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# The Bases for Attendance Control with Procedure for Secondary School Pupil Accounting

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A THESIS

THE BASES FOR ATTENDANCE CONTROL  
WITH PROCEDURE FOR SECONDARY  
SCHOOL PUPIL ACCOUNTING

Submitted by  
Carl B. Palmquist

In partial fulfillment of the requirements  
for the Degree of Master of Arts  
in the Department of Education  
of the  
Municipal University of Omaha  
Omaha, Nebraska  
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C. B. P.

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## CHAPTER I

### THE PROBLEM AND ITS SETTING

The large number of absentees among secondary school pupils emphasizes the necessity for renewed effort toward accuracy in checking attendance and eliminating unnecessary absence and tardiness.

This condition is not local in extent but is a problem that confronts school administrators in all parts of our country. This is substantiated in Chapter III which summarizes the answers to the author's questionnaire sent to high school principals in the metropolitan cities whose population range was from 150,000 to 300,000.

The magnitude of the problem of non-attendance in the secondary schools of Omaha, Nebraska, is indicated in Tables III and V. It is a problem which, if it is to be solved, is the responsibility of everyone in our city. We can make progress in improving the attendance with the help of all those who are interested in the future of our democratic America.

The reasons for the large number of absentees is due in most cases to determinable and removable causes. It is not the purpose of this study to discover the causes for non-attendance and irregular attendance, but rather to show the bases for attendance control and to set up an economical system to report and record absence



and tardiness in order that the people who are given the responsibility for the enforcement of such laws can take immediate action.

Society makes certain requirements of all its youth and these become the common needs to be met by education in preparing them for living and earning. Regular attendance is necessary in order that all youth may be well prepared for adult life.

The government assumed the responsibility for protecting children against the forces which influenced them to remain away from school by enacting compulsory attendance laws. School officials are obligated to see that every child specified in the law does attend school regularly during the time that schools are in session. To certify that this fundamental obligation is met requires accurate and complete record keeping which is an extremely important auxiliary activity in mass education.

It is the writer's opinion that beside the legal base for attendance control, there is a moral basis in the development of moral character and citizenship readiness and there is also an economic relationship shown in a person's standard of living.

The magnitude of the problem of irregular attendance with some of its resulting consequences is shown in Chapter II, The Bases for Attendance Control.

It is quite evident that regular attendance is

desirable and that enforcement of regularity of attendance requires cooperation on the part of the home, the pupil, and the teacher.

In Chapter V, Recommended Procedure for Checking, Reporting and Improving Attendance, the writer has drawn up forms which will modernize the internal accounting practice for secondary school absence and tardiness and has written instructions on their use which should result in a more effective reporting and control of attendance.

It is the writer's belief that pupil accounting is concerned not only with this activity but also with the services in connection with diagnosis, classification and remedial work. No attempt will be made to cover this phase in this thesis.

## CHAPTER II

### THE BASES FOR ATTENDANCE CONTROL

Pupil accounting is one method of checking on punctuality and regularity of attendance. Regular attendance is necessary in order that all youth may be well prepared for adult life. The writer believes that in order to understand the desirability of an effective and economical procedure it is necessary to show the bases for attendance control. That is, just why is it necessary to do this particular job at all? This chapter is divided into three parts in which an attempt is made to show the legal, moral and economic bases for attendance control.

#### PART I

##### LEGAL BASIS FOR ATTENDANCE CONTROL

Our pioneer educators faced the problem of guarding the rights of children against the forces which influenced them to remain away from school by being instrumental in the enactment of state compulsory attendance and child labor laws.

Arthur B. Moehlman states it this way:

The state's interest in the child-accounting activity is based upon the principle that education within a democratic culture must provide for equality of individual opportunity in accord with inborn capacity, so that no individual will be deprived of educational advantages because of race, age, religion, geographic location, or physical, social or economic conditions, and so that the group will not be deprived of the possible services and contributions of any individual. The people within each of the forty-eight states have progressively accepted the principle of equality of edu-

ational opportunity since 1852 (See Table No. I) when the first compulsory-attendance law was passed in Massachusetts. (21) \*

---

\*Note: In lieu of numerous footnotes, the writer has used the system of cross-reference to a consecutively numbered bibliography.

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In studying a bulletin, "Compulsory School Attendance Laws and Their Administration" issued by the United States Department of the Interior, Office of Education, we find the following interesting items:

Although every state in the Union has enacted a compulsory attendance law, each state had to overcome much opposition on the part of those who considered such a law un-American in principle, in that its provision interferes with the personal liberty of the parents. In 1891 and in 1893 Governor Patterson, of Pennsylvania, vetoed compulsory education bills on these general grounds. In 1895 when Governor Hastings signed a similar bill, he did so only because he did not wish to obtrude his judgment in the matter, which was against the bill.

In 1872 when Connecticut was considering the enactment of a compulsory school attendance law, some of the arguments against its enactment that the secretary of the state board of education discussed in his annual report, were: (1) A new crime is created; (2) it interferes with the liberty of parents; (3) new powers are abrogated by the Government; (4) it is un-American and not adapted to our free institutions; (5) compulsory education is monarchical in its origin and history; (6) attendance is just as great without the law. In practically every state, such contentions had to be met when bills providing for compulsory school attendance were introduced in the state legislature.

As might be expected, the constitutionality of compulsory school attendance laws was a question that found its way into the courts. Decisions on the constitutionality of such

TABLE I

THE YEAR DURING WHICH THE FIRST COMPULSORY LAWS  
IN THE VARIOUS STATES WERE ENACTED (32)

Massachusetts.....	1852	Oregon.....	1889
District of Columbia.....	1864	Utah.....	1890
Vermont.....	1867	New Mexico.....	1891
New Hampshire.....	1871	Pennsylvania.....	1895
Michigan.....	1871	Kentucky.....	1896
Washington.....	1871	West Virginia.....	1897
Connecticut.....	1872	Indiana.....	1897
Nevada.....	1873	Arizona.....	1899
New York.....	1874	Iowa.....	1902
Kansas.....	1874	Maryland.....	1902
California.....	1874	Missouri.....	1905
Maine.....	1875	Tennessee.....	1905
New Jersey.....	1875	Delaware.....	1907
Wyoming.....	1876	North Carolina.....	1907
Ohio.....	1877	Oklahoma.....	1907
Wisconsin.....	1879	Virginia.....	1908
Rhode Island.....	1883	Arkansas.....	1909
Illinois.....	1883	Louisiana.....	1910
North Dakota.....	1883	Alabama.....	1915
South Dakota.....	1883	Florida.....	1915
Montana.....	1883	South Carolina.....	1915
Minnesota.....	1885	Texas.....	1915
Nebraska.....	1887	Georgia.....	1916
Idaho.....	1887	Mississippi.....	1918
Colorado.....	1889		

legislation have been rendered in at least four states--Indiana, New Hampshire, Ohio and Pennsylvania. In each instance the courts affirmed the constitutionality of the attendance law. In none of these cases was the question of attendance at private or parochial schools involved since attendance at such schools was permitted.

Court decisions on numerous other aspects of the attendance laws have been rendered and the principle that the State may require children to attend some school has been firmly established. (32)

Gustave A. Feingold found there were several factors which accounted for the persistency in high school attendance as follows:

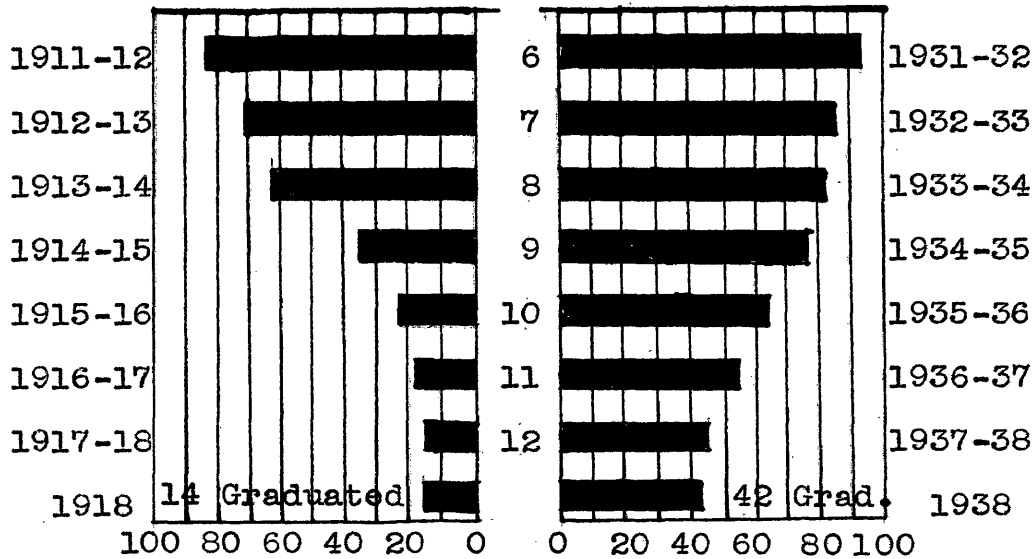
First, and most important, may be mentioned the diversification of the modern secondary school curriculum, enabling boys and girls of different abilities, interests, and inclinations, as well as different aims in life, to find their desired training. No less significant is the awakening of American parents to the value of higher education in general. It is astonishing to note the eagerness, the anxiety, and even self-sacrifice which many American fathers and mothers display in their effort to secure for their children the best possible education...A third factor is the slow but steady drift toward urban life ...The fourth and final reason for persistency in attendance is the increased affluence of the average American family, which enables not only more children in a given family to attend high school, but, what is more important, enables them to pursue their education for a longer time. This is demonstrated by the larger number of children, now enrolled in the typical high school, whose parents are laborers, skilled and unskilled.....(7)

The efforts to increase the holding power of the school administrators have not been futile. (See Figure No. I)

FIGURE I (37)

FOR EACH 100 YOUTH ENROLLED IN GRADE 5 IN  
1910-11 AND 1930-31 THERE WERE IN

GRADE



One of the first steps in the enforcement of a compulsory school-attendance law is the taking of a school census in order to ascertain what children of compulsory school age are not in school. It is evident that unless the census is continuous or taken at least annually is of little value.

The question may be asked, Why should the census age span be eighteen years in some states and only nine years in other states? If the census is to serve any purpose, this purpose, it would seem, should be the same for all the states. In order to have complete information regarding the young children and the youth of a community the census enumeration should

TABLE II

SCHOOL CENSUS AGES AND FREQUENCY OF ENUMERATION (26)

State	Age of Children Enumerated	Frequency of Enumeration
Alabama	6 to 21	Biennially
Arizona	6 to 21	Annually
Arkansas	6 to 21	Annually
California	under 18	Every third year
Colorado	6 to 21	Annually (implied)
Connecticut	4 to 17	Annually
Delaware	5 to 18	Biennially
Dist. of Columbia	5 to 18	Annually
Florida	7 to 18	May be continuous
Georgia	6 to 18	Every 5 years
Idaho	6 to 21	Annually
Illinois	7 to 16	Annually
Indiana	6 to 21	Annually
Iowa	5 to 21	Biennially
Kansas	6 to 21	Annually
Kentucky	6 to 18	Continuing
Louisiana	6 to 18	Every 4 years
Maine	5 to 21	Annually
Maryland	6 to 18	Biennially
Massachusetts	5 to 18	Annually
Michigan	5 to 20	Annually
Minnesota	6 to 16	Annually
Mississippi	5 to 21	Biennially
Missouri	6 to 21	Annually
Montana	under 21	Annually
Nebraska	5 to 21	Annually
Nevada	under 21 (must show number between 6 and 18)	Annually or oftener, as directed by state superintendent



TABLE II (continued)

State	Age of children enumerated	Frequency of enumeration
New Hampshire.....	5 to 16.....	Annually.....
New Jersey.....	5 to 18.....	Every 5 years.....
New Mexico.....	5 to 21.....	Annually.....
New York.....	under 18.....	Continuous in 1st, 2nd, and 3rd class districts; annually elsewhere.....
North Carolina.....	6 to 21.....	Continuous.....
North Dakota.....	6 to 21.....	Biennially.....
Ohio.....	5 to 18.....	Annually.....
Oklahoma.....	6 to 21.....	Annually.....
Oregon.....	4 to 21.....	Annually.....
Pennsylvania.....	6 to 16.....	Annually.....
Rhode Island.....	4 to 21.....	Annually.....
South Carolina.....	7 to 16.....	Annually.....
South Dakota.....	6 to 21.....	Annually.....
Tennessee.....	6 to 18.....	Biennially.....
Texas.....	6 to 18.....	Annually.....
Utah.....	6 to 18.....	Annually.....
Vermont.....	6 to 18.....	Annually.....
Virginia.....	7 to 20.....	Every 5 years.....
Washington.....	5 to 21.....	Annually.....
West Virginia.....	6 to 21.....	Annually.....
Wisconsin.....	4 to 20.....	Annually.....
Wyoming.....	6 to 21.....	Annually.....

include all persons under twenty-one years of age.

*Summary* Altogether the school census in many states is the most important instrument for determining: (1) the total population for whom educational opportunities are to be provided, taking into consideration not only the present but the future; (2) provisions for educational facilities in accordance with population and shifts in population; (3) failures of individuals to comply with requirements relative to education; (4) individuals whose handicaps make them subject to special provisions; and (5) the apportionment of certain state funds among the schools of the state.

Penalties for the non-enforcement of the compulsory attendance laws apply to attendance officers, parents or guardians, and teachers. Nineteen states provide penalties for attendance officers for failure to act in truancy cases. The fines vary considerably within these states. For example, in Illinois the fine provided is not less than \$25.00, in Minnesota not over \$10.00, in Washington from \$20.00 to \$100.00, in Tennessee removal from office, in North Dakota \$10.00 and removal.

The question may be raised whether removal from office rather than a fine should not be the penalty. In the thirty-two states that do not specify a penalty for failure of attendance officers to act on truancy cases or to perform the duties assigned them, they can

doubtless be removed from office in the same manner as other employees of the board of education.

All the state laws provide for the punishment of parents or guardians upon conviction of failure to keep their children in school as provided by the compulsory attendance laws. In five states, Alabama, Idaho, Oklahoma, Rhode Island and Utah, the amount of fine is not stated in the law, but the failure of a parent to keep his child in school is punishable as a misdemeanor. The fines that may be imposed upon parents or guardians vary considerably. For example, in Pennsylvania the fine for first offense is \$2.00; in Indiana from \$20.00 to \$200.00; and in Mississippi from \$1.00 to \$10.00.

In sixteen states, principals and teachers may be fined for failure to report absences. Three states, Alabama, Idaho and Kansas provide for withholding the month's salary. The fines that may be imposed upon principals and teachers and the states imposing such fines are as follows:

Monthly salary withheld....	Alabama, Idaho, Kansas
\$5.....	South Carolina
Not over \$10.....	Arkansas, Minnesota
Not over \$25.....	Pennsylvania
\$3 to \$20.....	West Virginia
\$5 to \$20.....	Iowa, Oregon
\$5 to \$25.....	Vermont, Wisconsin
\$10 to \$50.....	South Dakota
\$20 to \$50.....	Ohio
\$20 to \$100.....	Washington
\$25 to \$50.....	Kentucky

The following digest shows important legislative provisions relating to attendance in the State of Nebraska:

1. Compulsory attendance age.--Seven to sixteen.
2. Minimum school term required.--Six months in districts with less than ten pupils; nine months in districts with ten or more pupils.
3. Minimum attendance required.--Six months; in city school districts full-term attendance is required.
4. Exemptions.--
  - (a) Any child who has graduated from high school, or if no high school is maintained in the district, has graduated from the school maintained in the district or from a school of equal grade.
  - (b) Regular attendance at an approved private, denominational, or parochial day school for a like period.
  - (c) Any child physically or mentally incapacitated for the work done in school.
  - (d) Any child fourteen years of age whose services are necessary for his own support or others actually dependent on him, provided such child has completed the eighth grade.
5. Age for admission.--Five to twenty-one.
6. Age for labor permit.--Fourteen to sixteen.
7. Minimum education required for labor permit.--Completion of eighth grade or literacy in English plus attendance at evening or part-time school.
8. Continuation school attendance.--Required of child between fourteen and sixteen, in districts where continuation school is maintained, who is regularly and legally employed, for not less than eight hours a week, except child who is mentally or physically incapacitated and child who has graduated from high school. Continuation school must be established in districts having fifteen children between fourteen and sixteen who are employed.

Attendance control therefore has a legal base in the taking and maintaining of the school census and in the enforcement of compulsory education laws with the acceptance by the state of the principle of equality of educational opportunity for all youth.

## PART II

## THE MORAL BASIS FOR ATTENDANCE CONTROL

Attendance Control has a moral basis in its relationship with the home. School officials have learned that the enforcement of regularity of attendance requires cooperation on the part of the home, the child, and the teacher. It is more than just the mere apprehension of boys and girls who violated the law.

The efficient and economical pupil accounting phase of attendance control is very important and it is this part of the whole problem that the author is particularly concerned about in this thesis. However, the following information is presented in order that the reader may be cognizant of some of the advantages that could be gained from an improved attendance control set-up.

During the last fifteen years absenteeism has increased among secondary school pupils. (See Tables III, V and VI). This, the author believes, is one of the contributing factors in the alarming increase of juvenile delinquency in our country. Delinquency it is believed is the result of many factors such as unfavorable home situations, economic conditions, personal health problems, environmental influences and the lack of proper adjustment to school situations.

Table III, and related Figure II, shows the increase in non-attendance at Technical High School from its beginning to the present time.

TABLE III

PER CENT OF ATTENDANCE  
OMAHA TECHNICAL HIGH SCHOOL  
1913 - 1946

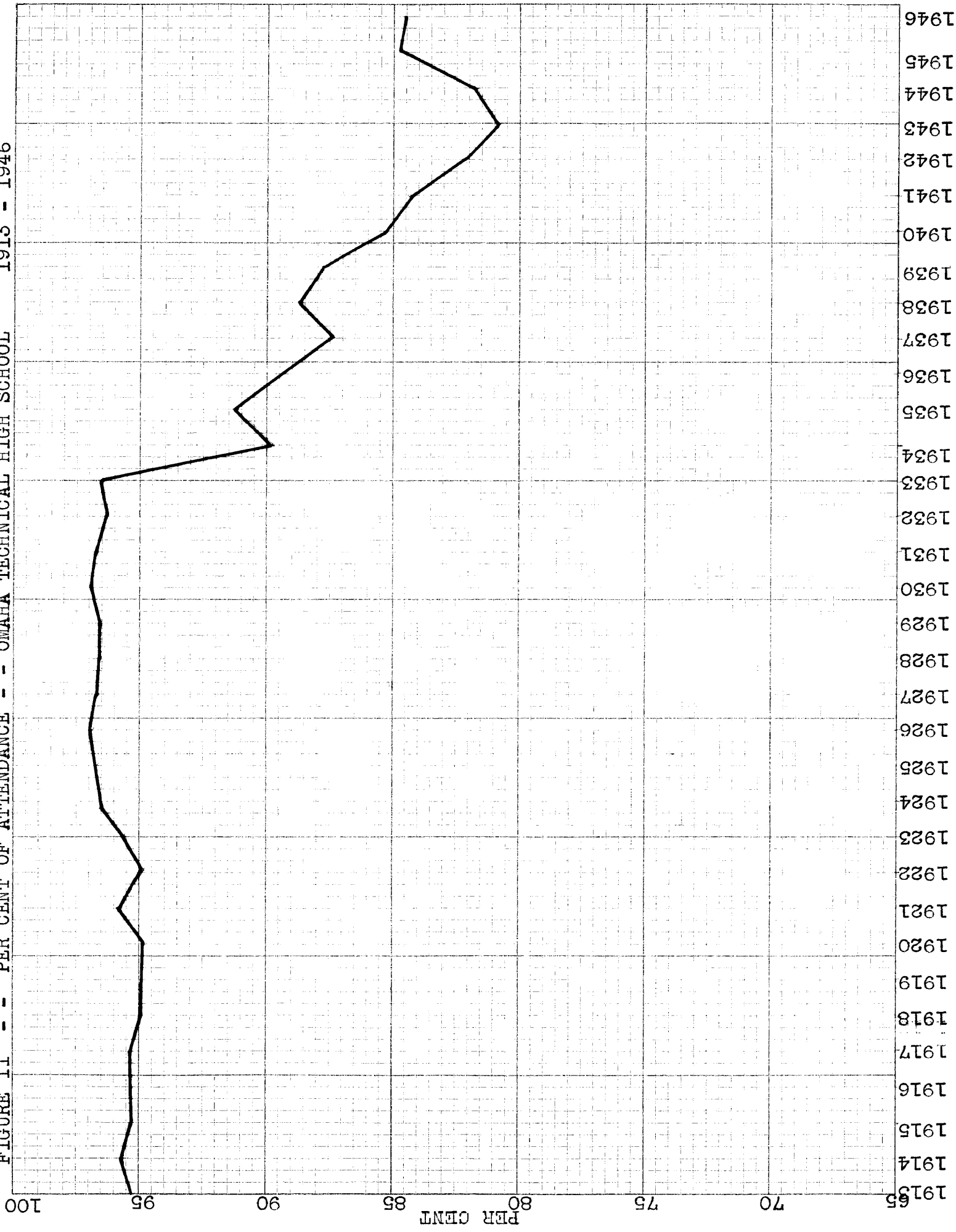
Year	Average Daily Membership	Average Daily Attendance	Average Daily Absence	Per Cent of Attendance
*1913	625	595	30	95.2
1914	677	648	29	95.6
1915	654	623	31	95.3
1916	749	714	35	95.2
1917	955	815	40	95.2
1918	861	817	44	94.9
1919	1172	1111	61	94.8
1920	1543	1461	82	94.7
1921	1985	1902	83	95.8
1922	2345	2226	119	94.9
**1923	2700	2581	119	95.5
1924	3278	3165	113	96.5
1925	3606	3483	122	96.6
1926	3648	3527	121	96.7
1927	3391	3276	115	96.6
1928	3370	3255	114	96.6
1929	3360	3244	116	96.5
1930	3373	3268	105	96.9
1931	3353	3241	112	96.7
1932	3497	3370	127	96.4
1933	3094	2987	107	96.5
***1934	3017	2705	312	89.6
1935	3000	2738	262	91.2
1936	3139	2812	317	89.5
1937	3253	2848	405	87.3
1938	3294	2919	375	88.6
1939	3456	3037	419	87.8
1940	3684	3139	545	85.2
1941	3644	3077	567	84.4
1942	3492	2863	629	81.9
1943	3385	2734	651	80.7
1944	3271	2671	600	81.6
1945	2987	2532	455	84.8
1946	2578	2178	400	84.5

NOTES:       \*1913-1921 High School of Commerce  
              1922-1946 Technical High School

      \*\*1923 First year in new building

      \*\*\*1934 Part of this decrease due to in-  
              cluding all dropped pupils out of school  
              in total membership until known to be  
              "permanent lefts"

FIGURE II - - PER CENT OF ATTENDANCE - - OMAHA TECHNICAL HIGH SCHOOL 1913 - 1946



For a clear understanding of this statistical information it is necessary that some explanation be given as to the meaning of its terminology. The figures were obtained from the principal's official annual and semester reports on enrollment and attendance.

1. Average Daily Membership is the average number of students who actually belonged for the year. That is, if there was one hundred per cent attendance, this figure would be the average maximum attendance.

2. Average Daily Attendance is the average number of students who actually were present each day.

3. Average Daily Absence is found by subtracting the Average Daily Attendance from the Average Daily Membership.

4. Per Cent of Attendance is found by dividing the Average Daily Attendance by the Average Daily Membership.

The writer also calls attention to the following facts regarding this Table III and Figure II as follows:

1. The per cent of attendance remained constant for a period of twenty years (1913-1933).

2. There was a decrease during the next twelve years (1934-1946) with an indication that the low point may have been reached in 1943.

3. That the problem of reporting and recording absence in 1926 for an average daily attendance of over 3,500 was not as great as that in 1946 when there were 2,200 in average daily attendance. In fact, for every person absent daily in 1926 there were approximately five students absent in 1946. The methods for the internal



TABLE IV -- NUMBER OF DAYS ABSENT, OMAHA TECHNICAL HIGH SCHOOL  
 First 9 weeks (45 days) of second semester 1945-1946

1	2		3		4		5		6		7		8
	No. Days	12th Grade Girls-Boys	11th Grade Girls-Boys	10th Grade Girls-Boys	9th Grade Girls-Boys	Total Girls-Boys	Grand Total Girls & Boys	Column No. lx7					
33				1				1				1	33
32				1				1				1	32
29			1					1				1	29
28			2	1	1		3	3				3	84
25				1				1				1	25
24				1				1				1	24
23				1				1				1	23
22				2				2				2	44
21				1				1				1	21
20			1	1	1		3	3				4	80
19		1			2		2	2				5	95
18	1		1	3	2		2	5				10	180
17		1		3	1		3	3				6	102
16				1	3		1	4				5	80
15	2		2	2	3		9	2				11	165
14		2	1	3	5		6	13				19	266
13		1	1	3	2		3	6				9	117
12	3	2	4	6	3		15	14				29	348
11	2	1	7	4	2		8	14				22	242
10	3	3	6	7	5		21	10				31	310
9	5	7	6	5	8		26	16				42	378
8	4	4	5	11	9		28	34				62	496
7	9	3	7	16	9		41	37				78	546
6	7	7	18	10	19		66	51				117	702
5	10	9	19	17	18		64	62				126	630
4	19	11	15	24	30		88	94				182	728
3	20	23	27	18	31		96	109				205	615
2	27	22	36	31	35		129	137				266	532
1	27	30	35	45	54		161	193				354	354
0	56	56	52	74	122		287	316				603	-
Total	195	176	238	262	334		1069	1129				2198	7281 days

accounting did not change nor was the personnel increased.

The increase in clerical work is shown in Table IV, which tabulates the number of days absent from Home Room (the first period of the day) for the first nine weeks of the second semester of 1945-1946 by the 2,200 students in average daily attendance. This table does not include the permanent "lefts" or others who dropped out since the start of the semester.

The monetary loss to the school district for this absence for these nine weeks is \$5,752.00. This figure was found by dividing \$142.35 (cost per high school pupil for the year 1945-1946) by 180 days (the number of days in the school year) which is \$ .79 (the cost per pupil per day). This figure was multiplied by 7,281 days absent. The cost in money is for only one-half of one semester for this particular school.

Jean C. Landale, in her study of War Time Absenteeism at South High School, found this same trend to be true as is shown in Table V.

TABLE V

PERCENTAGES OF ATTENDANCE AT SOUTH HIGH SCHOOL  
FROM FALL 1933 THROUGH SPRING 1945 (20)

Year	Fall Quarter	Winter Quarter	Spring Quarter	Yearly Average
1933-34	94.8	94.0	93.5	94.1
1934-35	95.0	92.9	93.5	93.8
1935-36	94.9	89.6	91.5	92.0
1936-37	94.3	92.6	92.4	93.1
1937-38	95.8	94.1	93.1	94.3
1938-39	94.6	93.1	92.4	93.4
1939-40	94.8	91.9	92.5	93.1
1940-41	94.4	92.5	92.2	93.0
1941-42	94.1	92.0	90.8	92.3
1942-43	93.5	89.6	89.6	90.0
1943-44	90.2	-	89.7	89.95
1944-45	91.4	-	89.3	90.35

The following, which was taken from the World Almanac and Book of Facts for 1946, records this information on Public School Attendance:

TABLE VI  
PUBLIC SCHOOL ATTENDANCE (16)

<u>School Year</u>	<u>Population 5 to 17 years</u>	<u>Pupils</u>	
		<u>Enrolled</u>	<u>Average Attendance</u>
1880	15,065,767	9,867,505	6,144,143
1890	18,543,201	12,722,581	8,153,635
1900	21,404,322	15,503,110	10,632,772
1905	23,410,800	16,468,300	11,481,531
1910	24,360,888	17,813,852	12,827,307
1915	26,425,100	19,693,007	14,964,886
1920	27,728,788	21,578,316	16,150,035
1925	29,705,264	24,650,291	19,838,384
1930	31,571,322	25,678,015	21,264,886
1934	32,392,749	26,434,193	22,458,190
1936	31,618,000	26,367,098	22,298,767
1938	30,789,000	25,975,108	22,298,210
1940	29,805,259	25,433,542	22,042,151
1942	29,183,560	24,562,473	21,031,322
1943	--	24,155,146	20,293,274

The Pennsylvania State Department of Public Instruction had this to say about attendance:

One phase of the attendance problem is that of keeping the children enrolled in regular attendance. Of course, perfect attendance cannot be expected of every child enrolled, but there is, nevertheless, the problem of unnecessary absences. In every community there are some parents who will keep their children out of school for a day or two at a time to assist with chores and with farm work. Data are not available to show for the entire country how many pupils are unlawfully absent, but that many children are absent from school without lawful excuses is evident according to data compiled by the Pennsylvania State Department of Public Instruction ....in 1933 the number of sessions of absence in the state amounted to 36,861,941. Of this number

1,731,631 were unexcused. There were in that year 57,409 pupils, or 2.8 per cent of the total enrollment unlawfully absent on first offense and 24,412, or 1.2 per cent of the enrollment unlawfully absent on the second offense. If these percentages of unlawful absences may be regarded as average, the total number of unlawful absences for the first offense in the country as a whole amounts to 735,712 and for the second offense to 315,305  
 ..... (29)

The reader, after having perused the contents of this chapter so far, should be fully aware that regularity of attendance and punctuality has declined. "Well, what of it?" you might ask yourself. Let me answer it for you. It is more than the monetary cost to the school district --it is the fact that irregularity of attendance has been increasing and so has our juvenile delinquency as shown in the following Table VII made by the Federal Bureau of Investigation:

TABLE VII

PERCENTAGE INCREASE OF JUVENILE DELINQUENCY  
 IN THE UNITED STATES from 1940 to 1944

	Per Cent Increase
<u>Arrests of Females under 18</u>	
Prostitution and other sex offenses.....	352.1
Disorderly conduct and vagrancy.....	259.4
Drunkenness and driving while intoxicated.....	130.7
Robbery.....	36.8
Larceny-theft.....	74.7
Auto theft.....	88.0
<u>Arrests of Males under 18</u>	
Criminal homicide.....	45.1
Rape.....	92.1
Robbery.....	44.6
Assault.....	71.3
Auto theft.....	50.1
Sex offenses.....	82.0
Disorderly conduct, vagrancy.....	40.4
Drunkenness and driving while intoxicated.....	98.5
Miscellaneous.....	31.7

The enforcement of regular attendance involves more than the mere apprehension of boys and girls who violate the attendance laws. Every effort must be made to help to adjust the atypical pupil because the criminal of tomorrow may be recruited from among the truants of today. Intelligent regulation of attendance requires rational treatment, study and an understanding of the causes underlying the violation. It also involves the adopting of proper remedial procedures to correct the unsatisfactory conditions of adjustment whenever these exist.

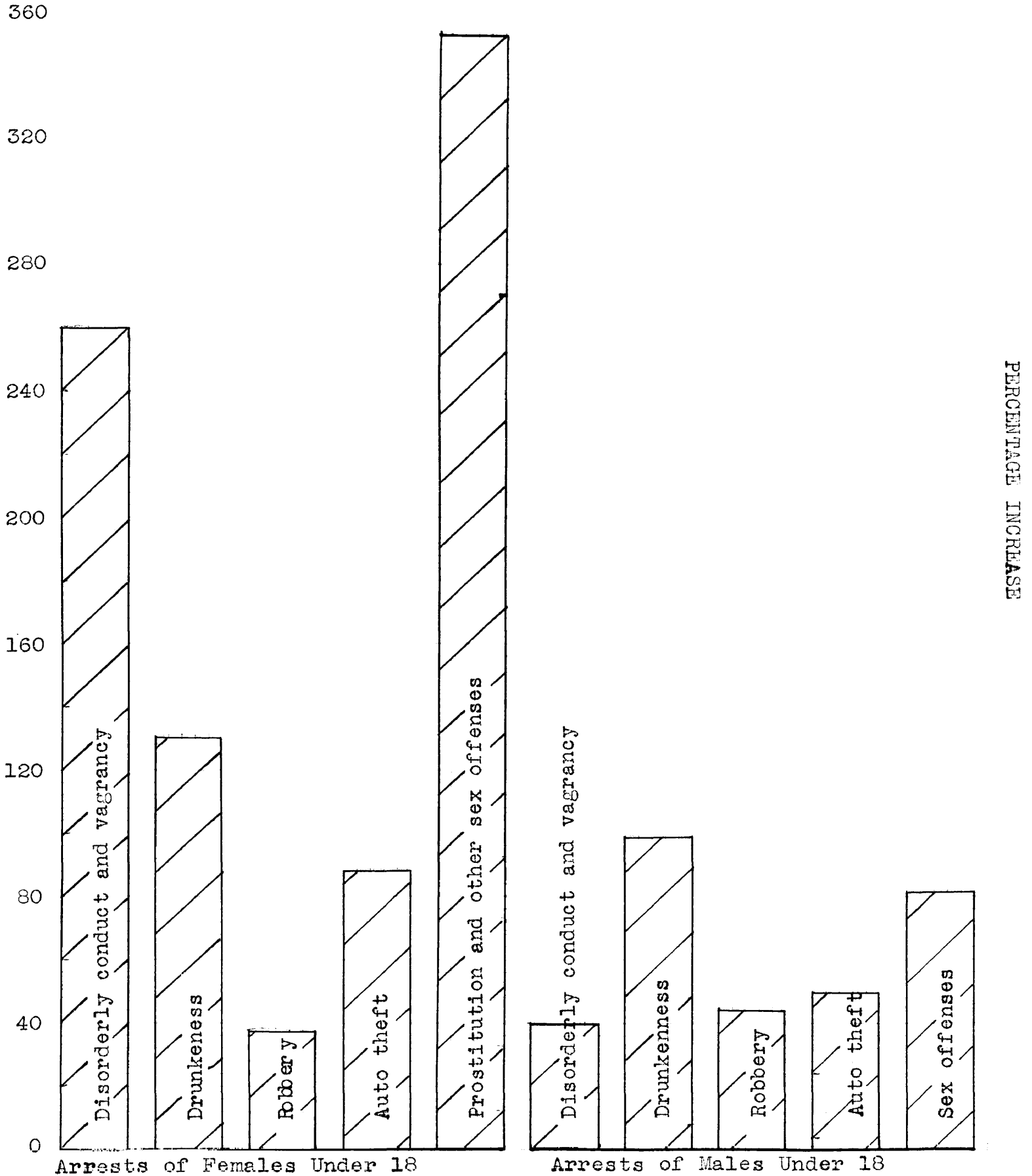
On October 19, 1943, Judge Herbert Rhoades, head of the Omaha Juvenile Department, told the Welfare Board that juvenile delinquency was up twelve per cent over 1942. In May, 1944, he said delinquency had increased seven per cent in the year 1944. This adds up to a nineteen per cent increase in Omaha in two years. Police statistics show an increase of twenty-nine per cent in the number of juveniles handled. Their records reveal 471 juveniles turned over to the Juvenile Department in the first six months of 1940 as compared to 642 turned over in the first six months of 1945. (See Figure III)

Justice John Yeager, of the Nebraska Supreme Court, said in a talk on November 27th, 1945, to the Omaha Bar Association: "Delinquency among minors is at an all time high. The chief causes are the failure of proper training and discipline in the home environment and a failure of attendance at institutions of religion and learning."

FIGURE III

PERCENTAGE INCREASE OF JUVENILE DELINQUENCY  
IN THE UNITED STATES

From 1940 to 1944



Attorney General Tom C. Clark told the General Federation of Women's Clubs, early in 1946: "The problem of juvenile delinquency ranks among the first of those vexing America today."

President Truman, on January 4th, 1946, termed the nation's juvenile delinquency deplorable and strongly endorsed the plan for a united fight against the problem.

Thus we see that our local, state and national leaders are very much concerned about this problem of delinquency on the part of minors and they recognize that there is a direct relationship between non-attendance and delinquency.

All of the absence on the part of secondary school children is not the result of illness. Jean Landale, in her study, found these to be the facts:

As might be expected illness was given as the most common reason in 67% of the cases at South High School, 78% of the cases at Technical High School, 45% of the cases at Blair High School and 67% of the cases at Stanton High School. (20)

Moehlman (21) found that illness of the child and illness in the home account for almost 60% of all absences.

Relating the findings of Landale that 78% of the absences at Technical High School were due to illness to Table IV, we find that approximately 5,679 days of the 7,281 absent days were due to this cause. Most of the other 1,602 days absent were due to other causes and were probably unnecessary absences. It is this unnecessary absence that we should try to eliminate by (1) more careful investigations of each case to determine whether or not such irregular attendance is really warranted, and to act

accordingly in enforcing the law; and (2) providing necessary means and furnishing remedial measures to remove any real cause for irregularity in attendance.

Attention should also be directed toward those 78% who claim illness as their reason for absence. This appears to be too high and steps should be taken to improve the general health of this group.

Attendance control is more than just keeping the records and the enforcement of the attendance laws, it has a social basis in that within the limits of pupil accounting should be placed social welfare, guidance, placement and follow-up services.



## PART III

## THE ECONOMIC BASIS FOR ATTENDANCE CONTROL

Attendance control has an economic basis in that successful school progress will in all probability result in a higher standard of living and a wiser citizenry. The writer will not attempt to prove this statement but will present the following information in order to bring to the reader's attention some of the gains that might result from an improved attendance control set-up.

It is not likely that the problems of non-attendance can be solved through more rigid enforcement or highly stimulated attendance contests and drives. The decrease in absenteeism will be conditioned by the degree to which the secondary school is able to readjust and broaden its program to provide curricular activities more related to individual needs.

The effect of poor attendance on scholarship is shown in Table IX. Using the Pearson method of correlating the data resulted in a positive coefficient of .53, which is interpreted by statisticians (17) where the probable error is relatively small as very significant and the author believes it is indicative of a high degree of relationship in this particular school. The probable error in this correlation is  $\pm .01$ .

This coefficient of correlation (  $+ .53$  ) is the exact single numerical index which expresses the extent

to which the pairs of corresponding measure of two variables (absence and failure) tend to deviate similarly from their arithmetic means.

A further study of the table will show the reader these facts:

<u>Days Absent</u> <u>Per half semester</u>	<u>% of Failure</u>	<u>Ratio</u>
0	22	1-4 (10-40)
1-5	40	2-5 (16-40)
6-10	70	7-10 (28-40)
11-15	87.5	7-8 (35-40)
16 and more	100	1-1 (40-40)

That is, if a pupil has no absence the probability is that one out of four would fail in one or more subjects. Likewise, if a student is absent from one to five days the probability is that two out of five would fail one or more subjects. If absent six to ten days the probability is seven out of ten, if absent eleven to fifteen days the probability is seven out of eight and if absent sixteen or more days the probability is that all would fail one or more of the subjects being carried by the student.

TABLE VIII

SCHOLARSHIP - % OF FAILURE, OMAHA TECHNICAL HIGH SCHOOL  
First 9 weeks (45 days) of second semester 1945-56)

%	1		2		3		4		5		6		Grand Total Girls and Boys
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
100	2	2	2	5	3	14	8	11	15	32	47		
95													
90													
85			1		2	9	1	5	4	14	18		
80		2	1	2	3	3	3	3	1	10	11		
75	1	2	2	1	4	3	9	2	16	8	24		
70					4	6	12	4	18	22			
65	1	1	1	4	3	2	4	5	11	16			
60	1	1	1	1	2	2	2	2	2	4			
55	1	1	2	1	9	14	16	12	31	43			
50	6	4	5	9	8	20	16	13	35	46			
45	2	2	2	6	2	6	6	6	6	12			
40	6	1	8	3	15	11	1	13	30	28			
35			5	4	6	1	1	5	11	16			
30	8	3	7	3	2	9	1	3	18	18			
25	20	33	21	44	44	52	72	68	157	197			
20	8	10	9	4	2	1	19	15	34				
15	1	2	1	11	3	5	1	5	19	24			
10	8	2	19	1	29	19	14	56	36	92			
5													
0	130	114	151	170	126	163	266	186	673	633	1306		
Total	195	176	238	268	262	334	374	351	1069	1129	2198		

Number )  
failing)  
in all ) 65  
or part)  
of work)

87 98 136 171 108 165 396 496 892 = 40%

TABLE IX  
 OMAHA TECHNICAL HIGH SCHOOL  
 FIRST NINE WEEKS (45 DAYS) - SECOND SEMESTER 1945-1946  
 RELATIONSHIP BETWEEN ABSENCE FROM SCHOOL AND FAILURE

SCHOLARSHIP - PER CENT OF FAILURE																													
Days	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	f	d	fd	fd <sup>2</sup>	xy			
35																							33						
34																								32					
33																						1	1	31	31	961	620		
32																						1	1	30	30	900	600		
31																								29					
30																								28					
29																						1	1	27	27	729	540		
28											1				1							1	3	26	78	2028	1118		
D 27																								25					
A 26																								24					
Y 25											1												1	23	23	529	230		
S 24																								22	22	484	330		
A 23																								21	21	441	420		
B 22																							1	2	20	40	800	700	
S 21																							1	1	19	19	361	380	
E 20						1																	2	4	18	72	1296	1044	
N 19	1					1						1											1	5	17	85	1445	867	
T 18										1													7	10	16	160	2560	2848	
17						1			1			1											1	6	15	90	1350	1050	
16						1			1														2	5	14	70	980	980	
15	2		1			1	1		1			1					1	1					1	11	13	143	1859	1240	
14	1		1			1		1				1	1	1	5	2							4	19	12	228	2736	2976	
13	1					2						2	1		2								1	9	11	99	1089	924	
12	6					4			1			5	2					1	3				6	29	10	290	2900	3000	
11	1			1		8			2	1	1	3											2	22	9	198	1782	1647	
10	4		2		1	8			2	1		2	7			2	1						31	8	248	1984	1756		
9	11		1			9	1		6			6	2			1	1	1	2				1	42	7	294	2058	2082	
8	14		5	1	2	25		1	1	1		5	2			1	2		2				1	62	6	372	2232	2040	
7	25		2		1	32	4	2	2			5	1			1							1	78	5	394	1970	1715	
6	46		9	3	3	22	4		3	1		7	4			2	1						1	117	4	468	1872	1692	
5	79		4		2	19	2	3	4	1		6	1			1	1						2	126	3	378	1134	1011	
4	100		10	1	5	32	6	1	6			5	3			2	3	2	2				3	182	2	364	728	1176	
3	127		10	1	4	31	4		7	1		4	5			1	2	3	1	4				205	1	205	205	548	
2	174		15	4	1	40	5	1	6	1		10	4			1	1	1	1				1	366	0	+(4449)	+(33534)		
1	246		15	6	8	47	4	2	8			4	6			2	1	1	1	1			2	354	-1	- 354	354	- 651	
0	459		19	5	7	69	5	1	9	5		12	3			1	3	3		1			1	603	-2	- 1206	2412	-1710	
f	1306		92	24	34	354	36	16	58	12	81	43	4	16	22	24	11	18					47	2198	+(2889)	+(40179)	+(2361)	+(31173)	
d	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			20						
fd			184	72	136	1770	216	112	464	108	810	473	48	208	308	360	176	306					940	+(6691)					
fd <sup>2</sup>			368	216	544	8850	1296	784	3712	972	8100	5203	576	2704	4312	5400	2816	5202					18800	+(69855)					

$C_x = 3.044$        $C_y = 1.314$        $C_x C_y = 4.0$   
 $C^2_x = 9.24$        $C^2_y = 1.72$   
 $S^2_x = 31.78$        $S^2_y = 18.28$        $\frac{xy}{N} = 14.18$   
 $x = 4.75$        $y = 4.07$        $r = +.53$   
 $P.E_r = \pm .01$

$$r = \frac{\sum xy - C_x C_y}{\sigma_x \sigma_y}$$

$$P.E_r = 0.6745 \frac{(1-r^2)}{\sqrt{N}}$$

In order for the reader to make an intelligent interpretation of what Table VIII actually shows, it is necessary for him to have these facts. A student, in order to graduate from Omaha Technical High School, must have earned at least thirty-two credits, certain of these credits to be in specific subjects. This means that an average of four credits must be earned each semester. A full credit is given for satisfactory completion of work in a class meeting five periods each week plus five outside preparation periods or for a class meeting ten periods a week with no outside preparation. One-half credit is given for drill classes meeting five times a week with no outside preparation. Partial credit is given for classes meeting less than five periods a week such as gym, swimming and chorus.

A study was made of the report cards taken home at mid-semester by 2,200 students and the per cent of failures tabulated. That is, if a student was carrying four credits and failed in one credit, he was failing in twenty-five per cent of his work. If he was carrying three credits and failed in one-half credit, he was failing in  $16 \frac{2}{3}$  per cent.

This table shows that 892 students, or forty per cent, were failing in part of the work being carried. That forty-seven students were failing in all of their work at mid-semester. This is not too much out of line with the findings of a national survey that twenty-five per cent of the

students fail one or more subjects carried. A study at the end of the semester would probably indicate that at least fifteen per cent had been made up as teachers give failing marks to border line students in order to give stimulus to the last nine weeks of the semester. These facts are important because, as will be shown later, education pays as it is really an investment in people.

Others who have made studies of the effect of attendance on achievement have found similar results as shown in the following excerpts:

Intelligence affects high school attendance only in a minor way. A correlation of .06 has been found between school attendance and test scores. Also a negative correlation of .0522 has been found between days absent from school and test scores. (13)

Studies of the relation between amount of regularity of attendance and school achievements have yielded mainly negative results. None of these studies has been such as would conclusively demonstrate the absence of any relationship between the factors in question. First of all, there has been only slight variability in attendance within most of the groups studied. While it may not be possible to measure achievement differences between groups when their attendance differs by three or five per cent, it does not follow that marked differences in attendance will not be accompanied by measureable differences in achievement. In the second place, the studies that have dealt with this relationship have in some instances been limited to one or two semesters. When this factor is coupled with the one previously mentioned, the chance that any slight existing relationship would be observable is still further reduced. In the third place, no single study has dealt with data from a group of subjects homogeneous as to age, sex, home background and other factors which might in some manner be of influence upon the relation of the question. Of greater consequence, probably is the difficulty growing out of the limitations of instruments available for the measurement of achievement and intelligence.

(8)

If intelligence tests are designed in a fashion such as will afford a basis of comparison only among individuals who have in general a common background of experience, can one logically control measured intelligence in order to examine the effect upon achievement produced by varying the experience of individuals. At any rate, the community of function between intelligence tests of school achievement is sufficient to offer a serious obstacle to any investigation of such a problem as the present which makes use of these two types of measurements. Evidence that this is the case is found in Gordon's study of retarded children. Among 184 physically defective children who had attended school on the average forty-eight per cent of the time since age five he observed a correlation of .313 between IQ and per cent of attendance. The correlation between EQ and attendance for the same group was identical. Similar relationships were found among gypsy children who, on the average, had attended school only thirty-five per cent of the time since age five. Data were also presented for a third group, made up of seventy-six children who lived on canal boats, and who therefore differed from other children both in their home environment and in their almost complete non-attendance at school. These children showed very slight gains in MA during the elementary school years.....(8)

In the light of these findings the author has concluded concerning the abilities measured by mental tests -- such abilities are not developed without schooling or its equivalent, and as a consequence the tests do not evaluate them apart from schooling, except perhaps in the case of children under six or seven years of age. Quite possibly absence from school in amount sufficient to be reflected in a general measure of achievement, as the EQ, will also show an influence on the IQ as determined by tests of the kind ordinarily used. (8)

The authors of earlier studies of the relation of attendance and achievement were not vexed by such problems as the above, since they made no effort to control intelligence, nor to obtain more than a very rough measure of achievement. Typical is the work of Ayres who, in a paper entitled Irregular Attendance -- A Cause of Retardation, concludes that irregular attendance is accompanied by a low percentage of promotion and that of Keyes, who reports frequent absence associated with retardation. In a more recent dissertation by Cooper, using the same general type data, there are rather

and

undertain grounds for the conclusion that among 832 entrants over seventy per cent of the retardation at the end of the year was chargeable to irregular attendance. Feingold likewise assumes a casual relationship after observing an association between regular attendance and superior marks in high school, even though he has controlled none of the additional factors which may play a part.....(8)

Reavis, studying data from five rural counties, found the correlation between attendance and teachers' ratings as to quality of school work to be about .35 for children below age 8, and .20 to .25 in older groups. His report does not permit an evaluation of these coefficients in terms of the variability of attendance records in the different age groups represented.....(8)

Wetzel compared the achievement of senior high school students absent or tardy or both on ten or more days during a school year, and that of students whose attendance was perfect throughout a school year, with that of the entire student body. The records were classified according to ability, and comparisons were made at various levels. No mention is made of the measure of ability employed, nor is the index of achievement intelligibly described. The number of cases at each level is also unfortunately omitted. He reports that students never absent or tardy surpass the average of the total student body in achievement, while those absent or tardy ten or more times are at most ability levels shown to be below the general average in achievement....(35)

Jensen, in a study of the relation of class size to achievement in high school algebra, considered regularity of attendance as a possible factor to be controlled. He found, however, a negligible correlation between attendance and achievement for the eighty cases on which he obtained data. Butler has presented data which indicate that secondary school students who receive high marks are absent less frequently than students who receive low marks. (8)

It should, therefore, be very obvious that one of the reasons for students not making a successful record is irregularity in attendance. This, in a number of cases, ultimately results in severance from school.



It must be remembered that these young people will be the new voters a few years hence -- how intelligently they will carry out this responsibility depends on their educational background. How much educational background they will have depends on how well the secondary school is able to readjust and broaden its program to provide curricular activities more related to individual needs.

The 1940 census shows clearly the need for extending the education of our young people as brought out in the following table taken from the United States Statistical Abstract:

TABLE X

SCHOOLING OF PERSONS  
TWENTY-FIVE YEARS OLD AND OLDER  
As of the year 1940 (23)

---

2,799,923 (3.7 per cent)	had less than one year of schooling
7,304,689 (9.8 per cent)	had 1-4 years
8,515,111 (11.4 per cent)	had 5-6 years
25,897,953 (34.6 per cent)	had 7-8 years
11,181,995 (15. per cent)	had 1-3 years high school
10,551,680 (14.1 per cent)	had 4 years high school
4,075,184 (5.4 per cent)	had 1-3 years of college
3,407,331 (4.6 per cent)	had 4 or more years of college
1,041,970 (1.4 per cent)	were not reported

School enrollments will increase because our birth-rate has increased as shown by the United States Census Bureau as follows:

TABLE XI  
 BIRTHRATE IN THE UNITED STATES  
 1930 - 1944 (23)

1944 - 2,800,000*	1936 - 2,144,796
1943 - 2,934,860	1935 - 2,155,105
1942 - 2,808,996	1934 - 2,167,636
1941 - 2,513,427	1933 - 2,081,232
1940 - 2,360,399	1932 - 2,074,042
1939 - 2,265,588	1931 - 2,112,760
1938 - 2,286,962	1930 - 2,203,958
1937 - 2,203,337	

\*estimated

When the inventory of the educational status of these people is taken twenty-five years from now it should show an increase in the amount of schooling received or else we have failed to meet our responsibility.

On the basis of its study, the United States Chamber Committee concludes (see Table XII) as follows:

That education is an essential investment for the advance of agriculture, industry, and commerce.

That every community should ascertain its own education status and economic condition and set to work to utilize education as a lever for its own advancement.

That the cost of adequate education is an investment which local citizens and business can well afford in increased measure.

That an education program must be made to apply more directly to the needs of the people.

That cultural education must accompany technical training to develop the desire for better living.

That to maintain a representative republic, business must discover sound methods for the expansion of our dynamic economy.

TABLE No. XII

EDUCATION PAYS

Volume of economic activity in the various states rises or falls with the level of educational expenditures.

State	Current Expense Per Pupil	Median Years Completed	Per Capita Sales 1940	Telephones Per 1,000 Population
Alabama	\$ 23	7.3	\$ 154	43
Arizona	85	8.8	325	115
Arkansas	21	8.1	153	46
California	38	10.3	462	253
Colorado	75	9.3	364	188
Conn.	67	8.8	420	200
Delaware	58	8.8	414	158
Florida	34	8.6	324	118
Georgia	20	7.2	200	63
Idaho	66	9.5	335	126
Illinois	67	8.8	362	212
Indiana	62	8.9	311	145
Iowa	69	9.0	324	202
Kansas	64	8.9	263	184
Kentucky	27	8.3	183	71
Louisiana	35	6.9	206	78
Maine	49	9.2	332	150
Maryland	49	8.3	340	149
Mass.	73	9.4	403	197
Michigan	72	8.9	347	157
Minnesota	69	8.8	364	188
Mississippi	21	7.4	129	36
Missouri	47	8.7	291	154
Montana	89	9.0	397	122
Nebraska	67	9.0	302	178
Nevada	102	10.1	564	175
New Hampshire	64	8.9	373	150
New Jersey	79	8.7	380	161
New Mexico	52	8.4	237	74
New York	83	8.8	414	209
No. Carolina	24	7.4	177	51
No. Dakota	75	8.7	243	102
Ohio	66	8.9	353	170
Oklahoma	46	8.7	220	110
Oregon	65	9.7	406	176
Penn.	57	8.7	335	144
Rh. Island	64	8.7	386	172
So. Carolina	21	6.8	175	38
S. Dakota	76	8.8	263	124
Tennessee	24	8.2	208	79
Texas	36	8.8	281	106
Utah	57	10.8	311	138
Vermont	61	9.0	343	150
Virginia	29	7.6	235	88
Washington	81	9.9	385	190
W. Virginia	44	8.4	212	84
Wisconsin	62	8.7	339	181
Wyoming	87	9.8	398	138

The writer believes that after the reader has perused this chapter he will have discovered that two fundamental things are required of the public schools.

First, school officials are obligated to see that every child specified in the compulsory attendance laws attends school regularly while they are in session. To certify that this fundamental obligation is met requires accurate and complete records. It is a part of this phase of attendance control that the author believes will be made more effective and economical if the proposed procedure set out in Chapter V is adopted.

Second, the school environment and the instruction must be of such a nature and quality that each pupil will be challenged and may benefit to the extent of his capacities. Attendance control, therefore, is also concerned with the services of diagnosis and remedial work that is necessary in order to improve the holding power of the schools. No attempt will be made to cover this phase of attendance control as it is only mentioned in order that the reader may be aware of what the writer believes is included in an improved attendance control set-up.

## CHAPTER III

## THE ATTENDANCE PROBLEM ACROSS THE NATION

Since the trend for a disregard of attendance standards is a national problem, the writer was interested in finding out what remedial action was being taken in other comparable cities to solve it.

The replies to the author's own questionnaire (Figure IV) showed that there is a definite tendency to increase required school attendance to cover the full term as this is regarded as necessary for realizing the goals for which the educational program was established; that more emphasis is being made in assessing penalties for violations than is commonly known; and that considerable emphasis is being given to preventive measures in order to determine and remove the causes. The returns to the question as to whether written parental excuses are required shows almost 100% requirement. Our Omaha South High School is unique in this respect as students are permitted to write their own excuses. The findings from this questionnaire, as you will see after viewing Figure IV, are representative of our nation as a whole as replies were received from all sections of our country.

Questionnaires were sent to all secondary schools in cities of 150,000 to 300,000. These limits were used as cities of this size are comparable to the City of Omaha, Nebraska, and would have similar problems.

FIGURE IV  
QUESTIONNAIRE SENT TO SECONDARY  
SCHOOL PRINCIPALS IN CITIES OF  
150,000 to 300,000

Omaha, Nebraska

To Secondary School Principals:

I am one of those who is working for a higher academic degree and will feel obligated to you for furnishing the desired information.

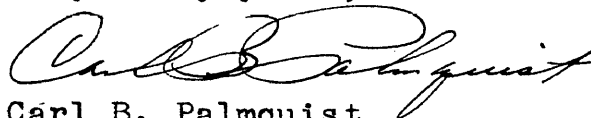
I have chosen as a research project in the field of educational administration the problem of accounting and reporting of pupil absences and tardies in secondary schools.

Would you please return, in the stamped envelope enclosed or send collect, the following:

1. Forms that you use in your school to report and account for pupil absences and tardies.
2. Any instructional information as to how to use and interpret your forms and system.
3. Do all secondary schools in your city have a uniform system?
4. Do you require written parental excuses for absences?
5. What suggestions do you have for improving your system? Is it possible for a student to cut a class without being detected?
6. What in your school, is the penalty for unexcused absences and excessive tardiness to school and classes?
7. How many absences are permitted in a semester before a student is a definite failure in a subject?

Your cooperation in furnishing this information is very much appreciated and I will be pleased to furnish you the handbook on "Modernized Accounting and Reporting of Pupil Absences and Tardies in Metropolitan Secondary Schools" when available if you so desire.

Very truly yours,



Carl B. Palmquist  
Technical High School  
3201 Cuming Street  
Omaha, Nebraska

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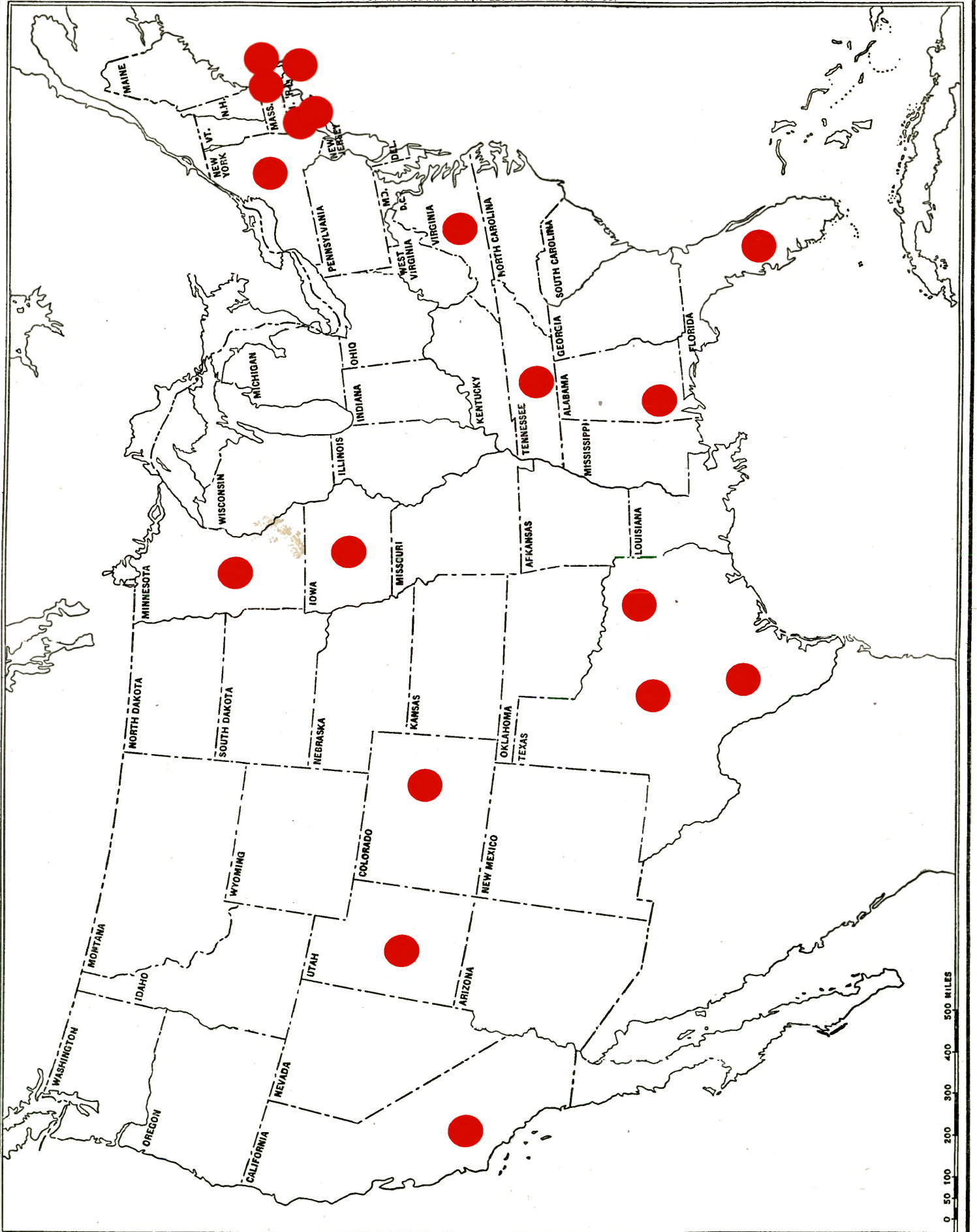


FIGURE V - Map showing distribution of replies received to questionnaires.

0 50 100 200 300 400 500 MILES

890123456

Table XIII summarizes some of the returns received in answer to these questionnaires--indicating some things about the practices and systems of other secondary schools in connection with the enforcement of compulsory attendance laws.

A further study of these replies revealed that the problem of excessive tardiness and absence was acute and that steps are being taken to lessen this irregularity of attendance. The magnitude of this problem in 1930 is shown by the following information:

The ideal of having all the children of elementary and secondary school age (6 to 17 inclusive) attend school has not been attained. According to the 1930 United States Census, 4,173,951, or 14.3 per cent, of the 29,066,072 children 6 to 17 years of age were not attending school. Of the number not attending school, 2,514,986, or 60.3 per cent, were of high school age (14 to 17, inclusive).

The foregoing figures, which show the total number of children 6 to 17 years of age not in school at all, do not present the entire picture of the problem of school attendance since they do not take into account the average daily attendance of those who were enrolled. Considering attendance in relation to enrollment in the public schools 4,413,129 or 17.2 per cent, of the 25,678,015 children enrolled were absent each day. Adding this number to the number of children not in school at all, the grand total number of children not in school on any one day during the school term was 8,587,080.....(29)



TABLE XIII

PRACTICES OF SECONDARY SCHOOLS in Cities of 150,000 to 300,000 in Regard to a Uniform Child Accounting System, Written Parental Excuses and Penalties for Unexcused Absences and Tardiness

City	School	Question 3		Question 4		Question 6
		Uniform System	Written Parental Excuses	Uniform System	Written Parental Excuses	Penalty*
Birmingham	Paul Hayne	Yes	Yes	Yes	Yes	*
"	Ensley	Yes	Yes	Yes	Yes	
Bridgeport	Maplewood Jr. High School	No	Yes	Yes	Yes	*
Dallas	Norman R. Crozier Tech.	Yes	Yes	Yes	Yes	*
"	Lincoln	Yes	Yes	Yes	Yes	
Des Moines	East	Yes	Yes	Yes	Yes	*
"	W. Wilson Jr. High School	Yes	Yes	Yes	Yes	
Flint	Technical	Yes	Yes	Yes	Yes	*
Fort Worth	Technical	Yes	No	No	No	*
"	Meadowbrook Jr. High School	Yes	Yes	Yes	Yes	
Grand Rapids	Harrison Park Jr. High School	Yes	Yes	Yes	Yes	*
Hartford	Public	Yes	Yes	Yes	Yes	*
"	Weaver	Yes	Yes	Yes	Yes	*
Jacksonville	Robert E. Lee	No	Yes	Yes	Yes	*
"	Kirby-Smith Jr. High School	No	No	Yes	Yes	
Jersey City	Lincoln	No	No	Yes	Yes	*

TABLE XIII (Continued)

City	School	Uniform System	Written Parental Excuses	Penalty*
Nashville	Hume-Fogg Tech. & Voc. East	Yes	Yes	*
Providence	Central Hope	No	Yes	*
Richmond	John Marshall Armstrong	Yes	Yes	*
St. Paul	Central Mechanic Arts	Yes	Yes	*
San Antonio	Thos. Jefferson	Yes	Yes	
San Diego	Herbert Hoover	Yes	Yes	*
Salt Lake City	East	No	Yes	*
"	West	No	Yes	*
Springfield	Technical	No	Yes	*
"	Classical	No	Yes	
Syracuse	Blodgett Voc.	No	Yes	
Toledo	Central Catholic	Yes	Yes	*
Tulsa	Daniel Webster	No	Yes	
Worcester	North	No	Yes	*

TABLE XIII (Continued)

<u>City and School</u>	<u>*Penalty for unexcused absences and excessive tardiness</u>
Birmingham - Paul Hayne	The Board of Education rule is that if a pupil is absent or tardy twice in one week or four times in one month, without an excuse, he shall be suspended from school and not permitted to return until his parent has seen the superintendent and from him secured a written permission for his return.
Bridgeport - Maplewood	Parent interviewed in case of absences. Pupil kept after school if late in reaching classes.
Dallas - Technical	Make up work not allowed. Tardiness is handled by having pupils report 15 minutes earlier each morning one day for first tardiness, five days for second tardiness, parent called in on third offense.
Des Moines - W. Wilson	All absences must be made up.
Flint - Technical	Failure for the day missed.
Fort Worth - Technical	Absences cut off three points for each day absent, unless the work is made up to the satisfaction of the teacher and then one point is taken off. Unexcused absences means three points off each subject grade. Tardiness automatically takes off one point on the subject to which the student was tardy.
Grand Rapids-Harrison Park	Parental conference and make up of time.
Hartford - Public	Deduction from marks and detention.

TABLE XIII (continued)

City and School	*Penalty for unexcused absences and excessive tardiness
Hartford - Weaver	Three demerits and double time to be made up in afternoon detention.
Jacksonville - Kirby Smith	Tardy hall assignment 3:15 to 4:10.
Jersey City - Lincoln	Detention and parental conference.
Nashville - East	Detained after school.
Providence - Hope	Maintain a detention group meeting daily for half an hour after school with a rotating assignment of teachers in charge so that any one teacher does not have to serve more than two or three times in a year. Since their school day is six hours long, the penalty for each day's truancy is six hours in detention, during which time the student must study faithfully if his time is to be counted. Principal keeps the records of the detention group.
Richmond - J. Marshall	Two unexcused absences - suspension. In extreme cases, suspension for remainder of term.
St. Paul - Mechanic Arts	Seventh period is the penalty period. Unexcused absence carries a penalty of one period for each class missed. After the fourth unexcused tardy - penalty period for each tardy thereafter.
Salt Lake City - East	Ineligible for activities and offices.
Salt Lake City - West	Suspension or expulsion for excessive absences and tardiness. Is reflected in grades.

TABLE XIII (continued)

<u>City and School</u>	<u>*Penalty for unexcused absences and excessive tardiness</u>
San Diego - H. Hoover	An hour after school in the Detention Room for every hour missed.
Springfield - Classical	Unexcused absence means no credit for that day's work -- double time in detention for each class missed. One hour detention for every tardiness after six.
Worcester - North	Truancy is punished by six afternoons in the detention room. If persisted in, truancy results in suspension. Every tardiness after the first is penalized by one hour of detention.
Toledo - Catholic	For tardiness and unexcused absence students are required to remain after school, in the proper attendance room, one or more days according to the nature of the defect of attendance. No other obligation of any kind in or out of school may take precedence over this obligation. In special circumstances, the proper attendance supervisor may make an adjustment after the offender presents his case.

We find also that the problem still existed in the years 1941 and 1942 as shown by the following information:

The proportion of pupils enrolled in elementary and secondary schools in 1941-42 in an average daily attendance was 85.6 per cent. This represented an increase over the 82.8 per cent reported for 1929-30 and reflected the fact that daily attendance has not decreased as rapidly as enrollment. That greater improvements are needed is indicated by the fact that on the average 14.4 out of 100 pupils enrolled in 1941-42 were absent from school each day during the school year....(33)

School attendance and the directly related extent of absences vary widely from State to State. While such States as Connecticut, Michigan, Ohio, Utah and Wisconsin report 90 percent or more of all pupils enrolled in public elementary and secondary schools in average daily attendance, such states as Arizona, Arkansas, Nevada, New Mexico, Washington and Wyoming report less than 80 per cent in average daily attendance. (33)

In terms of average daily attendance rural schools make practically as good a showing as urban schools. Thus, in 1939-40, 86.2 per cent of all children enrolled in the rural public schools were in daily attendance in comparison with 87.1 per cent of all in the urban schools. (33)

It is the writer's belief that if a unified effort had been made to improve attendance at this time, our problem at the present time would not be so great.

The reader, at this point in this thesis, should recognize that the disregard for attendance standards in our secondary schools is appalling and that a united attack must be made immediately to improve this condition. We can meet this challenge by making it our responsibility that there is strict compliance with our compulsory attendance laws by penalizing the violators and removing

the causes. This can be accomplished efficiently by effective reporting and recording and quick reference of the violations to the persons charged with the enforcement of the laws.

The following chapter is a survey of the systems now being used in reporting and recording tardiness and absence in the Omaha secondary schools. Chapter V is an attempt to set forth an improved technique of accounting in order to help us effectively meet this problem.

## CHAPTER IV

## SYSTEMS USED IN THE OMAHA SECONDARY SCHOOLS

Figure VI shows in tabular form the systems used for recording and reporting absence and tardiness in the Omaha secondary schools:

ATTENDANCE CONTROL	-- OMAHA SECONDARY SCHOOLS		
	Benson	Central	North Tech South
<b>ABSENCE</b>			
Recorded in Class Record Book.....	X	X	X X
Reported on Absent List (All Absentees)	X	X	X X
Master List checked (Absentees listed thereon - not reported).....	X		X X
Posted to Register each period.....	X	X	X X
(Tech reports only three periods).	X	X	X X
Post to Semester Attendance Cards.....	X	X	X X
"Dropped" from roll after three consecutive days absence.....	X	X	X X
Verification with home.....	X	X	X X
Report all "Lefts" to Attendance Office	X	X	X X
Report only "Certain Cases" to Attendance Office.....	X	X	X X
<b>READMISSION</b>			
Written Parental Excuse required.....	X	X	X X
Admit Card issued by Attendance Clerk..	X	X	X X
Admit Card issued by certain Teachers..	X	X	X X
Admit Cards accounted for.....	X	X	X X
<b>TARDINESS</b>			
Cleared through Registrar's Office.....	X	X	X X
Cleared through School Counselors.....	X	X	X X
"To School" Tardiness recorded by Registrar.....	X	X	X X
<b>HALL CONTROL DURING CLASS PERIODS</b>			
Student Hall Patrol.....	X	X	X X
Hall Passes.....	X	X	X X
<b>PENALTIES FOR HABITUAL ABSENCE AND EXCESSIVE TARDINESS</b>			
Ninth Hour.....	X	X	X X
Reflected in grades (Definite set-up)..	X	X	X X



Benson High School (see appendix for forms)

The pupil's absence is recorded in the teacher's class record book in the respective column for that day. (The record book used is the one published by Hammond and Stephens Company of Fremont, Nebraska.) It is then listed on the Absent List, boys and girls separately, which shows the date, recitation period, room number and teacher's signature. These are collected by a messenger from the office during the first part of every period and posted to the Registrar's Daily Record of Absence and Tardiness in the appropriate period column. The names are listed on this form alphabetically by the first letter of the last name. During the later part of the day the absence is transferred from the register to the student's individual semester attendance card.

In order to take care of the morning rush, two teachers are assigned an early schedule to check the pupils' excuses, refer the students returning after illness to the nurse, and issue the Admit Slips, which slips are circulated by the pupils for their teachers' signatures during the day and must be returned by the last hour teacher. Each slip must be accounted for by the attendance clerk in the office. Pupils returning after Home Room receive their Admit Slips from the teacher on duty in the office.

After the third consecutive absence the pupil's card is marked "Left" and the case referred to the truant officer if it is deemed necessary. When he returns to school a notation is made on the card of the date of return. The names of the

"Lefts" and "Returns" are listed in the daily school bulletin.

All pupils who are tardy to school must report first to the office for clearance and proper disciplinary action and to receive an Admit Check. These are returned to the office by the teacher who receives them. After a pupil has been tardy three times to Home Room (first period of the day) he is penalized for each tardy thereafter by having two ninth hour assignments. If a pupil persists in being tardy, he is placed on a later schedule reporting later and staying later. All "to school" tardiness is posted to the individual's record card by the office. Tardiness between classes must be settled by the teacher in charge of the class and penalties are imposed by same.

No student is allowed to leave a class room until roll call has been taken. If it is necessary for anyone to be in the halls he is issued a Hall Pass. After 11:30 A. M., student monitors are assigned to posts in the corridors to aid in checking hall traffic. Before that time it is not necessary to have anyone on hall patrol duty.

The personnel required for the attendance job at this school includes two teachers for one period each morning, another teacher who spends six periods each day checking and keeping the records, calling the homes, etc., plus some student messengers each period.

Central High School (see appendix for forms)

The teacher records the absence in the appropriate

day column in her record book. Home Room (first period) of the day) teachers record absences and tardiness but do not report them to the registrar. First period teachers report all pupils absent. A separate slip for each student absent, showing his name, date, room and teachers' signatures, is prepared. These are collected at the beginning of the period, alphabetized and the list mimeographed. These Master Lists are sent to all teachers at the start of the second period. Teachers in second through eighth period classes report only those pupils not listed on the Master List who are absent. These are posted each period to the register and are very few in number. In the afternoon the Master List and registered absences are recorded on the individual student's semester attendance card, after which the necessary cases are referred to the truant officer. Pupils are not dropped from the teacher's record book until they become "Permanent Lefts."

A student returning to school after an absence must have a parental excuse showing date and reason for the absence. The signature on the excuse is checked with a signature card on file in the office. In case of illness he first clears through the nurse.

Each absence is classed as one of three types as follows:

1. Unexcused
2. Optional (border-line cases)
3. Excused

Absence checks are issued by certain teachers assigned

this responsibility and are listed on a form showing the student's name, date absent and the name of the last hour teacher. They are consecutively numbered and all must be returned the same day as issued. Last hour teachers are responsible for the return of the absence checks. Pink checks are issued for unexcused absences and white checks for excused or optional cases. Unexcused absence is penalized by a ninth hour assignment and a lowering of the grade.

All tardiness to Home Room and first hour are cleared through the counselors who issue tardy checks and assess the penalties. A pupil is permitted to accumulate three tardies (to school or to classes) after which ninth hour classes are assigned.

Tardiness to classes after first hour is a matter between the student and the teacher and when deemed necessary, the student can be assigned to a ninth hour class.

No student is called from a study hall or a classroom until after attendance roll call is taken. At this school they have no hall patrol.

This set-up required the time of two teachers for one period in the morning, student messengers and an attendance clerk who spends most of her time checking with the student's home for each absence.

Their average daily absence for last semester was only four per cent.

North High School (see appendix for forms)

The pupil's absence is recorded in the teacher's class record book (same form as used at Benson High School) in the respective column for that day. They are then listed on the Absence List. Those who have been absent three consecutive days are noted "Left" and when they return are listed again and noted "Returned" on the Absent List by the teacher.

These slips are collected by messengers at the beginning of each period and posted to the register. In the afternoon the information is recorded on the pupil's individual semester attendance card and any cases, where it is deemed necessary, may be referred to the truant officer.

The responsibilities of the student for absence and tardiness is given in detail in the school's information bulletin issued to pupils. The writer refers you to the bulletin in the appendix for details.

No student is allowed to leave a classroom until after attendance has been checked. Pupils in the halls during class periods are checked by students on hall patrol duty. One man teacher assists in the halls during the lunch periods.

The system in use at this school requires the time of two teachers for one period each day, the full time of an attendance clerk and student messengers.

Technical High School (see appendix for forms)

The teacher records the pupils absent or tardy in her class record book in the respective column for that day. Only teachers of first, fourth and seventh period classes report absences on the Absent Lists which are collected by student messengers at the beginning of these periods. They are then posted to the daily register and from it to the individual student semester card.

Those absent three or more consecutive days are reported "Left" and reported, when deemed necessary, to the truant officer. On Thursday each teacher files with the office a form showing those pupils dropped from classes during the week and those tardy to Home Room period.

Pupils returning after being absent report to the attendance registrar with their parental excuses and are issued Admittance Cards to be signed by all their teachers. No attempt is made to see that these are returned by the last hour teacher. Those students returning after an illness must clear through the school nurse.

Pupils who are tardy to classes are cleared through the registrar and Tardy Slips are issued for admittance to class. Cases of excessive tardiness are reported to the proper counselor for disciplinary action on the Special Report form provided to the teachers.

No student is supposed to be called from a recitation period. If a student must leave study hall for make-up work or a conference, he must present a form provided by the teacher requiring his presence, and may not leave

until after attendance roll call is taken.

The students who do not wish to attend student activities programs in the auditorium with their teachers, must report to study hall instead and fill out a Proof of Attendance Slip and turn same in to the study hall supervisor. These are returned to his regular class teacher through the general office.

They have no student hall patrol and men teachers are assigned hall supervision before school, during lunch periods, eighth hour and after school hours.

The two attendance clerks (one for the girls and one for the boys) post the records and check on absences. The average daily absence is so great that at the present time only three periods during the day are checked.

The same general system is in use today as the one which was installed when absence and tardiness was a minor problem.

#### South High School (see appendix for forms)

The pupil's absence and tardiness is recorded in the respective date column of the teacher's class record book. The absences are then listed on the Absent List which shows the number of absentees in the room, date, period and the teacher's signature. These are collected by messengers from the attendance office.

The names are then posted alphabetically (by the first letter of the surname) to the registrar's Daily Record of Absence. This is done by the paid full-time attendance

clerk. During fourth period, student help looks up telephone numbers of absentees. In the afternoon the absent students' homes are called and the Semester Attendance Cards posted by trained student assistants.

When the student returns to school after an absence, he fills out an Excuse for Absence. (Note:- This is unique in attendance administration as no written parental excuse is required.) He gives it to his first period teacher who issues an Admit Check which is circulated through all periods and returned by the last period teacher. The nurse is informed, by the first period teacher, of the names of those pupils she should contact. Students entering after the first period must report to the registrar's office for clearance. There is no Home Room at this school.

Students who are called from their study hall for a conference by instructors, must report first to study hall and present their Credit for Extra Period Slip.

South High School only notes those pupils dropped who are "Permanent Lefts." This list, with the few who do return after being "dropped," is posted on the office bulletin board each Wednesday. Every teacher of each of these returned students is notified of the pupil's return by a "Returned Slip." Every student who is absent three consecutive days is reported to the school district's attendance office on a duplicate Semester Attendance Record Card with the reason for his being absent. At the same time a letter is forwarded to the home. It is left to the dis-



cretion of the truant officer as to which homes to personally visit.

Students who enter the building after the first period starts are issued a First Period Pass by the student hall patrol. These are listed by the first hour teacher on the Tardy Slip and are posted by the attendance office to the student's record as a "to school" tardy. All other period tardies do not require passes and are a matter between the student and the teacher. When necessary, she refers them to the dean.

Students who are sent from a room during a class period for any reason are required to have a Hall Pass which may be examined by any one with authority in the halls.

The attendance job at this school requires two full-time people, all first hour teachers, and four students each period.

The reader is probably aware that there are some similarities in the procedures and forms used for attendance control in the various Omaha high schools. This came about in this manner -- as the city grew and other high schools were built, they were staffed with key people from the Central High School who took with them the administrative practices of that school. You will note, however, that Central High School changed their procedure about four years ago to one which has similarities to the plan proposed by the author in the next chapter.

Figure VI and the brief descriptions of the various procedures in use in the Omaha high schools indicate that

the system for handling absence at Central High School is the most economical and effective. The "heart" of the system is in the preparation and use of the Master List. All teachers record in their class record books each individual absence. These are each, in turn listed every period on an Absent List at Benson, North and South High Schools. Technical High reports each absence only three periods of the day (first, fourth and seventh). Central High reports each absence on a separate slip the first period and only those not listed on the Master List during the other periods.

The attendance office at Central High School can quickly check on those reported absent after first period to find out if they have legally signed out. If not accounted for in the attendance office, the case can be referred to the proper counselor immediately for action. The other schools post each absence every period to the register which is time consuming and on some days this particular job is not completed at the end of the day.

Those schools (Benson, North and Technical) where teachers "drop" from their class roll all students who have been absent for three consecutive days need to account for their "lefts" and "returns" very accurately. Otherwise, it will permit the cutting of a class without detection. Central and South consider all students as potential members of the class until notified by the school attendance office that they are "permanent lefts." This

eliminates this particular problem.

All schools, with the exception of South High School, require written parental excuses after an absence. It is the opinion of the writer that since the state school laws hold the parents responsible for their child's attendance, they should in turn be held responsible for originating the excuse for absence.

All schools, with the exception of Technical High, place the responsibility for issuing Admit Cards before school in the hands of designated people other than the attendance clerk. This eliminates the early morning pressure on one office and spreads the responsibility which makes for a more effective set-up between the student and the school.

Tardiness at all the schools except Technical High are cleared through some other person than the registrar, usually the counselor. This makes for more effective and quicker remedial action.

Three schools use students who function as a hall patrol during class periods to police the corridors. This should not be necessary if every person responsible for attendance control carries through on his responsibility each period.

The "ninth hour" penalty period, as some teachers label this assignment, can be made very effective if used as a period in guidance. South and Technical do not have such periods, but it is the opinion of the writer that it can

be made a very effective part of attendance control.

The author realizes there are several points of view as to whether excessive tardiness or habitual absence should reflect itself in the grade earned by a student. It is his opinion that if a student cannot master such a simple assignment as punctuality, it will, in all probability, also be reflected in the degree of mastery of any subject. Hence, any definite set-up for a grade penalty is not needed.

All of the high schools can easily convert their present set-up into the plan proposed by the author in the next chapter. The forms in use at each school can be utilized and it requires no additional personnel.

## CHAPTER VIII

RECOMMENDED PROCEDURE FOR CHECKING,  
REPORTING AND IMPROVING ATTENDANCE

All teachers recognize that a school cannot make its maximum contribution to the training of its students when a large number of them are regularly absent. Yet occasionally, there are teachers who look upon the work attached to checking and reporting absences and tardiness as something apart from the teaching process which robs them of teaching time and, therefore, as something which may justifiably be neglected. Such teachers fail to consider that with half their students absent from a class they actually do, with equal effort, only half as much teaching as they would be able to do if all their students were present.

In the replies to the questionnaires and in conferences with attendance secretaries there is found some criticism of some teachers for the careless attitude they take toward the important assignment of checking attendance. This is clearly indicated by the number of blank spaces that appear on the school's daily register after it has been posted for the day. That is, in those schools reporting absence each period, a pupil absent all day should be reported every period and a check should appear in each period after his name. Enforcement authorities indicated that this same criticism holds true for some of the elementary schools in our city. This is what Superintendent Crawford, of the San Diego, California school system, had

in mind when he wrote in his instructions to teachers:  
"Attendance Control is the responsibility of every member of our staff and every teacher must give the necessary time to assist with this checking." That is also what about fifty per cent of the secondary school principals meant when they answered Question No. 5 (page 39) of the author's questionnaire that there was sluffing of classes without detection due to the teachers' carelessness or errors in reporting.

The proposed procedure is set up in the form of a job-description which is an integral part of job analysis. W. W. Charters was one of the first men to apply job-analysis to the business of Education but little emphasis has been given to it. It proved to be very valuable during our years of war production in industry and the author believes it has value in routinizing the clerical functions of school administration.

The procedure is the result of careful study of the duties and responsibilities involved in the systems used in the secondary schools of Omaha, Nebraska, and in high schools of other comparable cities. Many suggestions were received through conferences with persons who work with or are interested in this problem. Also, many valuable ideas were obtained as the result of study of forms and procedures furnished by publishing houses.

Part I sets forth the responsibilities for absence reporting by the teachers:

## PART I

ABSENCEI. FIRST PERIOD TEACHERA. REPORTING ABSENCE TO ATTENDANCE OFFICE

1. List each absentee separately on Absence Notice (Form 1)
  2. Place absence slips in envelope (Form 2) provided for this purpose and place this near the classroom door for the attendance monitor to collect during the first ten minutes of the period. If there are no absences, fill out one of the forms and place on it the notation "No Absence." Envelopes will be returned to the teacher's mail box during the day by the attendance office.
- B. Each absence is recorded in the proper date column in the teacher's class record book.

II. ALL TEACHERSA. REPORTING ABSENCE - Checking Master List (see sample Master List at end of chapter)

1. The Master List is made up each morning following the receipt of absence notices from first period classes and is sent to all teachers during the second period.
  2. After taking roll each period, check the list of absences against the Master List and report to the attendance office only pupils who are absent and whose names do NOT appear on the Master List by:
    - a. Using regular Absence Lists (Form 3) which will be collected by Monitors from the attendance office each period. (Mark this form "No Absence" if there are no absentees.)
- B. Each absence is recorded in the proper date column in the teacher's class record book.

(Note: No student is "dropped" from the roll until his name appears as officially dropped in the daily school bulletin. "Returns" who have been previously dropped are also shown in the bulletin.)

Part II sets forth the responsibilities for Readmission of Pupil after Absence by the teachers:

## PART II

READMISSION AFTER ABSENCEI. HOME ROOM TEACHERA. ISSUANCE OF REGULAR ADMIT CARDS (Form 4)

1. Issue Regular Admit Cards to those who were absent on the previous full day or days. Each pupil who receives an Admit Card must present an excuse from parent or guardian which fully explains absence, also giving reasons and dates.
  2. In case the reason for absence was serious illness, or the teacher feels that a condition of contagion may exist, the pupil should be sent to the nurse. If approved by nurse for return to class before the end of Home Room, pupil will return directly to Home Room teacher for Admit Card. If pupil is detained in nurse's office later than the end of Home Room, he will take his excuse from home to the attendance office where he will be given an Irregular Admit Card (Form 5) and go directly to period in session. In either case, the excuse from home must be approved by the nurse.
  3. It is suggested that Admit Cards be made out on the first day of a pupil's absence in order to expediate their issuance. Pupils should be urged to get their Admit Card before the beginning of Home Room.
  4. Admit Cards are consecutively numbered daily and listed accordingly on the form Record of Regular Admit Checks Issued (Form 6).
  5. This list, together with the written excuses, and Tardiness List (Form 12) and checks, will be placed in the envelope provided for this purpose (Form 7) and sent by a reliable monitor to the attendance office at the close of Home Room.
- B. The Home Room teacher records each absence in her class record book and checks it later against the Master List for the day.
- C. Refer excessive absence, known truancy or sluffing of classes to the proper counselor on Form 13.

(Note: The foregoing may be the responsibility of the first period teacher in those secondary schools having no Home Room.)

II. ALL TEACHERSA. ADMIT CARDS:

1. There are two types of Admit Cards --
  - a. REGULAR - Issued by Home Room teacher
  - b. IRREGULAR - Issued by attendance office (these do not necessarily indicate unexcused absence, but show that they were issued directly from the attendance office.



2. Every student returning after an absence must present his Admit Card for signature.
3. The last period teacher will collect the Admit Cards and place them with the Attendance Slip for collection by the monitor.
4. Students having irregular classes will be issued Form 8 by their last period teacher. This will be used by the student for admission to his irregular class the next day.

Part III provides for the responsibility of handling Tardiness by all teachers:

### PART III

#### TARDINESS

#### I. HOME ROOM TEACHER

##### A. TO HOME ROOM

1. All pupils tardy to Home Room (to school) must report first to their counselor for a Tardy Check (Form 9 or 10). This is posted directly to the pupil's Tardy Card (Form 11) by the counselor.
2. Pupils who are absent only from Home Room are required to have a Tardy Check Before readmission to Home Room.
3. The Home Room teacher lists all of the pupils presenting Tardy Checks on the Tardiness List (Form 12). This list with the Tardiness Checks are placed in the Home Room teacher's envelope (Form 7) to be sent to the Attendance Office.

#### II. ALL TEACHERS

##### B. TO OTHER PERIODS THAN HOME ROOM

1. Tardiness during the other periods of the day are to be handled by the teachers concerned.
2. Excessive tardiness is to be referred to the proper counselor on Form 13.

Part IV provides for the responsibilities of the counselor, nurse and attendance secretaries in Attendance Control:

### PART IV

#### STAFF RESPONSIBILITIES

#### I. COUNSELORS

##### A. Absence:

1. Take immediate steps to correct the condition which causes students to be persistently absent from classes.

2. Initiate disciplinary action in cases of truancy or sluffing of classes.
- B. Tardiness:
  1. Issue Tardiness Checks to pupils late for Home Room.
  2. Keep "to school" tardiness record up to date.
  3. Take immediate steps to correct excessive tardiness "to school" and to classes.
- C. Relieve Attendance Pressure
  1. Clear group absences.
  2. Instruct substitute teachers in procedures.
  3. Smooth out accounting procedures.

## II. NURSE

- A. Examine pupils returning after illness when referred to them by Home Room teachers.
  1. Send those pupils home who should not return to school.
  2. Approve excuses for absence for those who may return and time the slip so that such pupils may take the slip to Home Room teacher for Regular Admit Card or to the attendance office for an Irregular Admit Card and return to class.
  3. Send a daily list of these Home Room and First Period referrals to the attendance office by the end of the first period.
- B. Continue to confer with teachers, attendance secretaries and counselors concerning individual attendance problems.

## III. ATTENDANCE SECRETARIES

- A. Compile Master List.
  1. Send monitors to classrooms during first ten minutes of first period for envelopes containing absence notices.
  2. Alphabetize list of students from absence notices.
  3. Mimeograph Master List and distribute before the last fifteen minutes of second period.
  4. Return envelopes to first period teachers mail boxes.
- B. Issue Irregular Admit Cards.
  1. To pupils who do not obtain cards from Home Room teachers.
  2. To pupils who have no first period classes.
  3. To pupils who have been absent part of the day.
  4. To pupils late for first period classes and makes note on Master List.
- C. Make telephone calls.
  1. On all absentees having telephones to find out the reason for the absence.
  2. On known trancies notify proper counselor on Form 13.
- D. Issue Duplicate Admit Cards.
  1. To pupils who have lost originals. Send note to Home Room teacher in these cases.

- E. Collect one-period Absence Lists.
  - 1. During the school day send monitors at intervals for one-period Absence Lists.
  - 2. Post these to the Daily Register (Form 14).
  - 3. Refer those who are cutting classes or who left school without clearing through the attendance office to the proper counselor.
- F. Post to Semester Attendance Cards (Form 15).
  - 1. Absentees on Master List.
  - 2. Absentees on the Daily Register.
  - 3. Make out duplicate card to be sent to District Attendance Office for third consecutive day's absence, showing reasons.
  - 4. Tardiness from the Tardiness Lists.
  - 5. Tardiness indicated on the Master List.
- G. Check envelopes from Home Room teachers.
  - 1. Post Tardiness Lists and file them.
  - 2. Return Tardiness Checks to counselors.
  - 3. File written parental excuses.
  - 4. Check Admit Checks returned by pupil's last period teachers against the form Admit Checks Issued. Notify last period teacher (Form 16) for Admit Checks not returned.
  - 5. Return envelopes to Home Room teachers' mail boxes.
- H. Send out letters (form 17) to absentees' homes, where there are not telephones, after three consecutive days absence.
- I. Issue Attendance forms to Home Room and first hour teachers.
- J. Prepare list of official "Drops" or "Returns" for daily bulletin.
- K. Make out monthly reports, etc.

Part V provides for the responsibility of taking a student from study hall or for any hall traffic during class periods which contributes to Attendance Control.

## PART V

### SUPPLEMENTAL RESPONSIBILITIES

#### I. ALL TEACHERS

- A. If it is necessary for a teacher to have a student for make-up work or conference during his study hall hour, a form Teachers Request for Conference (Form 18) must be executed beforehand. A student is not permitted to leave the study hall until after the attendance is checked.
- B. If it is necessary for a student to leave a class for any reason, a Hall Pass (Form 19) is issued.

It is the writer's opinion that the foregoing procedure for checking and reporting absence and tardiness, coupled with every staff member's persistent and conscientious effort to "carry through" will reduce absence and tardiness to a minimum. The procedure is simple and involves a minimum of clerical help.

Part VI sets forth the responsibilities of the students with reference to absence and tardiness:

## PART VI

### ATTENDANCE RESPONSIBILITIES OF STUDENTS

#### I. ABSENCE

- A. The only reasons for which absence from school is justified are:
  1. Student's personal illness or accident.
  2. Urgent family or business reasons, for which an excuse is obtained in advance (Form 21).
- B. Upon returning to school after an absence for any reason, the student must bring a signed excuse from parent or guardian which includes:
  1. Reason for absence.
  2. Exact dates and time of day.
- C. If absent one or more complete days, student reports directly to Home Room teacher and receives Regular Admit Card, has it signed by all of his teachers during the day, and leaves it with his last period teacher.
- D. If absence is for only part of a day or the student has no first period class, he always reports to the attendance office for an Irregular Admit Card before going to class and leaves it with his last period teacher.
- E. If student loses his original Admit Card, he obtains a duplicate from the attendance office.
- F. If student leaves during the day for any reason, he is to get an Excuse Slip for parent's signature (Form 21) from the attendance office. Absence of anyone leaving without permission will be considered unexcused regardless of the reason.

#### II. TARDINESS

- A. If a student is late for Home Room (to school) he reports directly to his counselor for a Tardiness Check and presents it to his Home Room teacher for admission.

- B. If a student is late for more than Home Room he reports directly to the attendance office for Admit Card.
- C. Tardiness between periods are settled by the teacher to whose class the pupil comes late.

### III. PENALTIES

- A. Habitual Absence:
  - 1. Assignment to "Ninth Hour" penalty periods.
  - 2. Assignment to a late schedule.
- B. Excessive Tardiness (any number over three);
  - 1. Assignment to "Ninth Hour" penalty period.
  - 2. Assignment to a late schedule.
- C. Conference with parents for either habitual absence or excessive tardiness when the counselors deem it necessary.

### IV. OTHER RESPONSIBILITIES

- A. If it is necessary for a pupil to make up work or have a conference with a teacher during one of his study hall periods, he will secure beforehand a Teacher's Request for Conference. Pupil reports directly to his study hall and stays there until dismissed by the teacher in charge.
- B. If it is necessary for a pupil to leave a classroom for any reason, he will secure a Hall Pass from his teacher.
- C. If Admit Check is needed to clear absence for an irregular class, pupil will secure form from last period teacher before surrendering Admit Check for the day.
- D. Pupils regularly leaving the building for lunch or before the close of eighth period must carry their Privilege Pass.

The desirability of this plan over any of the systems now in use can be quickly seen if we trace one absence, one "to school" tardy and one "to class" tardy under the old procedure at Technical High School and then under the new procedure. See Figure VIII.

## FIGURE VIII

COMPARISON OF CERTAIN PHASES OF ATTENDANCE  
CONTROL UNDER THE OLD PROCEDURE AND  
UNDER THE PROPOSED PROCEDURE

---

OLD PROCEDUREPROPOSED PROCEDUREABSENCE

Recorded in class book	Same
Listed each period on Absence List	Listed only first period
Posted each period to register	Recorded on Master List
Posted to Attendance Card	Same
Verification with home if time permits	Always verified

READMISSION AFTER ABSENCE

All Admit Cards issued by registrar	Admit Cards by individual Home Room teachers
No check to see if Admit Cards are returned	Always accounted for

"TO SCHOOL" TARDY

Excuse from Registrar who reports excessive tardi- ness to counselor (Infor- mation cold)	Tardy check issued by counselor--this alone would tend to reduce tardiness
--	---

"TO CLASS" TARDY

Excuse from registrar to class	Between teacher and student
-----------------------------------	-----------------------------

The following pages are made up of sample forms which the author recommends for the proposed procedure.

ABSENTEE LISTMay 11, 1945

ADAMS, DWIGHT  
ANDREW, MAXINE

BALDWIN, PAULA  
BENNETT, CHARLOTTE  
BOARD, LLOYD

CALBERT, BILLY  
CLARY, KENNETH

DACON, BETTY  
DENNISON, VIVIAN  
DUNKLE, SHIRLEY

EMERICK, JUNE

FRAZELL, JEANNE

GAYNOR, BARBARA  
GILLETTE, BUD  
GILLIES, DARLINE

HALL, PAT  
HARVEY, ALTHEA  
HUDSON, LEWIS

JOHNSON, BARBARA  
JONES, BETTY

KEMP, ALICE  
KIRBY, WILLIAM  
KYLE, ANDY

LAITNER, MARY  
LINDSAY, JEAN

MARTIN, DORIS  
MORTON, ROBERT

NELSON, BOB

ORR, BOB  
OTTO, HARRY

PARKER, DOLORES  
PEPPER, ROSE M.  
PRAY, VIVIAN

RAPP, DONNA  
REYNOLDS, RUTH  
RUSSELL, DIANE

SEITZ, MOYNE ANN  
SILVERMAN, DICK  
SPRAGUE, CARLTON

TAYLOR, MARY  
TURLEY, BETTY

VAN HOOSER, CHARLOTTE

WEST, BARBARA  
WHITE, MARY

All forms should be filled out in ink or colored pencil.

Form 1  
ABSENCE NOTICE  
(on white paper)

ABSENCE NOTICE	
Period.....	Date.....
Room.....	Teacher.....
Absentee (last name first)	
Only one student on each Absence Notice	

Form 2  
ENVELOPE FOR ABSENCE NOTICES  
(heavy brown stock)

Room _____
FIRST PERIOD TEACHER _____



Form 3  
ABSENCE LIST  
 (on white paper)

ABSENT LIST Period.....Date.....Room..... Teacher.....
Boys absent
Girls absent

Form 4  
ADMIT CARD (Regular)

ADMIT CARD	No.....
Name..... Date of Absence..... Present this card on entering class	
Signature of teacher:	
H.R..... I..... II..... III..... IV.....	V..... VI..... VII..... VIII..... IX.....
Teacher's Comments:	
Pupil to turn this card in to last period teacher.	

(Printed on heavy blue paper stock)



Form 7  
ENVELOPE FOR HOME ROOM TEACHER  
(Made of heavy blue stock)

Room \_\_\_\_\_

HOME ROOM  
TEACHER.....

Enclose Forms (Parental Excuses, Record of Admit Cards issued,  
(Tardy Checks and Tardiness List.

Form 8  
IRREGULAR ADMIT CHECK  
(On heavy white stock)

ADMIT CHECK

Name.....  
Date of  
Absence.....

---

The above named pupil  
presented ADMIT CARD for  
absence

.....  
Pupil's last period teacher

Form 9  
TARDY CHECK (Excused)  
 (On heavy green stock)

TARDY CHECK	
Please	
Admit.....	
Time.....	
Date.....	
.....	
Counselor	

Form 10  
TARDY CHECK (Unexcused)

Same as Form 9 except on heavy red paper

Form 11  
TARDY CARD  
 (On heavy yellow stock)

TARDY CARD		H.R.....
Name.....		H.R. Teacher.....
Surname	First name	
Date....	Period...tardy.....	Minutes
Cause.....		
Date....	Period...tardy.....	Minutes
Cause.....		
Date....	Period...tardy.....	Minutes
Cause.....		
(over)		

Form set up on reverse side for eight postings.

Form 12  
TARDINESS LIST  
 (on pink paper)

TARDINESS LIST
Period. (HR). Date.... Room....
H.R. Teacher.....
Boys Tardy
Girls Tardy

Form 13  
SPECIAL REPORT TO COUNSELOR  
 (On heavy lined white stock)

SPECIAL REPORT to M.....	Counselor
Student's Name.....	Grade H.R. No.
Surname	First name
Include reason for referral, procedure thus far, and any remedial suggestions.	
(over)	Teacher

(Lined on both sides)

## FORM 14

DAILY REGISTER

See appendix for forms.

## Form 15

PUPIL'S SEMESTER ATTENDANCE RECORD

See form used by South High School in appendix.

## Form 16

ADMIT CHECKS NOT RETURNED  
(On white lined paper)

ADMIT CHECKS NOT RETURNED		
H.R. Teacher.....Room.....Date.....		
No.	Pupil's Name	Last period teacher

## FORM 17

LETTER TO PARENTSSee forms used by South and Technical High Schools  
in appendix.

Form 18  
TEACHERS REQUEST FOR CONFERENCE  
(On white paper)

TEACHER'S REQUEST FOR CONFERENCE

To Study Hall Teacher: Please permit the undersigned to come to Room.....

Seat.....Date.....Period.....

Name.....

Approved.....  
Teacher or counselor

Form 19  
HALL PASS  
(on yellow paper)

HALL PASS

for

.....

From.....to.....

Date.....time.....

.....  
Teacher

Form 20  
PRIVILEGE PASS  
(on heavy white stock)

PRIVILEGE PASS

Date.....

Excuse.....

Time.....

Purpose.....

.....  
Principal

Form 21  
EXCUSE PASS  
(on white paper)

EXCUSE PASS

To the Parent:

I have given permission to.....  
to go.....

In case of illness, please telephone.....  
immediately so that I may know of the safe arrival  
home.

Please sign this and have it returned by the pupil.

.....  
Counselor or nurse

---

.....  
Parent's signature



## CHAPTER VI

## SUMMARY AND RECOMMENDATIONS

SUMMARY

1. The establishment of the first free schools was for the benefit of those who wanted to go to school.

2. It would be necessary to educate all of the children in a democracy in order that the voters of tomorrow could participate intelligently in the affairs of government.

3. To bring this about the proponents of universal ~~xx~~ education fought for and were successful in securing the enactment of compulsory attendance laws which made the parents responsible for the pupil's school attendance.

4. The trend was approaching the ideal of one hundred per cent attendance until approximately fifteen years ago when it became evident the increase in pupil absenteeism was a problem that had to be solved before this goal could be attained.

5. A larger and better educated population will bring about a higher standard of living.

6. Our procedure of record keeping needs to be modernized.

7. The proposed procedure for attendance control will be more effective and economical than most of those now in use by the secondary schools.

## RECOMMENDATIONS

1. That the proposed procedure for Attendance Control described in Chapter V be tried in one of the secondary schools with the thought in mind that if it proves to be satisfactory, it be made uniform for all high schools.

2. That each secondary school have a capable social worker on its staff.

3. That medical, psychological and psychiatric clinics be established for the study of problem cases.

4. That we get a campaign started to get all youth of compulsory school age back to school. This means enlisting the aid of all the people and agencies interested in the welfare of our young people. It can be just as effective as our "Safety Campaigns." Omaha can make the headlines across the nation with such a program.

5. That we need to educate the parent in the cost and in the harmful effects of irregular attendance in order to secure better co-operation between the school and the home.

6. That a study be made to try to discover the reasons for the decline in the per cent of attendance since 1934 at Technical High School.

7. That a study be made to determine how the guidance function can be better coordinated with the attendance problems of diagnosis and remedial work.

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**APPENDIX**

**BENSON HIGH SCHOOL**

**ABSENCE LIST**  
**BENSON HIGH SCHOOL**  
**Omaha, Nebraska**

Date.....

Rec. Per.....	Room.....
<b>GIRLS</b>	<b>GRADE</b>
<b>BOYS</b>	

..... Teacher

MS12-3-43-20M

**BENSON HIGH SCHOOL**  
**ADMIT CHECK**

Date.....

..... Please admit  
..... He  
..... She  
is  
is not tardy.

BH13-8-46-3M

## BENSON HIGH SCHOOL

Pass .....

To Room .....

Time .....

Date .....

BH20-8-42-50M

.....  
Teacher's Signature

Name ..... H. R. ....

Last Name First

Parent's Name ..... Phone .....

Address ..... Date of Birth .....

		Zone					Month					Day					Year					Age																																		
		21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12	15	16	17	20	21	22	23	24	27	28	29	30	31	Bel.	Att.
<b>BENSON HIGH SCHOOL</b> Second Semester 1945-46	JAN.-																																																							
	FEB.-	18	19	20	21	22	25	26	27	28	1	4	5	6	7	8	11	12	13	14	15																																			
	MAR.-																																																							
	APR.-	18	19	20	21	22	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12																																			
	MAY	22	23	24	25	26	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17																																			
		20	21	22	23	24	27	28	29	30	31	Bel.	Att.	Ab.	T.																																									



APPENDIX

CENTRAL HIGH SCHOOL

Show check to each teacher—Turn in to last teacher

**A B S E N C E   C H E C K**

**Central High School**

---

Date.....

.....has filed excuse  
for absence on.....

Signed.....

CH160 8-40-30M

Show check to each teacher—Turn in to last teacher

**A B S E N C E   C H E C K**

**Central High School**

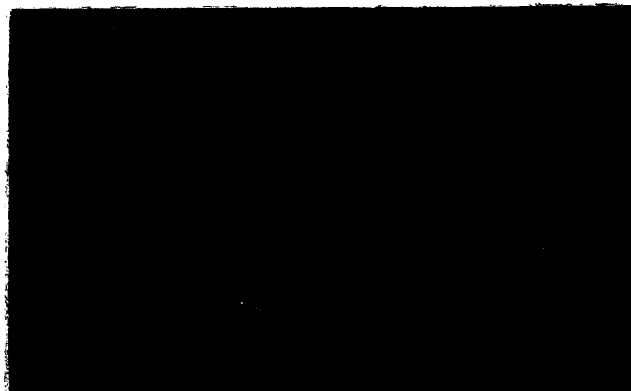
---

Date.....

.....has filed excuse  
for absence on.....

Signed.....

CH260-8-45-5M





APPENDIX

NORTH HIGH SCHOOL



**ABSENCE LIST**  
**North High School**  
**Omaha, Nebraska**

Date.....

Rec. Per..... Room.....

**GIRLS**

**GRADE**

**BOYS**

....., **Teacher**

**NH13-8-45-60M**

**NORTH HIGH SCHOOL, OMAHA, NEBRASKA**

Date.....

Please allow.....

to come to Room.....hour.

PUPIL: Show this slip to the study room teacher before coming.  
Bring your books.

.....  
**Teacher's Stamp**

.....  
**Countersigned**

**NH18-8-45-30M**

NORTH HIGH SCHOOL, OMAHA, NEBRASKA

Date.....

Please pass .....  
 who left the study hall..... for  
 the library.....

Teacher

Time of leaving the library.....

Countersigned.....

Library Teacher

NH29-8-45-20M

Name ..... Grade.....

Last Name First

Parent's Name..... Phone.....

Address ..... Date of Birth.....

		Zone										Month					Day	Year	Age					
		21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15			
NORTH HIGH SCHOOL Second Semester 1945-46	JAN.-																							
	FEB.-	18	19	20	21	22	25	26	27	28	1	4	5	6	7	8	11	12	13	14	15			
	MAR.-																							
	APR.-	18	19	20	21	22	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12			
	MAY																							
		22	23	24	25	26	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17			
	20	21	22	23	24	27	28	29	30	31	Bel.		Att.			Ab.		T.						

NH58-8-45-2M

**A B S E N C E C H E C K**

NORTH HIGH SCHOOL

Omaha, Nebraska

has filed an excuse for absence on

NH51-S-43-30M

**A B S E N C E C H E C K**

NORTH HIGH SCHOOL

Omaha, Nebraska

has an UNEXCUSED absence for

NH51b-S-44-10M

**PASS TO LEAVE BUILDING**

First Semester, 1945-46

North High School, Omaha, Nebraska

Excused .....Hr.

Date Issued

Principal

NH12-S-45-4C

**PASS TO LEAVE BUILDING**

Second Semester, 1945-4

North High School, Omaha, Nebraska

Excused .....Hr.

Date Issued

Principal

NH12-S-45-4C





APPENDIX

SOUTH HIGH SCHOOL

SH1  
SOUTH HIGH SCHOOL  
Absentees in Room \_\_\_\_\_

**SOUTH HIGH SCHOOL**  
Pupils tardy in room.....

Date \_\_\_\_\_ 194    Period \_\_\_\_\_

Date.....    Period

Teacher \_\_\_\_\_

.....Teacher

**SOUTH HIGH SCHOOL EXCUSE FOR ABSENCE**

Date.....

I have been absent from school for

No. Days or Per.	Date of Absence	Age	Grade
The reason for my absence is as follows:			

Signed.....

Teacher's comment on pupil's absence and  
recommendations, if any;

.....Teacher

S. H. 19

S.H.S. HALL PASS

FOR

\_\_\_\_\_

**From Room No.** \_\_\_\_\_ **To Room No.** \_\_\_\_\_

**Date** \_\_\_\_\_ **Time** \_\_\_\_\_

\_\_\_\_\_

**INSTRUCTOR**

DELINQUENCY REPORT

To Deans Office From Attendance Office

Date	Pupils name	Reason

Signed \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_, has reentered South High School, and should be attending your class period, \_\_\_\_\_ unless you are notified otherwise by Mr. Hill.

# South High School

Omaha, Nebraska

R. M. MARRS, Principal

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Our record shows that..... has been absent from  
school for..... days.

We trust that..... will return at the earliest possible  
time.

Thank you for your cooperation.

Sincerely

Attendance Chairman

# South High School

Omaha, Nebraska

R.M.MARRS, Principal

.....

.....

.....

Dear.....

Our records show that.....has been absent from school .....days.

If .....is ill we shall appreciate having the information.

If .....has become discouraged, the school will be glad to arrange for a conference with ..... any time that will be convenient for you to come with .....

In order to make it convenient for you to send us an early reply we are enclosing a stamped envelope.

If you prefer to telephone the information regarding .....absence, the number at the school is Ma. 4990 .

Please ask for the attendance office.

Yours truly

Attendance Chairman

SH 36B

SOUTH HIGH SCHOOL

To Teachers Concerned:

..... has furnished  
excuse for absence on.....  
and may be allowed to re-enter your classes.

Date..... Principal.....

Instructors Sign Here

- 1..... 5..... 9.....
- 2..... 6..... 10.....
- 3..... 7.....
- 4..... 8.....

S. H. 97

# South High School

## CREDIT FOR EXTRA PERIODS

To Study Hall,.....please give the undersigned

credit for 1 period **EXTRA CREDIT** in room.....  
**MAKE UP**

Seat Date Period

Name

Approved Instructor

## First Period Pass

For.....

From WEST Entrance to Room.....

Date.....By.....

Committeeman

**This is NOT an Official Tardy Check**







APPENCIX

TECHNICAL HIGH SCHOOL

# ABSENCE LIST

## Omaha Technical High School Admittance Card

Date.....

Date.....

Hour..... Room.....

GIRLS

GRADE

BOYS

Absent ..... Excused  
Unexcused

8 A. M.

H R.

1.

2.

3.

4.

5.

6.

7.

8.

This card must be signed by the teachers whose classes were missed the day of absence. Then return card to Registrar's office. C. F. HANSEN, Prin.

Tech 11-11-45-100M

....., Teacher

Tech 10-3-45-100M

## Omaha Technical High School

Omaha,....., 194 .....

M .....

..... has been absent from school for four days, and has been marked "Left" on our records.

Please advise me if ..... is going to return.

D. E. PORTER, Principal

*Carl F. Hansen*

Telephone Harney 1964  
Ask for Registrar's office

Tech 31-11 41 1500



# Omaha Technical High School

## Principal's Office

Teacher in room ..... Hour ..... , 194..

Please do not allow .....  
to enter class again without SPECIAL O. K. from the office. (If absent to-  
day this applies to next time present.)

CARL F. HANSEN  
PRINCIPAL

Tech 98-45-5M

Year

Class ..... Section ..... Room No. ....

Teacher

Present

Present if absent to ..... (initial)

SPECIAL REPORT BY COURSE LEADER

Name ..... Grade.....  
Last Name (Print it) First Name  
 Tel. No. .... Date of Birth .....  
Month Day Year Age

Parent's Name ..... Address.....

TECHNICAL HIGH SCHOOL Second Semester 1945-46 JAN.-FEB. MAR.-APR. MAY	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15
	18	19	20	21	22	25	26	27	28	1	4	5	6	7	8	11	12	13	14	15
	18	19	20	21	22	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12
	22	23	24	25	26	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17
	20	21	22	23	24	27	28	29	30	31	Bel.	Att.	Ab.	T.						

Tech 22-8-45-36C

Name ..... Grade.....  
Last Name (Print it) First Name  
 Tel. No. .... Date of Birth .....  
Month Day Year Age

Parent's Name ..... Address.....

TECHNICAL HIGH SCHOOL Second Semester 1945-46 JAN.-FEB. MAR.-APR. MAY	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15
	18	19	20	21	22	25	26	27	28	1	4	5	6	7	8	11	12	13	14	15
	18	19	20	21	22	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12
	22	23	24	25	26	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17
	20	21	22	23	24	27	28	29	30	31	Bel.	Att.	Ab.	T.						

Tech 22-8-45-36C

OFFICE OF PRINCIPAL  
TECHNICAL HIGH SCHOOL  
OMAHA, NEBRASKA

....., 194.....

Dear .....

.....

was absent from school.....

.....

May we say a word about this?

Careful study of the attendance and scholarship of the school has shown us three things.

1. If a pupil is to do his best work his attendance should be the best possible; only illness or unavoidable absence should keep him away from a single recitation.

2. Irregular attendance causes more failures than any other cause.

3. It also causes unsatisfactory work which so discourages a pupil he often fails or leaves school.

Absence for any reason causes a loss to the pupil which cannot entirely be made up.

In order that you may co-operate with us to prevent this cause of unsatisfactory school work, it is our plan to notify you of the pupil's absence.

If you desire to confer with the school about this matter call Ha. 1964 between 8:00 A.M. and 4:30 P. M. any school day and ask for the registrar.

Yours very truly,

Principal of Technical High School





