, the withdrawal sheets from the David T. Howard Elementary-Junior High School were obtained from the attendance office of the Board of Education in the City of Atlanta, Georgia, through Dr. H. H. Bixler, Director of Research and Guidance. These sheets included the names of three hundred pupils, the addresses, date of withdrawal, and the code number of the reasons given by teachers for withdrawals.

Other personal data of withdrawals were secured through Miss Bazoline Usher, principal of the school. These data, consisting of the pupils' names, ages, addresses, grades, sex, scholarship, and reasons for withdrawing were tabulated on individual cards. From these cards, the investigator classified the number of withdrawals as to: age, grade, sex, scholarship, and reasons given by teachers for withdrawal.

A questionnaire<sup>1</sup> was made to determine the socio-economic status of the withdrawal group. Visits were made to 75 of these homes, and either the children or their relatives were interviewed. The information was recorded on the questionnaire and later compiled.

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See Questionnaire in Appendix.

## CHAPTER II

### INTERPRETATION OF DATA

#### Part 1. General Status of Withdrawals

Enrollment by Grades.--The total enrollment of the David T. Howard Elementary-Junior High School for the first semester of the 1943-1944 school year was 2,638 pupils. There were 1342 in the elementary department and 1296 in the junior high school. Of the total enrollment, 1176, or 44.2 per cent were boys and 1462, or 55.4 per cent were girls. The girls outnumbered the boys by 286.

The grades ranged from the first through the sixth in the elementary division. In the junior high school, the grades included the seventh, eighth and ninth. The number of pupils in the ten grades ranged from the lowest enrollment of 155 in the fourth grade to the highest enrollment of 545 in the seventh grade.

In the first grade there were almost 50 per cent boys and 50 per cent girls. The girls outnumbered the boys only by one. It was noted that in the second grade there was a marked decrease of girls. In the third grade the situation was just the reverse, the girls outnumbered the boys. From the fifth through the ninth grades, there was a larger number of girls than boys enrolled in these grades. This data are presented in Table 1, on page 6.

TABLE 1

## SHOWING ENROLLMENT BY GRADES

Grade	Boys	Girls	Total Enrollment
I	103	104	217
II	137	118	255
III	149	169	318
IV	81	74	155
V	85	88	173
VI	92	130	222
VII	241	304	545
VIII	156	239	395
IX	108	228	336
Special Class	24	8	32
Total	1176	1462	2638

Extent of Withdrawals.--For the first semester of the 1943-1944 school year, there was a total of 300 withdrawals or 11.3 per cent of the total enrollment. Of the total number of boys enrolled, 159 or 13.6 per cent withdrew and 141 or 9.5 per cent of the total number of girls withdrew. A comparison of the withdrawals by sex revealed that the number of boys who withdrew exceeded the number of girls by 18. Fifty-three per cent of the total number of those who withdrew were boys and 47 per cent were girls.

Table 2, on page 7, shows the number and per cent of withdrawals by grades. On comparing the withdrawals by grades with the enrollment by grades, it was found that the largest per cent of withdrawals were in the grades with the lowest total enrollment. The fourth grade with the lowest enrollment, 81 boys and 74 girls, had the largest per cent of withdrawals. In this grade, 28.4 per cent of the boys and 24 per cent of the girls with-

drew. The per cent of withdrawals for the whole class of 155 pupils was 26.4.

In the special class with an enrollment of 24 boys and 8 girls, 12 per cent of the boys and 37.5 per cent of the girls withdrew. From the 32 enrolled in this special class, six pupils or 18.7 per cent of the total number withdrew.

The largest number of children withdrawing from school was 60 in the eighth grade and 57 in the seventh grade. The number of boys who withdrew outnumbered the number of girls in both grades.

The fifth and sixth grades had the lowest per cent of withdrawals. This was probably due to their interest in graduating or completing the elementary school. In the sixth grade, 10 girls and two boys or 5 per cent of the enrollment withdrew. In the fifth grade, three boys and six girls or 5.2 per cent of the class withdrew.

TABLE 2

SHOWING NUMBER AND PER CENT OF WITHDRAWALS BY GRADES

Grade	Boys		Girls		Total	
	Number of Withdrawals	Per Cent	Number of Withdrawals	Per Cent	Withdrawals	Per Cent
I	12	11.6	15	14.3	27	13.0
II	16	11.6	7	5.9	23	9.0
III	18	12.0	12	7.1	30	9.4
IV	23	28.4	18	24.0	41	26.4
V	3	3.5	6	6.7	9	5.2
VI	2	2.1	10	7.6	12	5.0
VII	36	14.5	21	6.9	57	10.0
VIII	37	25.0	23	9.6	60	17.0
IX	9	8.3	26	11.4	35	10.0
Special Class	3	12.0	3	37.5	6	18.7
<b>Total</b>	<b>159</b>	<b>13.6</b>	<b>141</b>	<b>9.5</b>	<b>300</b>	<b>11.3</b>

Reasons for Withdrawal as Given by Teachers.--The Atlanta Board of Education provides a withdrawal sheet on which teachers are required to tabulate the number of withdrawals according to coded reasons.<sup>1</sup> This sheet gives the following codes for checking the reasons for children withdrawing from school:

Code

1. Left city
2. Transferred to another teacher
3. Promoted to junior high
4. Transferred to another school in the system
5. Enter junior high trial-promotion
6. Enter junior high (ungraded)
7. Gone to work
8. Enter private school
9. Gone to night school
10. Special office transfer
11. To boys special
12. Suspended
13. Indifferent - under compulsory age
14. Indifferent - over compulsory age
15. Promoted to senior high
16. Deceased
17. Married
18. Other reasons

In the code used for checking withdrawals of pupils, the term "other

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See Appendix for a sample of the withdrawal sheet.

reasons" is used to check any withdrawals that do not fall under the head of any of the reasons that are specifically stated.

An investigation of the reasons for withdrawal as given by teachers showed that the greatest number of pupils, 72, withdrew to go to work. There was quite a bit of transient activity in the homes of these withdrawals. Several of the pupils withdrew because their parents left town to take defense jobs, and these children had to accompany their parents. Other parents had no one to care for their children and sent them to smaller communities to live with relatives who were able to give them more care. Under code 1, 56 students who withdrew had left the city.

The next highest number of pupils, 51, were listed under code 14, as indifferent and over the compulsory school age, which in the State of Georgia is 14 years.<sup>1</sup> The reason given for the withdrawal of 27 children had to do with their own indifference to school. They were all listed as being under the compulsory age.

From Table 3, on page 10, showing the number of withdrawals and the various reasons by codes as given by teachers, it will be observed that a large number of withdrawals was due to code 18, "other reasons." It will be observed also that the teachers' reports showed that 14 pupils entered private school, five went to night school, four left school to get married, and two had a special office transfer. The Board of Education of the City of Atlanta does not provide a special school for colored boys. The one pupil listed under code 11, to boys special, was transferred to the reformatory.

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See Georgia's School Laws Acts 1919, p. 360.



TABLE 3

SHOWING THE NUMBER OF WITHDRAWALS AND THE VARIOUS  
REASONS AS GIVEN BY TEACHERS

Code	Reasons for Withdrawals	Number of Boys	Number of Girls	Total
1.	Left city	27	29	56
2.	Transferred to another teacher	0	0	0
3.	Promoted to junior high	0	0	0
4.	Transferred to another school in the system	14	20	34
5.	Enter junior high trial-promotion	0	0	0
6.	Enter junior high ungraded	0	0	0
7.	Gone to work	39	33	72
8.	Enter private school	6	8	14
9.	Gone to night school	4	1	5
10.	Special office transfer	2	0	2
11.	To boys special	1	0	1
12.	Suspended	0	0	0
13.	Indifferent - under compulsory age	15	12	27
14.	Indifferent - over compulsory age	30	21	51
15.	Promoted to senior high	0	0	0
16.	Deceased	0	0	0
17.	Married	0	4	4
18.	Other reasons			
	1. Left home	1	0	1
	2. Non-resident	1	0	1
	3. In the army	1	0	1
	4. Illness	17	13	30
	<b>Total</b>	<b>159</b>	<b>141</b>	<b>300</b>

Ages of Pupils Who Withdrew.---The form for recording withdrawals did not call for the age or the sex of the pupils who withdrew. This information was obtained from the teachers' records in whose class the student had last enrolled. According to Table 4, on page 11, the 300 pupils who comprised the withdrawal group ranged from six to 17 years of age. The mean

age for these pupils was 11 years and nine months.

There were 93 pupils who withdrew between the ages of 12 and 14 years. Of the pupils who withdrew in the 12 to 14 age group, 66 had not reached the compulsory school age. The number of girls, and the number of boys who withdrew between the ages of 12 and 14 years was approximately the same. The mean age for the entire group was 11 years and nine months.

TABLE 4  
SHOWING THE AGE DISTRIBUTION OF PUPILS WHO WITHDREW

Age in Years	Number of Boys	Number of Girls	Total
17	11	14	25
16	12	13	25
15	9	4	13
14	27	25	52
13	37	30	67
12	29	10	39
11	7	5	12
10	7	16	23
9	13	16	29
8	4	8	12
7	1	0	1
6	2	0	2
<b>Total</b>	<b>159</b>	<b>141</b>	<b>300</b>
<b>Mean</b>	<b>11.8</b>	<b>11.11</b>	<b>11.9</b>

Scholarship of Pupils Who Withdrew.--The form for reporting withdrawals called for a statement as to the type of work the child had done while in school. It classified the pupil's work as either satisfactory or unsatisfactory. From these records, it was found that the majority of these pupils had done satisfactory work in their classes prior to leaving school. From Table 5, on page 12, it will be observed that 84 boys and 84 girls, a

total of 168 pupils, had satisfactory records as compared with 75 boys and 57 girls, a total of 132 pupils, with unsatisfactory scholastic records. In the first six grades, however, the number of pupils with unsatisfactory scholastic records exceeded those with satisfactory scholastic records. From the seventh through the ninth grades there was a marked increase of pupils with good scholastic records. In the eighth grade, with a total of 60 withdrawals, 43 of these pupils had satisfactory records as compared with seven whose scholastic records were unsatisfactory. In the special class the six students who withdrew had poor scholastic records.

TABLE 5

SHOWING THE NUMBER OF STUDENTS WHO WITHDREW WITH SATISFACTORY OR UNSATISFACTORY SCHOLARSHIP FOR EACH GRADE

Grade	Satisfactory Scholarship			Unsatisfactory Scholarship		
	Boys	Girls	Total	Boys	Girls	Total
I	6	5	11	6	10	16
II	8	4	12	8	3	11
III	7	7	14	11	5	16
IV	10	10	20	13	8	21
V	0	4	4	3	2	5
VI	0	6	6	2	4	6
VII	19	11	30	17	10	27
VIII	31	22	53	6	1	7
IX	3	15	18	6	1	7
Special Class	0	0	0	3	3	6
<b>Total</b>	<b>84</b>	<b>84</b>	<b>168</b>	<b>75</b>	<b>57</b>	<b>132</b>

### Part 2. A Study of a Selected Group

Composition of the Group.---From the 300 pupils who withdrew from school, 97 were selected for a more intensive study. The selections were

based on the locality in which the children lived, and on the most pronounced reasons given by the teachers for the pupils' withdrawal. One-half of the pupils recorded under codes 7, 13, 14, 17, and 18, and five who were reported under code 9 were selected for this special study.

Although the selected group was composed of 97 pupils, actual contact was made with only 75 of these pupils. The remaining 22, or their relatives could not be located. The study of the selected group, therefore, is limited to 75 pupils, consisting of 44 boys and 31 girls.

Children's Reasons for Withdrawing.---The homes of the 72 children who could be located were visited and either the children or their relatives, and in some cases, both were interviewed. Several trips had to be made to some homes before actual contact was made. Sixty pupils were actually seen and gave their own information with the aid of relatives. The information regarding three pupils was given by friends who lived in the same house with the children. In 12 other cases, information was secured from parents or relatives only. There were three primary reasons given by these children for leaving school. These reasons were: just didn't want to go to school, got tired of school, and wanted to work and make money.

The reasons for leaving school given by these children and their relatives differed in many respects from the reasons stated by their teachers. In several cases, the children or their relatives gave more than one reason. There were 15 cases in which relatives stated that children did not leave school because of indifference, but because they had to work. In all 15 cases the children had obtained some kind of job. In ten cases, where illness was given as cause for withdrawals, seven pupils were working and three stated that they just got tired of school. In one case, a girl of 15 years

was reported as withdrawing to go to work. She actually withdrew because she was to become a mother. In ten other cases where children were reported as having gone to work, the children were idling around, pretending they were out looking for work. The reasons given in the other cases, by children or relatives were frequently a combination of several reasons. In 14 cases the primary reasons seemed to have been that they just didn't want to go, or they got tired, or they were dissatisfied with school.

Of the 15 children visited who were reported as being ill, none were actually ill. They were either indifferent or had secured a job. In two cases where pupils were reported as having dropped out of school to get married, one girl was married, the other said she was planning to buy herself some nice clothes in preparation for marriage. The latter had obtained a job as a nurse-maid. In general, the reasons for leaving school which seemed to be uppermost in the minds of these children or their relatives were either the desire to make money or just didn't care for school. Sixty of the children interviewed were working on some kind of job.

From Table 6, on page 15, it will be observed that the largest number of children who were interviewed, gave "wanted to work and earn money" as the primary reason for leaving school.

TABLE 6  
SHOWING CHILDREN'S REASONS FOR WITHDRAWING

Reasons	Boys	Girls	Total
Just didn't want to go	7	0	7
Got tired of school	6	1	7
Wanted to work and earn money	31	29	60
Wanted to get married	0	1	1
Total	44	31	75

Status of Pupils Who Had Gone to Work.--From an analysis of these data presented in Table 7, on page 16, it was revealed that 60 of the children were actually employed. For these 60 children a more detailed analysis was made. Of the 60, there were 31 boys and 29 girls, with ages ranging from 11 to 17 years. The ages were secured from the school records as well as by interviewing the children and their relatives. In one instance there was a discrepancy. In this case, the grandmother stated the boy was 16 and the school record gave his age as 14. As birth certificates have to be presented to the teachers when a child first enters school, this boy was included in the 14 year old group. The greatest number of pupils employed were between the ages of 14 and 15 years. These students had reached, or were one year beyond the compulsory school age. The number of boys and girls employed at this level, 14 and 15 years, was about equal. There were 50 pupils who withdrew between the ages of 16 and 17 years. Only 10 of these, 7 boys and 3 girls, were employed.

TABLE 7

SHOWING NUMBER OF PUPILS BY AGE AND SEX WHO WERE FOUND TO BE WORKING

Ages in Years	Number of Boys	Number of Girls	Total
17	1		1
16	6	3	9
15	6	8	14
14	14	13	27
13	1	4	5
12	2	1	3
11	1		1
Total	31	29	60

Occupations of Employed Pupils.—The employed children were found to be working in 19 different occupations. In most cases they were in low level jobs, odd jobs, or in tasks which were irregular. Twelve of the 31 boys who were employed had delivery service jobs. Four were employed at show shine stands and four delivered telegrams. There were only three boys employed who seemed to have worthwhile jobs that offered a chance of advancement. One of these boys was engaged as a photographer's helper, one was as assistant in a bakery shop, and the other was employed by a man whose business was to care for and sell pedigree dogs. The latter boy was very fond of dogs. He left home and was staying at his place of employment, where he had sole care of the dogs. From Table 8, on page 17, it will be seen that most of the girls were employed in laundries, in cafes, or restaurants as waitresses or dishwashers, or in private homes as chamber maids or nurse-maids.

TABLE 8

SHOWING THE OCCUPATIONS OF PUPILS WHO HAD GONE TO WORK

Occupations	Number of Boys	Number of Girls	Total
1. Domestic Service	0	3	3
2. Care of Dogs	1	0	1
3. Delivery Service	12	0	12
4. Laundress	0	7	7
5. Child Care	0	3	3
6. Porter	1	0	1
7. Shoe Shine Boy	4	0	4
8. Waitress	0	5	5
9. Waiter	1	0	1
10. Dishwasher	0	4	4
11. Maid	0	5	5
12. Baker	1	0	1
13. Counter Girl	0	1	1
14. Clark	1	0	1
15. Laborer at Freight Yard	2	0	2
16. Helper on Truck	3	0	3
17. Photographer Helper	1	0	1
18. Telegram Boy	4	0	4
19. Tomato Grader	0	1	1
20.			
<b>Total</b>	<b>31</b>	<b>29</b>	<b>60</b>

Wages.--Of the 60 children employed, Table 9, on page 18, shows that 15 of the 60 children were working for wages ranging from \$7.50 to \$9.50 per week. The mean wage for the group was \$12.53 per week. Eight of the pupils in the salary bracket ranging from \$7.50 to \$9.50 per week were girls who were employed in laundries, in domestic services or in restaurants as waitresses. The largest number of boys received salaries ranging from \$13.50 to \$19.50 per week. The majority of the boys receiving this salary were employed in the delivery service. Only one boy received a salary as high as \$27.50 per week. He was employed at a freight yard for ten hours a day.



Forty-five of the 60 children employed reported that their wages were used in contributing to their families, in helping to support themselves, and for their recreation. Two boys and 3 girls, a total of 5 pupils, claimed they contributed all their money to help support their families. Ten of the children used their money solely for their own support and recreation. Most of these said that there was little, if any money left, after fulfilling their obligations. One boy bought a \$25.00 war bond. None had a saving account. They expressed a desire to save some money when they had worked long enough to acquire the things they wanted or needed.

TABLE 9

SHOWING THE DISTRIBUTION OF WEEKLY SALARIES OF THE PUPILS WHO WERE WORKING

Weekly Salaries	Boys	Girls	Total
\$27.50 - \$29.50	1	0	1
25.50 - 27.50	0	0	0
23.50 - 25.50	0	0	0
21.50 - 23.50	0	0	0
19.50 - 21.50	2	0	2
17.50 - 19.50	4	1	5
15.50 - 17.50	7	0	7
13.50 - 15.50	3	6	9
11.50 - 13.50	2	6	8
9.50 - 11.50	2	7	9
7.50 - 9.50	7	8	15
5.50 - 7.50	2	0	2
3.50 - 5.50	1	1	2
<b>Total</b>	<b>31</b>	<b>29</b>	<b>60</b>
<b>Mean</b>	<b>\$13.73</b>	<b>\$11.26</b>	<b>\$12.53</b>

Working Hours.--The War Manpower Commission proposes a maximum eight hour day and six day week, with one day of rest in seven, and provision of adequate-

ly meal and rest periods. In all cases, the periods of work should be suitable to the age and strength of the young worker.<sup>1</sup>

The girls employed were working from 47 to 51 hours per week. The majority of the boys worked from eight o'clock in the morning until five in the afternoons for six days. Ten boys in delivery service had worked on Sundays.

Length of Present Employment.—Twenty children had held their present jobs for a period ranging from 6 to 8 weeks. The largest number, 37, had been working from 2 to 5 weeks and had drawn only a little salary. Only one girl and 2 boys, a total of 3 pupils, had been working on the same job for a period of 11 weeks. Table 10 shows the length of time pupils had been working on present jobs.

TABLE 10

SHOWING THE LENGTH OF TIME PUPILS HAVE BEEN WORKING  
ON PRESENT JOBS

Number of Weeks	Girls	Boys	Total
11	1	2	3
10	0	0	0
9	0	0	0
8	7	5	12
7	0	0	0
6	0	1	1
5	3	4	7
4	1	4	5
3	8	4	12
2	7	5	12
1	2	6	8
Total	29	31	60

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"Policies Regarding Youth Employment in War Time," The Child. Vol. 7, No. 9 (March, 1943).

Children's Reasons for Liking or Disliking School.--Fifty of the 75 pupils who comprised the selected group, said that they liked school. The largest number of these pupils had reached the junior high school level and were in the seventh, eight, and ninth grades. Their ages ranged from 14 to 17 years. In these grades the children engage in many extra-curricular activities which is an incentive for them to remain in school.

There were seven major reasons given by these pupils for liking school. From Table 11, as shown below, it will be observed that 29 of the 50 pupils who liked school, said that they liked everything about the school. The remaining 21 pupils liked school because they enjoyed the school band, were fond of athletics, liked their lessons, liked the teachers and children or liked the school house and grounds. One boy claimed that he liked school, but didn't know why.

TABLE 11  
SHOWING CHILDREN'S REASONS FOR LIKING SCHOOL

Reasons	Number of Boys	Number of Girls	Total
Liked everything about school	13	16	29
Liked the school band	2	0	2
Liked athletics	3	0	3
Liked lessons	3	0	3
Liked teachers	1	4	5
Liked children	2	4	6
Liked the school house	0	2	2
Did not know why	1	0	1
Total	23	27	50

The largest number of pupils who claimed they disliked school, 21 boys and 4 girls, a total of 25 pupils, were children whose ages ranged from 11 to

13 years, and who had only reached the fourth grade level. The majority of these pupils were over age for that grade level. Being retarded and mal-adjusted, they had formed a dislike for school. The four major reasons given by these 25 pupils for disliking school, were: didn't like the children, didn't like anything about school, lessons were too hard, and disliked the teachers. Nine boys and 1 girl, a total of 10 pupils, said that they disliked school because the lessons were too hard.

Nine of the pupils who claimed they disliked school said that there was nothing about school that they liked and that they were not going back. Three claimed that they couldn't get along with the other children, and 3 said that they did not like the teachers. Table 12, as shown below, shows the reasons 25 pupils gave for disliking school.

TABLE 12

## SHOWING CHILDREN'S REASONS FOR DISLIKING SCHOOL

Reasons	Number of Boys	Number of Girls	Total
Didn't like the children	2	1	3
Didn't like anything about school	7	2	9
Lessons were too hard	9	1	10
Dislike the teachers	3	0	3
Total	21	4	25

Parents' Attitude Toward the Children Who Withdrew.--The results of the visits to the homes of children who comprised the selected group revealed something of the socio-economic status of these homes.

There were 42 parents, when questioned, who disapproved of their children being out of school. These parents were very disappointed because their children had withdrawn. They had tried to convince the children of the necessity for continuing their education. They believed that their children could demand better jobs and more pay, and that their lives would be more secure, economically and socially if they were educated. The parents also wished that their children would have a better chance in life than they themselves had. The largest number of parents who disapproved of their children leaving school, were parents whose children had reached the Junior High School level and whose ages ranged from fourteen to sixteen years.

Of the 33 parents who approved of their children being out of school, the living conditions and the reports given by these families indicated real financial need. Tables 13 and 14, on page 23, show the number of parents disapproving and the number of parents approving of their children being out of school.

TABLE 13

SHOWING BY GRADES THE NUMBER OF PARENTS APPROVING  
OR DISAPPROVING OF CHILDREN BEING OUT OF SCHOOL

Grade	Number Disapproving	Number Approving	Totals
1	2	0	2
2	0	2	2
3	2	0	2
4	1	5	6
5	2	2	4
6	2	3	5
7	9	12	21
8	14	3	17
9	8	5	13
Special Class	2	1	3
<b>Totals</b>	<b>42</b>	<b>33</b>	<b>75</b>

TABLE 14

SHOWING BY AGES THE NUMBER OF PARENTS APPROVING  
OR DISAPPROVING OF CHILDREN BEING OUT OF SCHOOL

Age	Number Disapproving	Number Approving	Totals
17	2	0	2
16	9	2	11
15	9	10	19
14	11	19	30
13	3	2	5
12	3	0	3
11	1	0	1
10	1	0	1
9	1	0	1
8	1	0	1
7	1	1	1
<b>Totals</b>	<b>42</b>	<b>33</b>	<b>75</b>

In spite of some expressions of indifference, it appeared that the majority of these children's parents would have much preferred to have their children remain in school. Due to their small income, these parents were unable to provide for their children in accordance with the standards of the other school children. Therefore, they permitted their children to withdraw.

Parent Employment and Size of Family.--There were 23 pupils, of the special group, whose fathers were employed, 29 with mothers employed, 13 pupils with both parents employed and 10 with neither parent employed. The largest number of pupils who withdrew had families ranging in size from 3 to 8 members. There was only one boy to withdraw who belonged to a family of 13 persons. He had older brothers and sisters who were married, but who did not contribute to the support of 6 younger brothers and sisters who were in school. This boy had to work to help support the younger children. Table 15 shows the size of the families of the students.

TABLE 15

SHOWING THE SIZE OF THE FAMILIES OF THE STUDENTS IN THE SPECIAL STUDY GROUP

Number in Family	Number of Withdrawals
13	1
12	0
11	0
10	1
9	2
8	5
7	8
6	12
5	12
4	9
3	10
2	15
Total	75

Parent Relationship.--Table 16, below, showing the number of pupils whose parents are living together and the number whose parents are not living together, reveals that the largest number of these children come from what may be called broken homes. That is to say, the father and the mother of the child do not live together. In other words, in 30 of the homes surveyed, the father and the mother of the children lived together, and in forty-five of these homes the father and mother were either dead or they were living separately. It is an established fact, that the chief risk of a broken home lies in the deep sense of insecurity that it may give.<sup>1</sup> This insecurity mostly arises from a lack of sufficient parental affection or from inadequate finances in the home. Either of these factors may cause the child to become mal-adjusted. This mal-adjustment may be expressed in a child's dissatisfaction with home and school. He will make every effort to become independent in an attempt to escape unpleasantness in his environment.

TABLE 16

SHOWING THE NUMBER OF PUPILS WHOSE PARENTS ARE LIVING TOGETHER AND THE NUMBER WHOSE PARENTS ARE NOT LIVING TOGETHER

Parent Living Together			Parents not Living Together		
Boys	Girls	Total	Boys	Girls	Total
18	12	30	26	19	45

<sup>1</sup>Folsom, J. K., The Family: Its Sociology and Social Psychiatry, (New York, 1934). p. 508.



Community Environment.--From observation, it appeared that the majority of these families were living in very poor neighborhoods. The streets for the most part were in a poor condition. The rears and alleys, where quite a few children lived, were unlevel, rocky, muddy, and had no municipal attention.

Most of the houses were small and had a dilapidated appearance. They were unpainted and had no screen doors or windows. The average house consisted of one to three rooms. The majority of the families used kerosene lamps. In a large number of these homes, the front room served as a bedroom and a living room. In many cases, the bedroom as a kitchen with one stove serving the purpose of heating the house and cooking the food. Typical of the home situation was that of a 15 years old unmarried girl who was about to become a mother. The home was located in the Northeast section of the city in the rear of some dilapidated houses on a very rough street. There were no screens in the windows or doors and the house had only one room. In this room, the girl lived with a very sick grandmother, who was lying on a cot with very filthy bed covering. The room was heated from fire in a charcoal bucket. The floors were bare, the windows were curtainless and the walls were thin and unpainted. There was one kerosene lamp; when the lamp was lighted, it was still dark and dismal in the room. When asked what she planned doing with herself, she only answered, "I don't know." The grandmother was too ill to talk.

Only one child came from a community that could be called desirable. Eight came from communities that were fair, and the other 66 came from homes that were situated in very undesirable localities. The atmosphere of the majority of these homes was quite inharmonious. None of these parents owned their home.

## CHAPTER 3

### SUMMARY AND CONCLUSION

The purpose of this study was to determine, if possible, the factors underlying the problems of 300 withdrawals in the David T. Howard Elementary-Junior High School during the first semester of 1943-1944.

This study includes an analysis of the reasons for withdrawal given, by teachers, to the Department of Census and Attendance of the Atlanta Public School Administration, and also an analysis of the reasons given by 75 pupils, who constituted a selected group.

It was found that "to go to work and earn money" was the primary reason given for the pupils' withdrawal, although indifference, the necessity for leaving the city, and illness, were contributing factors.

A selected group of 97 pupils were chosen for a more intensive study. These selections were based on the most pronounced reasons given by teachers for the pupils' withdrawal. One half of the number of pupils recorded under the following reasons composed the selected group:

- 1 - To go to work;
- 2 - Indifference, under compulsory school age;
- 3 - Indifference, over compulsory school age;
- 4 - Illness;
- 5 - To go to night school;
- and 6 - To get married.

Visits were made to the homes of these pupils. Only 75 pupils could be located. The remaining 22 were not found, either because of the lack of an address or because of a faulty address. The selected group is limited to 75 pupils.

The reasons given by the children and their relatives for withdrawal, were in many cases different from the reasons submitted to the Atlanta Public School Administration.

In general, the reasons for leaving school, which seemed to be uppermost in their minds, were either their dislike for school or teachers, or their desire to make money and get better clothes than their families could give them, or to have money to spend for useless recreation.

Sixty of the pupils who comprised the Selected Group were actually working at the time of the study. For these sixty, more detailed information was compiled. There were 31 boys and 29 girls and their ages ranged from 11 to 17 years.

These children were found to be working in 19 different occupations. They were engaged in low level jobs, odd jobs, or in tasks which were irregular.

The largest number of boys had delivery service jobs, and the next highest number were shoe shine boys. There were only 3 boys employed who seemed to have worthwhile jobs that offered chance for advancement.

Most of the girls were employed in laundries, or in cafes or in restaurants as waitresses or dishwashers, or in private homes as maids or nurses.

The largest number were working for wages ranging from \$7.50 to \$9.50 per week and the working hours ranging from 47 to 51 hours per week. Ten boys in delivery service had to work on Sundays.

The largest number of these children came from broken homes. In 45 of these homes, the father and mother were dead or the father and mother were living separately.

Fifty-two of these children had only one parent employed, either the mother or father. Only 13 had both parents employed and ten had neither parent employed.

The majority of the pupils lived in poor homes in undesirable neighbor-

hoods. From the observation of the interviewer, their standards of living were very low. Nevertheless, the majority of these parents expressed a desire for their children to return to school and continue their education so they will have a better chance in life than they themselves had.

In conclusion, it may be said that the actual reasons for these children leaving school had not been ascertained by the teachers, and in many instances the withdrawal of the pupil could have been avoided. There is a great need for closer contact between the school and the homes. Before a teacher withdraws a child, contact should be made with the home in an effort to ascertain the real reason for withdrawal. Those children who leave school to go to work, but do find a job and are dissatisfied, should be encouraged to return to school.

The pupils dominant school interests should be found and their school work be centered around those interests, when possible.

Personal observations and a study of the compulsory school law for the State of Georgia, have shown that, as the law relates to Negro children, it is quite ineffective, and has no influence upon the problem of attendance and withdrawal.

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A P P E N D I X

QUESTIONNAIRE FOR WITHDRAWAL

FROM

DAVID T. HOWARD JUNIOR HIGH-ELEMENTARY SCHOOL

Name.....  
Address.....  
Age..... Grade..... Sex.....

GENERAL INFORMATION

I. School

1. Why did you leave school?.....
2. Did you like school? Yes..... No.....  
If yes: What did you like about it?.....  
If no: What did you dislike about it?.....
3. Do your parents approve of your being out of school? Yes...No....

II. Family

Family consists of: Mother.....Father.....Sisters.....  
Brothers.....Older Sisters..... Older Brothers.....Others..

1. Are your parents living together? Yes.....No.....
2. Are your parents employed? Mother.....Father.....  
Mother's work..... Father's Work.....  
Other employees: Sisters..... Brothers.....  
Number in school: Sisters.....Brothers.....

III. Employment

1. Are you employed? Yes.....No.....  
If yes: What is your type of work?.....
2. What are your weekly wages?.....
3. What time do you go to work?.....



4. What time do you leave work?.....
5. How long have you been working at this job?.....
6. Do you like to work? Yes..... No.....
7. Have you been previously employed?..... If yes: What salary did you make?.....
8. Why did you leave that job?.....
9. If not employed, how do you spend your time?.....

IV. Other Personal Data

(a) Married

1. Are you married? Yes..... No.....
2. Did you quit school to marry? Yes..... No.....
3. How long have you been married?.....

(b) Health

1. Are you physically unable to attend school? Yes.... No.....

V. Home Conditions

1. Home is equipped: Elaborately..... Fairly well..... Poorly.....
2. Kind of community in which the home is located: Highly desirable..... Fair..... Poor.....
3. Atmosphere of home is: Pleasant..... Fairly agreeable..... Inharmonious.....

The investigator then made personal contacts with the seventy-five selected pupils and their parents or guardians to obtain the desired information.

This information was later compiled to determine the economic and social characteristics of the withdrawal group.

**ATLANTA PUBLIC SCHOOLS  
DEPARTMENT OF CENSUS AND ATTENDANCE  
Atlanta, Ga.**

**WITHDRAWALS**

From ..... School

School Month Ending ..... (Due with Monthly Report. For all Schools)

No.	NAME	GRADE	NEW ADDRESS	REASON*	SCHOLARSHIP‡
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

\*Enter by code number, as below, reason for withdrawal.

- |   |                                  |
|---|----------------------------------|
| 1. Left city—Give new address.                              | 10. Special Office Transfer.     |
| 2. Transferred to another teacher in this school.           | 11. To Boys' Special.            |
| 3. Promoted to Junior High.                                 | 12. Suspended—did not return.    |
| 4. Transferred to another school in system—give new school. | 13. Indifferent—under comp. age. |
| 5. Entered Junior High Trial Pro.                           | 14. Indifferent—over comp. age.  |
| 6. Entered Junior High Ungr.                                | 15. Promoted to Senior High.     |
| 7. Gone to work.  | 16. Deceased.                    |
| 8. Entered Private School. (Name School.)                   | 17. Married.                     |
| 9. Gone to Night School.                                    | 18. Other Reasons—Specify.       |

‡Use code: 1—S or P indicates satisfactory work ALL subjects. 2—U or F unsatisfactory work ALL subjects.  
3—S— or P— PASSING MAJORITY of work. 4—U+ or F+ FAILING MAJORITY of Subjects.