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THE RELATIONSHIP OF SELECTED FACTORS TO

THE ATTENDANCE OF PUPILS OF ANNAPOLIS SCHOOL

(TITLE)

BY

Lovell A. Horath

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
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1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

DATE

DATE

ADVISER

DEPARTMENT HEAD

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## CHAPTER I

### INTRODUCTION

#### Problem Statement

This study sought to determine the relationship of each of the following factors: age of pupils, intelligence quotient of pupils, academic achievement of pupils, number of children in the family, age of parents, occupation of parents, parents' educational attainment, and parents' church preferences to the attendance of selected pupils of Annapolis School.

## Value of Study

Compulsory education is not synonymous with compulsory attendance. In England the idea of compulsory education has been traced back to the year 1405.<sup>1</sup>

Martin Luther proposed the idea as early as 1524 and Calvin in founding the ecclesiastical state of Geneva in 1542, made education universal and obligatory to the extent that he was able to realize his plans.<sup>2</sup>

Laws pertaining to compulsory education were passed in Massachusetts as early as 1642, but "It was not until 1852 that the Massachusetts state legislature passed a compulsory school attendance law, the first of its kind to be passed in any state".<sup>3</sup>

In Illinois the state legislature has enacted a compulsory education law. The Illinois statute reads:

Whoever has custody or control of any child between the ages of seven and sixteen years shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session: Provided that the following children not be required to attend the public schools.<sup>4</sup>

While the above is the prescription for governing school attendance, there are various minor aspects to the law. These pertain to children attending private or parochial schools,

<sup>1</sup>F. C. Ensign, Compulsory School Attendance and Child Labor (Iowa City, Iowa: Athens Press, 1921), p. 10.

<sup>2</sup>J. W. Peirin, Beginnings in Compulsory Education, Educational Review, Vol. 25, (1903), pp. 240-248.

<sup>3</sup>Henry J. Otto, Elementary School Organization and Administration (New York: Appleton-Century Crofts, Inc.), p. 357.

<sup>4</sup>The School Code of Illinois, Circular Series A No. 115, Issued by Vernon L. Nickell, Superintendent of Public Instruction, compiled by N. E. Hutson and R. W. Diffenbough, Legal Dept. 1957, Article 26-1, p. 271.

those physically or mentally handicapped, those legally employed, and those over twelve and under fourteen in attendance at confirmation classes.

Even though there are compulsory attendance laws, the average daily attendance in many schools is very low. Therefore, there are other factors that effect attendance. It is felt that if some of these factors could be determined it would be useful in improving attendance in our schools.

## Related Research

In one study by the New York State Division of Research involving over 1,000 individual curves of mental growth in mental age, three-quarters of the boys and three-fifths of the girls passed through a period of two to four years, coinciding with early adolescent changes, when there was almost no growth in mental age. Here is strong indication that the childhood pattern of mental development may be for a time disrupted in the irregular period in early adolescence. This presents us a challenge to study our pupils for evidences of such variability, and, if suspected, to vary our academic demands and expectations accordingly.<sup>1</sup>

According to a survey made by a George Martin, there was some mention of attendance in the Massachusetts school laws as early as 1642: "Public money raised by a general tax may be used to provide such education as the state desires. The tax may be general though the school attendance is not."<sup>2</sup>

According to a Journal of Royal Statistical Society: "Sickness is a leading factor in school absences."<sup>3</sup>

A bulletin of the United States Bureau of Education states:

<sup>1</sup>The Junior High School Program (3rd printing; Southern Association of Colleges and Secondary Schools, 795 Peachtree St., N. E. Atlanta, Ga: July, 1960), p. 15.

<sup>2</sup>George H. Martin, Evolution of the Massachusetts School System (Appleton and Co., 1894), pp. 14-15.

<sup>3</sup>"An Investigation of Sickness-Data of Elementary School Teachers in London 1904-1919," Journal of the Royal Statistical Society, Vol. 85, Part III, ff(May, 1922), p. 349.



That of the approximately 10,000,000 rural children in the United States in 1919-20 about 9,000,000 were enrolled in school and of those 9,000,000 approximately 7,000,000 were in average daily attendance.<sup>1</sup>

State laws have made school attendance virtually compulsory to age 16 and both state and federal labor legislation have greatly restricted full-time employment prior to this age during the time that school is in session.<sup>2</sup>

Collins in The Health of the School Child has some interesting data on absence from sickness and from other causes than sickness:

During the two years 1923-1925 the average time lost per child per school year on account of sickness in Hagerstown was 7.4 school days and the average time lost from causes other than sickness was 5.6 school days. The total time lost from all causes both sick and not sick, amounted to an average of 13 days per child per year. Of this total absence from school 57 per cent was due to sickness and 43 per cent to causes other than sickness. In the four localities in Missouri, during the year 1920-21, 58 per cent of the lost time was due to sickness, but during the year 1919-20, 65 per cent was due to illness. The higher percentage for the latter year is probably due to the fact, already mentioned, that during this school year a considerable epidemic of influenza occurred and increased the absence from sickness with presumably no increase in absence from causes other than sickness.<sup>3</sup>

Although there are variations in the percentages, the data from the various communities seem to agree in that the percentage of lost time that is due to sickness is

<sup>1</sup>Katherine M. Cook, Rural Education, United States Bureau of Education Bulletin No. 36, A. 1.

<sup>2</sup>School and Early Employment Experience of Youth, A report on Seven Communities, 1952-57, Bulletin No. 1277, U. S. Dept. of Labor James P. Mitchell, Secretary, Bureau of Labor Statistics, Evan Clague, Commissioner.

<sup>3</sup>The Health of the School Child, A Study of Sickness, Physical Defects, and Mortality, Selwyn D. Collins, Senior Statistician, United States Public Health Service, p. 3.

slightly higher for girls than for boys and that the percentage due to sickness is distinctly higher for the younger than the older children.<sup>1</sup>

On the other hand, for causes other than sickness the boys are absent distinctly more than the girls. As regards days lost per absence there is little or no difference between the sexes.<sup>2</sup>

All of the localities agree in indicating a much higher rate for younger children than for the older children, the maximum for the school ages occurring at 6 years with a regular decline in sickness as age increased.<sup>3</sup>

Charles W. Odell in his research on effect of attendance upon school achievement states:

Summing up the evidence it appears (1) that the percentage of time which a pupil attends school has a rather definite effect upon his achievement age at the end of the period under consideration, (2) that it has practically no effect upon his actual increase in achievement age unless his attendance record is very poor in which case it lessens it for the same semester and increases it for the following one, and (3) that it is fairly closely related to his average school mark for the same semester and somewhat less so to that for the following one. On the whole the attendance appears to be a factor conditioning achievement but not so weighty a factor as many have believed.

These data would seem to point to the fact that poor attendance is not caused by persistent truancy as often as has been supposed.

There is also a very slight tendency for the median percents of attendance of the groups having different I. Q.'s to increase. We are not justified, however, in concluding from this study that there is any relation between intelligence and attendance in school.<sup>4</sup>

<sup>1</sup>Ibid., p. 4.

<sup>2</sup>Ibid., p. 10.

<sup>3</sup>Ibid., p. 6.

<sup>4</sup>Charles W. Odell, The Effect of Attendance upon School Achievement, Associate Bureau of Educational Research, Published by the University of Illinois, Urbana, pp. 6-7.

### Limitations of Study

The study was concerned with twenty students in the Annapolis School. There were nine seventh grade pupils and eleven eighth grade pupils.

For the purpose of this study, attendance was defined as the number of whole days the pupil participated in school work under the supervision of a certified teacher. Half or part days attended were omitted.

Level of the parents' educational attainment was listed as elementary 1, 2, 3, 4, 5, 6, 7, 8; high school 1, 2, 3, 4; college 1, 2, 3, 4; over.

Achievement in academic subjects meant scores interpreted in grade level obtained from achievement tests.

The position or the wage earning interest that contributed half or more of each parents' income was considered as his occupation.

Pupil was defined as anyone who was selected for observation in this study.

### Sources of Information and Procedure

The Science Research Associates Verbal and Reasoning test was administered to determine the intelligent quotient of each of the selected group, and the Stanford Achievement Form L Test was administered to determine their grade and mental age levels.

Each living parent was sent a questionnaire asking his or her name, age, occupation, years of educational attainment, church preference, and the number of children in the family. Not one of the thirty-nine parents failed to respond. However, in the case of the one deceased mother, her church preference and educational attainment were obtained from her husband and used in this study.

The following letter and questionnaire were used.

October 7, 1963  
Annapolis, Illinois

Dear Parent:

In order to determine whether or not certain factors are related to the attendance of school children, I have prepared the attached questionnaire. Will you please be so kind as to fill it out and return it to me at your earliest possible convenience?

This information will not only be used to assist me in attendance problems, but it will also be used in a paper that will aid me in earning a Master's Degree in Education from the Eastern Illinois University of Charleston, Illinois.

I thank you for your sincere cooperation.

Respectfully yours,

LOVELL A. HORATH

## QUESTIONNAIRE

Number of children in the family. \_\_\_\_\_

Father's Name \_\_\_\_\_ Age \_\_\_\_\_ Occupation \_\_\_\_\_

Years attended school (circle the last one attended).

Elementary 1 2 3 4 5 6 7 8

High School 1 2 3 4

College 1 2 3 4 5 6 Over \_\_\_\_\_

Church preference \_\_\_\_\_

Mother's Name \_\_\_\_\_ Age \_\_\_\_\_ Occupation \_\_\_\_\_

Years attended school (circle the last one attended).

Elementary 1 2 3 4 5 6 7 8

High School 1 2 3 4

College 1 2 3 4 5 6 Over \_\_\_\_\_

Church preference \_\_\_\_\_

The Science Research Associates Verbal and Reasoning Tests were administered in early September, 1963, and the questionnaires were completed and returned by October 10, 1963. The days of attendance were taken from the twenty selected pupils' cumulative records for the school term of 1962-1963. They were enrolled 179 days for the term.

No provisions were made to consider the effect of health upon attendance. The only factors used to determine the students' relationships to their days of attendance was the child's academic level, the parents' ages, educational attainment, church preferences, and the number of children in the family.

The historical data was collected from The Illinois Historical and Crawford County Biographical, a merchant who attended school the first year the present school was in operation, and the Unit Superintendent of Hutsonville Unit.

## CHAPTER II

### HISTORICAL SKETCH

Annapolis has been a small farming village for many years:

In 1856, a small store was opened by A. C. Murkey on Section 12, in the eastern portion of Licking Township, at the intersection of the Martinsville and Hutsonville roads. To this point, which was then called the "Corners", the farmers of the adjacent region hauled their produce, which was exchanged by Mr. Murkey for merchandise in Terre Haute. Two years after the latter started this store, Thomas Spencer, of Ohio, located in the same vicinity, purchasing a tract of land and laying out the village of Spencerville. Several other stores followed the Murkey venture, and the place soon became quite a trading center. Adjoining Spencerville on the West, another village was laid out in October 1879, being named Annapolis by Silas and Sarah Hollowell, owners of the ground thus platted. Both settlements being virtually one village, soon came to be known as Annapolis, which being in the midst of a good agricultural district, has become a place of considerable business activity.<sup>1</sup>

There seems to be no written history available to verify how long the building was there, but a small one room building, a short distance west of the village, was constructed to serve as the school house for children of the village and the surrounding area.

During a conversation with Delno Stanfield, he stated:

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<sup>1</sup>Illinois Historical and Crawford County Biographical  
(Chicago: Munsell Publishing Co., 1909), p. 645.



"About 65 years ago a two room frame building, which is still standing, was constructed on the present site."<sup>1</sup>

Mr. Max Anderson stated during an interview that:

"Annapolis School is now a part of the Hutsonville School Unit No. 1 which covers an area of 165 square miles."<sup>2</sup>

According to a census taken by the eighth grade class of Annapolis School in 1963, the population of the area that the Annapolis School serves is 496.<sup>3</sup>

There are at present two separate buildings linked to a gymnasium by long narrow corridors. The building that houses the first four grades was the original elementary school. The other frame building contains the fifth, sixth, seventh, and eighth grades.

There are at present eighty-eight children attending this school. They are taught and supervised by four teachers, one of which serves as a full time teacher and principal, and two part time music teachers. There are also two cooks and a custodian.

Seventy-nine of the pupils are transported by unit school buses, no one having to ride for a time greater than eighty minutes per day. Those who live in the town get to

<sup>1</sup>Interview with a merchant, Mr. Delno Stanfield, Annapolis, Ill., one of the first to attend school in this building, Oct. 10, 1963.

<sup>2</sup>Interview with Mr. Max Anderson, Supt. of Hutsonville School Unit No. 1, Hutsonville, Ill., Oct. 7, 1963.

<sup>3</sup>House to house census of the population of the area that the Annapolis School serves taken by eighth grade class of school year 1963-1964.

school by walking, riding bikes, or being transported in cars by their parents.

Most of the parents earn their livelihood by farming while others hold jobs in nearby towns or oil fields. A few are engaged as ministers, post office workers, storekeepers, and mechanics.

About ninety-five percent of the pupils that graduate from the eighth grade finish high school and about twenty-five percent go on to college.<sup>1</sup>

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<sup>1</sup>Interview with Mr. Max Anderson, Supt. of Hutsonville School Unit No. 1, Hutsonville, Ill., Oct. 7, 1963

## CHAPTER III

### COLLECTED DATA

When the information obtained from the tests, cumulative records, and questionnaires was tabulated, it was found that the average age of the chosen group was twelve years and ten months, and the average grade level determined by the achievement tests was 8.5.

There were 122 absences, leaving an average daily attendance of 172.9 and 6.1 average absences per pupil for the school term. There were four eleven years old who had an average daily attendance of 174.7, an average of 1.8 higher than the average of the selected group. The six twelve years old had an average daily attendance of 169.5, an average of 3.4 lower than the average of the selected group. The ten that were thirteen years of age averaged 174.2, an average of 1.3 higher than the average of the selected group. See Table 1, page 16.

The selected group of twenty was divided into four grade level groups. The lowest quarter had an average daily attendance of 172 and 7 daily absences. The second lowest quarter averaged 172.2 in daily attendance and 6.8 daily absences. The third quarter averaged 175.4 daily attendance and 3.6 daily absences. The fourth quarter group averaged

TABLE 1

THE RELATIONSHIP OF VARIOUS  
FACTORS TO THE DAYS OF ATTENDANCE

Pupil's Number	Age		Grade Level	I. Q.	No. of Children in Family	Father's Age	Mother's Age
	Years	Months					
1	11	11	8.2	100	3	40	37
2	11	11	9.1	104	3	45	40
3	12	7	8.5	114	3	46	33
4	12	6	7.7	109	4	34	34
5	12	8	7.8	100	6	48	42
6	12	9	10.1	113	6	48	42
7	11	11	10.9	127	4	55	47
8	11	9	8.5	125	1	42	34
9	12	1	7.5	108	5	34	32
10	13	9	8.2	96	4	43	40
11	13	2	7.1	77	3	64	47
12	13	7	6.7	76	5	36	37
13	12	11	8.1	100	3	45	50
14	13	4	7.5	80	9	56	Deceased
15	13	11	9.0	87	2	42	38
16	13	6	10.3	119	2	46	34
17	13	6	11.6	138	4	41	40
18	13	5	8.6	93	2	37	32
19	13	5	9.1	112	5	50	46
20	13	4	7.1	95	6	43	37
Average	12	10	8.5	103	3.95	44.9	39.0

TABLE 1--Continued

Occupation of Father	Occupation of Mother	Father's Educ.	Mother's Educ.	Father's Church Preference	Mother's Church Preference	Days of Attendance
Farmer	Housewife	Elem. 8	H.S. 3	Methodist	Methodist	175
Engineer	" "	Col. 2	H.S. 2	Methodist	Methodist	172
Elect'n	" "	H.S. 2	H.S. 2	Quaker	Quaker	173
Farmer	" "	H.S. 4	H.S. 4	Methodist	Methodist	165
Driller	" "	H.S. 4	H.S. 4	Methodist	Pres.	167
Driller	" "	H.S. 4	H.S. 4	Methodist	Pres.	163
Farmer	" "	Elem. 8	Elem. 8	Pres.	Pres.	173
Farmer	" "	H.S. 2	H.S. 4	Christian	Christian	179
Bulldozer	" "	H.S. 1	H.S. 4	Christian	Christian	172
Farmer	" "	H.S. 4	H.S. 4	Quaker	Quaker	177
Farmer	" "	Elem. 8	Elem. 8	Baptist	Baptist	179
Farmer	" "	H.S. 3	Elem. 8	Pres.	Pres.	168
Mechanic	" "	H.S. 4	H.S. 4	Methodist	Methodist	177
Farmer	" "	H.S. 1	H.S. 1	None	Deceased	178
Farmer	" "	H.S. 4	H.S. 4	Quaker	Quaker	176
Farmer	" "	Elem. 8	Elem. 8	Baptist	Baptist	174
Farmer	" "	H.S. 4	H.S. 4	Quaker	Quaker	178
Trucker	" "	H.S. 4	H.S. 4	Methodist	Methodist	174
Farmer	" "	H.S. 1	Elem. 8	Christian	Christian	175
Farmer	" "	Elem. 8	Elem. 6	Quaker	Quaker	163

172.9

Average Daily Attendance of	11 yr. olds	174.7
" " " "	12 yr. olds	169.7
" " " "	13 yr. olds	172.9

For other comparisons see tables 2, 3, 4, 5, 6, 7, 8, 9, 10, & 11.

172 daily attendance and 7 daily absences, the same as the lowest quarter group. See Table 2 below.

TABLE 2

THE RELATIONSHIP OF GRADE  
LEVELS TO THE DAYS OF ATTENDANCE

Pupil's Number	Grade Level	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
17	11.6	178	1		
7	10.9	173	6		
16	10.3	174	5	172.0	7.0
6	10.1	163	16		
2	9.1	172	7		
19	9.1	175	4		
15	9.0	176	3		
18	8.6	174	5	175.4	3.6
3	8.5	173	6		
8	8.5	179	0		
1	8.2	175	4		
10	8.2	177	2		
13	8.1	177	2	172.2	6.8
5	7.8	167	12		
4	7.7	165	14		
9	7.5	172	7		
14	7.5	178	1		
11	7.1	179	0	172.0	7.0
20	7.1	163	16		
12	6.7	168	11		
Average	8.5	172.9	6.1		

The selected group of students was divided into four groups according to their intelligent quotient. Group one ranged from 76 through 93, group two 95 through 100, group three 105 through 113, group four 114 through 138. The average daily attendance of the lowest twenty-five percent was 175.0 and the average daily absences were 4.0. For the second lowest twenty-five percent, the average daily attendance was 171.8 and the average daily absences were 7.2. The third twenty-five percent had an average daily attendance of 169.4 and 9.6 average daily absences. The highest twenty-five percent had an average daily attendance of 175.4 and 3.6 average daily absences. The average I. Q. was 103. The fifty percent above the average I. Q. had an average daily attendance of 172.4, five tenths lower than average and 6.6 average daily absences or 1.5 higher than the average while the fifty percent below the average I. Q. had an average daily attendance of 173.4, five tenths higher than average and 5.6 average daily absences, five tenths lower than the average. See Table 3, page 20.

There was an average of 3.95 children per family. They ranged from one to nine in number per family. For the purpose of this study they were divided into three groups. Those families with four children, those above four children, and those with fewer than four children. The average daily attendance and absences for the children in each group were as follows:

1. The group numbering one to three children per family averaged 175.4+ daily attendance and 3.5+ daily absences.
2. The group numbering four children per family averaged 173.2+ daily attendance and 5.7+ daily absences.

TABLE 3

THE RELATIONSHIP OF INTELLIGENT  
QUOTIENTS TO THE DAYS OF ATTENDANCE

Pupil's Number	I. Q.	Days of Attend- ance	Days Absent	Av. Daily Attendance	Av. Daily Absences
17	138	178	1		
7	127	173	6		
8	125	179	0	175.4	3.6
16	119	174	5		
3	114	173	6		
6	113	163	16		
19	112	175	4		
4	109	165	14	169.4	9.6
9	108	172	7		
2	104	172	7		
13	100	177	2		
5	100	167	12		
1	100	175	4	171.8	7.2
10	96	177	2		
20	95	163	16		
18	93	174	5		
15	87	176	3		
14	80	178	1	175.0	4.0
11	77	179	0		
12	76	168	11		
Average	103	172.9	6.1		

## Notes:

Average of 50 percent above average I. Q. was 172.4 which was five tenths lower than the average daily attendance.

Average of 50 percent below average I. Q. was 173.4 which was five tenths higher than the average daily attendance.



3. The group numbering five through nine per family averaged 169.4+ daily attendance and 9.5+ daily absences.

The general pattern seemed to show that the fewer the number of children in the family the more days they attended school and, of course, were absent a fewer number of days. See Table 4, below.

TABLE 4

THE RELATIONSHIP OF THE NUMBER OF CHILDREN  
IN THE FAMILY TO THE DAYS OF ATTENDANCE

Pupil's Number	No. of Children in Family	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
14	9	178	1		
20	6	163	16		
6	6	163	16		
5	6	167	12	169.4+	9.5+
19	5	175	4		
12	5	168	11		
9	5	172	7		
4	4	165	14		
7	4	173	6		
10	4	177	2	173.2+	5.7+
17	4	178	1		
1	3	175	4		
2	3	172	7		
3	3	173	6		
11	3	179	0		
13	3	177	2	175.4+	3.5+
15	2	176	3		
16	2	174	5		
18	2	174	5		
8	1	179	0		
Average	3.95	172.9	6.1		

The fathers' ages ranged from thirty-four to sixty-four years with an average of 44.9 years old. The average daily attendance for those children whose fathers were younger than the average father of the selected group was 172.7 and the average daily absences were 6.3. The average daily attendance for the ones whose fathers were older than the average of the fathers of the selected group was 173.1, and the average daily absences were 5.9, showing a difference of four tenths average daily attendance and four tenths average daily absences. The children having older parents had the highest average daily attendance. See Table 5, page 23.

The average age of the mothers was 39.04 years. There were nine whose ages were above this age and ten whose ages were below it. The average daily attendance for the ones whose mothers' ages were less than the average of the group was 171.9, and the average absences were 7.1. The average daily attendance for the ones whose mothers were older than the average age of the mothers was 173.44, and their average daily absences were 5.5.

One mother was deceased. Consequently, the attendance of child number fourteen was not considered in this part of the study.

Here, as well as with the fathers, there was a greater difference showing that the children of the older mothers attended school more days than those of the younger mothers. The difference was 1.5 average daily attendance. See Table 6, page 24.

TABLE 5

THE RELATIONSHIP OF THE FATHERS' AGES  
TO THE DAYS OF ATTENDANCE

Pupil's Number	Father's Age	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
11	64	179	0		
14	56	178	1		
7	55	173	6		
19	50	175	4		
6	48	163	16	173.1	5.9
5	48	167	12		
3	46	173	6		
16	46	174	5		
13	45	177	2		
2	45	172	7		
10	43	177	2		
20	43	163	16		
15	42	176	3		
8	42	179	0		
17	41	178	1	172.7	6.3
1	40	175	4		
18	37	174	5		
12	36	168	11		
9	34	172	7		
4	34	165	14		
Average	44.9	172.9	6.1		

TABLE 6

THE RELATIONSHIP OF THE MOTHERS' AGES  
TO THE DAYS OF ATTENDANCE

Pupil's Number	Mother's Age	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
13	50	177	2		
7	47	173	6		
11	47	179	0		
19	46	175	4		
5	42	167	12	173.4+	5.5+
6	42	163	16		
17	40	178	1		
10	40	177	2		
2	40	172	7		
15	38	176	3		
20	37	163	16		
12	37	168	11		
1	37	175	4		
16	34	174	5		
8	34	179	0	171.9	7.1
4	34	165	14		
3	33	173	6		
9	32	172	7		
18	32	174	5		
14	Deceased	-	-		
Average	39.0+	172.9	6.1		

Ninety-five percent of the mothers who were questioned gave their occupations as housewives. Therefore, no comparisons were made.

Thirteen of the fathers were farmers, two drillers, two electricians, one a trucker, one a bulldozer operator, and one a mechanic.

A comparison was made of the attendance of the farmers' children to the attendance of the children whose fathers had other occupations. The results showed that the children of the farmers had an average daily attendance of 173.8+ and were absent an average of 5.1+ days, while those of the non farmers had an average daily attendance of 171.1+ and were absent an average of 7.8+, the difference being an average of 2.7 days. See Table 7, page 26.

The educational attainment of the fathers of the selected group ranged from eighth grade through two years of college. There was only one father who had attended college and only four who had completed the eighth grade. So a comparison was made of the attendance of the children whose fathers' educational attainment ranged from eighth grade through the third year of high school, with the attendance of the ones whose fathers completed four years high school or attended college. There were eleven in the group of eighth grade through third year high school and nine in the other group. It was found that the children of the group whose fathers attended from eighth grade through three years high school had an average daily attendance of 173.5+, and 5.4+ absences. Those in the group whose

TABLE 7

THE RELATIONSHIP OF THE OCCUPATIONS OF  
THE FATHERS TO THE DAYS OF ATTENDANCE

Pupil's Number	Occupation of Father	Days of Attendance	Days Absent	Av. Daily Attendance	Av. Daily Absences
	<u>Farming</u>				
1	" "	175	4		
4	" "	165	14		
7	" "	173	6		
8	" "	179	0		
10	" "	177	2		
11	" "	179	0		
12	" "	168	11	173.8+	5.1+
14	" "	178	1		
15	" "	176	3		
16	" "	174	5		
17	" "	178	1		
19	" "	175	4		
20	" "	163	16		
	<u>Other than Farming</u>				
2	" "	172	7		
3	" "	173	6		
5	" "	167	12		
6	" "	163	16	171.1+	7.8+
9	" "	172	7		
13	" "	177	2		
18	" "	174	5		
Average		172.9	6.1		

fathers completed four years high school or attended college averaged 172.1 daily attendance and 6.8 absences. See Table 8, below.

TABLE 8

THE RELATIONSHIP OF THE EDUCATIONAL  
ATTAINMENT OF THE FATHERS TO THE DAYS OF ATTENDANCE

Pupil's Number	Educ. Attn't of Father	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
2	Col. 2 yrs	172	7		
4	H.S. 4 yrs	165	14		
5	H.S. 4 yrs	167	12		
6	H.S. 4 yrs	163	16		
10	H.S. 4 yrs	177	2	172.1+	6.8+
13	H.S. 4 yrs	177	2		
15	H.S. 4 yrs	176	3		
17	H.S. 4 yrs	178	1		
18	H.S. 4 yrs	174	5		
19	H.S. 1 yr	175	4		
14	H.S. 1 yr	178	1		
9	H.S. 1 yr	172	7		
3	H.S. 2 yrs	173	6		
8	H.S. 2 yrs	179	0		
12	H.S. 3 yrs	168	11	173.5+	5.4+
1	Elem. 8 yrs	175	4		
7	Elem. 8 yrs	173	6		
11	Elem. 8 yrs	179	0		
16	Elem. 8 yrs	174	5		
20	Elem. 8 yrs	163	16		
Average		172.9	6.1		

It was found that ten of the mothers completed four years of high school. It was also found that one mother completed one year of high school, two completed two years of high school, one completed three years of high school, five completed the eighth grade, and one mother completed the sixth grade.

A comparison was made of the average daily attendance of those pupils whose mothers completed four years high school to those whose mothers ranged from sixth grade through third year high school. It was noted that the children of the latter group had an average daily attendance of 173.0, and an average of 6.0 absences, while the children of the group whose mothers completed high school averaged 172.8 days and averaged 6.2 absences, making a difference of two tenths days average daily attendance and two tenths daily absences. See Table 9, page 29.

Seven of the fathers of the selected group attended the Methodist Church. Their children averaged 170.4+ daily attendance and 8.5+ daily absences. The children of the five fathers who attended the Quaker or Friends Church averaged 173.4 daily attendance with 5.6 absences. The average daily attendance of the children of the two fathers who attended the Presbyterian Church was 170.5 and their absences were 8.5. Two attended the Baptist Church and their children averaged 176.5 daily attendance with 2.5 daily absences. The children of the three fathers who attended the Christian Church averaged 175.3+ daily attendance and 3.6+ absences. One father stated that he had no church preference. His child averaged 178 days attendance and was absent one day. See Table 10, page 30.



TABLE 9

THE RELATIONSHIP OF THE EDUCATIONAL  
ATTAINMENT OF THE MOTHERS TO THE DAYS OF ATTENDANCE

Pupil's Number	Educ. Attn't of Mother	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
	<u>High School</u>				
18	4 yrs	174	5		
17	4 yrs	178	1		
15	4 yrs	176	3		
13	4 yrs	177	2		
10	4 yrs	177	2	172.8	6.2
9	4 yrs	172	7		
8	4 yrs	179	0		
6	4 yrs	163	16		
5	4 yrs	167	12		
4	4 yrs	165	14		
1	3 yrs	175	4		
2	2 yrs	172	7		
3	2 yrs	173	6		
14	1 yr	178	1		
7	Elem. 8 yrs	173	6	173.0	6.0
11	Elem. 8 yrs	179	0		
12	Elem. 8 yrs	168	11		
16	Elem. 8 yrs	174	5		
19	Elem. 8 yrs	175	4		
20	Elem. 6 yrs	163	16		
<b>Average</b>		<b>172.9</b>	<b>6.1</b>		

TABLE 10

THE RELATIONSHIP OF THE CHURCH PREFERENCES  
OF THE FATHERS TO THE DAYS OF ATTENDANCE

Pupil's Number	Father's Church Preference	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
1	Methodist	175	4		
2	" "	172	7		
4	" "	165	14		
5	" "	167	12	170.4+	8.5+
6	" "	163	16		
13	" "	177	2		
18	" "	174	5		
3	Quaker	173	6		
10	" "	177	2		
15	" "	176	3	173.4	5.6
17	" "	178	1		
20	" "	163	16		
7	Presbyterian	173	6		
12	" "	168	11	170.5	8.5
8	Christian	179	0		
9	" "	172	7	175.3+	3.6+
19	" "	175	4		
14	None	178	1	178	1
11	Baptist	179	0		
16	" "	174	5	176.5	2.5
Average		172.9	6.1		

The average daily attendance of five of the selected group whose mothers attended the Methodist Church was 172.6, and their average daily absences were 6.4. Five attended the Quaker or Friends Church, and the average daily attendance was 173.4 and the average daily absences were 5.6. There were four mothers who attended the Presbyterian Church. Their children averaged 167.7 $\frac{1}{2}$  daily attendance and 11.2 $\frac{1}{2}$  absences. Three of the mothers attended the Christian Church. The average daily attendance of their children was 175.3 $\frac{1}{2}$  and absences were 3.6 $\frac{1}{2}$ . The pupil whose mother was deceased attended 178 days and was absent one day. The children of the two mothers who were Baptists averaged 176.5 daily attendance and 2.5 daily absences. See Table 11, page 32.

TABLE 11

THE RELATIONSHIP OF THE CHURCH PREFERENCES  
OF THE MOTHERS TO THE DAYS OF ATTENDANCE

Pupil's Number	Mother's Church Preference	Days of Attend- ance	Days Absent	Av. Daily Attend- ance	Av. Daily Absences
1	Methodist	175	4		
2	" "	172	7		
4	" "	165	14	172.6	6.4
13	" "	177	2		
18	" "	174	5		
3	Quaker	173	6		
10	" "	177	2		
15	" "	176	3	173.4	5.6
17	" "	178	1		
20	" "	163	16		
5	Presbyterian	167	12		
6	" "	163	16		
7	" "	173	6	167.7†	11.2†
12	" "	168	11		
8	Christian	179	0		
9	" "	172	7	175.3†	3.6†
19	" "	175	4		
14	Deceased	178	1	178	1
11	Baptist	179	0		
16	" "	174	5	176.5	2.5
Average		172.9	6.1		

## CHAPTER IV

### SUMMARY

This study sought to determine the relationship of various factors to the attendance of a selected group of Annapolis School.

Compulsory education has not fully solved the attendance problem. It was thought that there are other factors involved, and that if these factors could be determined, it would be useful in helping to improve attendance in our schools. It would also make possible an opportunity for a better education.

This study was limited to the twenty seventh and eighth grade pupils of Annapolis School, Annapolis, Illinois.

Some related research was included in this study.

Tests were administered to determine the grade levels, intelligent quotient, and mental ages. Cumulative records were checked for chronological ages and attendance records. Questionnaires were sent to some of the group's parents while some were contacted personally to endeavor to determine the relationship of other factors to attendance. Not one parent refused to cooperate.

In 1856 a small store was opened at the intersection of the Martinsville and Hutsonville road. Farmers hauled

produce to this location called the "corners". As more houses, stores, etc., grew up close by, a small village named Spencerville developed. Later the owners of the land requested that this part be called Annapolis. For some time it went by both names, but finally it came to be known as Annapolis.

The school site and buildings are located in the western edge of this small village, Annapolis. One building made of wood has served for about sixty-five years. Another building, also made of wood, was built much later and served for some years as a two year high school building. A gymnasium is now attached to the two buildings by means of corridors making three buildings attached to each other as one.

The enrollment for this year is eighty-eight. There are three full time teachers plus one principal who also teaches full time, two cooks, one janitor and a helper. Three buses transport seventy-nine of the pupils to school.

This school building serves a population of about 496 people of which most are farmers while others are engaged as drillers, mechanics, merchants, ministers, etc. Approximately ninety-six percent of the graduates of this school finish high school and about twenty-five percent attend college.

Tabulations of the collected materials showed that the average age of the group was twelve years and ten months, and that their average grade level was 8.5. The average daily attendance was 172.9. Their intelligent quotients ranged from 75 to 138, striking an average of 103. The number of children

in each family varied a great deal, ranging from one to nine with an average of 3.95 per family. The youngest father was thirty-four years of age and the oldest sixty-four years of age, averaging 44.9 years.

One mother was deceased. The youngest mother was thirty-two years old while the oldest was fifty years old, averaging 39.0+.

Thirteen of the fathers were farmers, two drillers, two electricians, one a bulldozer operator, one a trucker and another was a mechanic.

All of the mothers classified their occupations as housewives. However, one added that she was an employee of Crawford Electronics.

Five of the fathers of the selected group completed eighth grade only. Three completed the first year of high school, two completed two years of high school, one completed three years of high school, eight completed four years of high school, and one completed two years of college.

One of the mothers completed six years in elementary school, five completed eight years in elementary school, one completed one year in high school, two completed two years in high school, one completed three years in high school, and ten completed four years in high school.

Seven fathers of the selected group attended the Methodist Church, five Friends or Quakers, two Presbyterian, three Christian, two Baptist, and one had no preference.

Five of the mothers attended the Methodist Church, five Friends or Quakers, four Presbyterian, three Christian, two Baptist, and one mother was deceased.

Finally, conclusions were formed from the information obtained from the tabulated data and warranted recommendations were suggested.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The results of this study may be somewhat doubtful because of the limited number of the group. In some instances a small number in one group was compared to a larger number in another or other groups, and illness, a large factor in pupil absences, was not considered as one of the factors. Yet, it perhaps points toward certain conclusions.

1. Pupils of eleven and thirteen years of age attended school more regularly than did those of twelve years of age, and pupils of eleven years of age attended more regularly than did those of thirteen years of age.

2. Pupils whose grade levels ranged from 6.7 to 8.2 and from 9.1 to 11.6 on an average varied but very little in days of attendance while those whose grade levels ranged from 8.5 to 9.1 had a higher average daily attendance.

3. Those in the lower twenty-five percent group of I. Q.'s and those in the higher twenty-five percent group of I. Q.'s showed a higher average daily attendance than those in the middle fifty percent group.

4. When the population was divided into three groups, letting four be the middle group for the number of children in the family, the average daily attendance definitely decreased

as the number of children in the family increased. In other words the fewer children in the family the higher the average daily attendance.

5. The children whose fathers were older than the average group of the fathers, 44.9 years of age, showed an average daily attendance slightly higher than those of the fathers that were less than the average age of the fathers.

6. The same trend was found with the age of the mothers compared to the attendance of their children. The average of the pupils' attendance whose mothers were older than the average age of the mothers, 39.04 years of age, was higher than the average daily attendance of those whose mothers were younger than the average age.

7. The comparison of the fathers' educational attainment to the pupils' average daily attendance showed on an average the higher the educational attainment the lower the average daily attendance. On an average the pupils whose fathers attended from eighth grade through three years of high school had a higher record of attendance than those whose fathers averaged from fourth year high school to two years of college.

8. The educational attainment of the mothers ranged from sixth year elementary to fourth year high school, and showed even a wider difference in the pupils' attendance not unlike that of the comparisons to the fathers' educational attainment.

9. The occupations of the fathers varied considerably, being predominated by farmers. When their occupations were divided into two groups, farmers and non farmers, and compared to the attendance of the selected pupil population, it was found that the pupils whose fathers were farmers attended school more regularly than the pupils whose fathers were not farmers.

10. There was a slight difference in the church preferences of the fathers and mothers of the selected group, but the results were corresponding. It was noted that the pupils' attendance progressed in this order going from lowest average daily attendance to highest average daily attendance: Methodist, Presbyterian, Quaker or Friends, Christian, Baptist.

It is highly recommended to anyone desiring to pursue this study further to endeavor to determine the causes of irregular attendance in school that they select a larger group from a more varied area, including both rural and urban communities, and that health and possibly other factors be included.

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