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## A Study of the Causes of Irregular Attendance in the Negro Public Schools of Fort Worth, Texas

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A STUDY OF THE CAUSES OF IRREGULAR  
ATTENDANCE IN THE HORD PUBLIC  
SCHOOLS OF FORT WORTH, TEXAS

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SUTTON

1947

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A STUDY OF THE CAUSES OF IRREGULAR ATTENDANCE  
IN THE NEGRO PUBLIC SCHOOLS OF  
FORT WORTH, TEXAS

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1947

Submitted in partial fulfillment of the  
requirements for the degree of  
Master of Science in the  
Graduate School,  
Prairie View College,  
August, 1947

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The writer wishes to express his appreciation of the assistance given him by the Negro Teachers of the Fort Worth Public Schools and the Administrative Staff of the Board of Education. The writer is also very grateful to Dr. J. M. Drew for his valuable guidance and suggestive information, and to his wife, Mrs. Pearlye H. Sutton for her assistance and inspiration.

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Origin and Statement of Problem

This study grew out of a consideration of the fact that out of an average enrollment of 4,126 pupils for the past five years the average high school graduated class had only 203 members. At the 1944 session of the Texas State Teachers Association, the

## INTRODUCTION

Every modern business enterprise wants to serve as large a number of its customers as possible. To serve them they usually have attractive stores, beautiful fronts, courteous clerks, and a good quality of merchandise at a fair price. They have goods and services, and they realize that the selling of these goods and services is important to their continuation in a profitable business. They realize that, "He that serves best profits most."

In a democracy the school exists to serve all the youth which can profit by what it has to offer. Since there is a relationship between scholastic attainment and regularity of attendance<sup>1</sup> the school should strive to keep as many scholastics in regular attendance as far as possible. The American public school is one of the basic social institutions of our democracy and if it is to serve fully the purpose for its existence, it must hold and keep in school regularly, as long as possible, the boys and girls for which the school was established.

## Origin and Statement of Problem

This study grew out of a consideration of the fact that out of an average enrollment of 4,128 pupils for the past five years the average high school graduation class had only 163 members. At the 1944 session of the Texas State Teachers Association, the

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<sup>1</sup>Butler, Charles H., "The Relation of Achievement and Attendance in one High School," pp. 288-290.

State Supervisor of Schools pointed out that the small number of Negro high school graduates was due to the low percentage of attendance in both the elementary and secondary schools. In the light of these considerations it is the thought of the writer that if the causes for which low attendances can be found, a much larger number of boys and girls may be encouraged to remain in school long enough to graduate from high school. The causes may also suggest remedies for improving the curriculum to meet the needs of the boys and girls.

The problem involved in this study finds expression in a series of questions:

1. What is the status of attendance of the Negro school children in Fort Worth, Texas ?
2. Is the status of school attendance of the Negro school children in Fort Worth, Texas similar to the status of the children in the state and in the nation ?
3. What are the causes of irregular attendance ?<sup>1</sup>

#### Purpose of the Study

This study aims to find some of the underlying causes of irregular attendance in Negro Public Schools of Fort Worth, and to interpret them so that the average teacher may be able to use the results in improving school attendance. It may also be used

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<sup>1</sup> Irregular attendance in this study will mean the absence of a pupil from school one or more days.



as a guide for individuals who are making similar studies, and may be used as a basis for making recommendations based upon attendance.

### Scope of Study

This study was limited to the nine elementary schools and the high school for Negroes in Fort Worth, Texas, and to the Negro population of Fort Worth, whose school population was 7,760 in 1946. Further limitations upon the study should be noted. It is not concerned with that phase of school attendance which embraces the enforcement of compulsory school laws. Neither does it consider the attendance records of those students who are generally denoted by such terms as "withdrawals" and dropouts." It deals only with those pupils who sometime during the school year are entered on school registers from which they are not withdrawn or dropped.

### Source of Data

The data on attendance used in this study came from (1) the United States Office of Education, Washington, D.C., (2) the Biennial Report of the Texas State Board of Education, Austin, Texas, (3) the records of the County Examiner of Tarrant County, (4) daily reports of the teachers to the principals, (5) principals' reports, (6) the school files in the superintendent's office, (7) questionnaires, and (8) from personal interviews.

## Methods of Investigation

The steps or procedures followed by the investigator in making this study, as indicated in the preceding sections, and in the table of contents are set forth below.

1. A review of similar and related studies was made in order to benefit by the thinking and findings of other investigators interested in problems similar in nature to the present study.
2. A critical study was made of selected general educational literature bearing on the problem of school attendance. The points of view of outstanding educational writers were noted and recorded. As a basis for sound thinking in considering the issues involved in this particular study, such educational literature included textbooks, periodicals, national reports, etc., as indicated in the bibliography.
3. A study was made of the Biennial Report of the Texas State Board of Education, Austin, Texas, for the purpose of obtaining the necessary information pertaining to the daily attendance in the public elementary and secondary schools of the State of Texas.
4. The records of the County Examiner of Tarrant County, Texas, were consulted to obtain information about the average daily attendance in the elementary and secondary schools of Fort Worth, Texas. Figures relating

to the annual enumeration of the ten Negro schools were like-wise obtained from the City Superintendent of Schools.

5. Contact was made with the United States Office of Education, Washington, D.C., in order to acquire information concerning the average daily attendance of the public elementary and secondary schools of the United States.
6. The Principals' annual reports to the Superintendent of Schools, Fort Worth, Texas, were obtained and analyzed in order to determine the enrollment by grades, and the corresponding percentage of attendance.
7. A questionnaire (See appendix A) carefully designed to make inquiry concerning the causes for pupil's absences was carried in person weekly, usually on Fridays or Saturdays, to the homes of the absentees whose names had been obtained as follows:
  - a. In the nine elementary schools the daily registers of the teachers were obtained from the principals each Friday, and the name of each absent pupil, his address, and grade were written on the questionnaire.
  - b. In order to secure names from the Fort Worth, Texas, Negro High Schools, Form B (See appendix) was placed in the High School Principal's office

to be filled daily by his clerk. These names were in turn transferred to the questionnaire forms and submitted to the pupils at their homes - as indicated in "a" above.

After each weekly absentee thus filled out the questionnaire in person, under the supervision of the investigator, his response to each item on the questionnaire was checked immediately with a parent. Wherever or whenever the parent's response to an item did not coincide with that of the student the former was substituted on the questionnaire. If a child or parent was not at home, return trips were made.

8. As rapidly as the questionnaires were collected the respective responses were tabulated on a master-sheet. The tables appearing in this study were in turn made up from this sheet.
9. A critical analysis of the data set forth in step, "8" was made with a view to interpret the Fort Worth situation. Interpretations were made in the light of the author's findings in the performance of steps "1" and "2" above. That is to say, the tabular-data picture set forth in step "8" was related to the findings made in step "1" and "2".

## CHAPTER II

## REVIEW OF RELATED STUDIES

The school is the state's gift to children and in order to make the best of this gift, it is highly desirable that every child should improve his opportunity to the fullest by regular and punctual attendance. Even though states have enacted compulsory attendance laws to protect children from ignorance there are still many children who do not attend school.

## General Studies

According to Sears<sup>1</sup> there are three types of attendance problems, viz:

1. The child who is rarely or never at school.
2. The child who is irregular in attendance.
3. The child who is frequently late to school.

He indicates that the big problem of the school is the second case because the state's compulsory laws are supposed to take care of the first, while the third can be cared for by the parent and the school. According to this study many of the causes of irregular attendance are due to illness, severe storms, and serious trouble at home. He stated that these causes are justified. On the other hand, he found many unjustifiable causes, among which he lists the school itself, cross and unsympathetic teachers, a formal

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<sup>1</sup>Sears, Jesse B., Classroom Organization and Control. pp. 57-64.

curriculum, a stiff and unnatural atmosphere, and a gloomy, uncomfortable room. In this connection Sears significantly points out that when the child does re-enter school, whether his reason is justifiable or not, he will have to work harder because his interest will have been weakened, and the temptation to get a job and work will come stronger than ever.

According to this investigator, irregularity causes the child to lose respect for the school and learning while at the same time develops habits of solvenliness that will handicap him later in life. In order to overcome this irregularity, the first step is the setting-up of adequate records and reports for proper guidance of pupils, parents and teachers.

Sears<sup>1</sup> thinks that many parents are careless and indifferent and this make it nearly impossible for the child to do his school work orderly; yet, he believes the home is not always the cause of the pupil's being irregular in attendance. It may be that the pupil is physically defective, truant, or careless. He recommends that such pupils be studied individually so the needs of that individual child can be met. Having done this the next step would be to make the school attractive by (1) improving its physical appearance and (2) the curriculum.

Edwards<sup>2</sup> found in his study on school attendance that in

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<sup>1</sup>Sears, Jesse B., op. cit., p. 60.

<sup>2</sup>Edwards, Newton, "School Attendance in the United States," pp. 161-164.

every community, there are many children who are needlessly absent from school. They have no legitimate reasons for their absence. They are absent a day or two at a time to assist with the chores and farm work. They are largely absent because of parental neglect. He states that they are absent in spite of compulsory school laws.

Douglass and Wind<sup>1</sup> found in their study that strict enforcement of the attendance laws, together with enlightened attitude of the school people and employers of Minneapolis in respect to work permits, kept many pupils in school. They noted that pupils of parents who have had high school or college training attended school more regularly than those of parents who were not quite so well educated. In this study, Douglass and Wind show that children of laborers attend school fewer days than children of business or professional people.

Cubberley<sup>2</sup> states that the reason why many children are irregular in attendance is the fact that the school does not appeal to them. They are not interested in what is going on. He states that truancy is due to the facts that the school work lacks interest and vitality, the companionship on the playground is not appealing, and the school work is not adapted to the pupil's need.

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<sup>1</sup>Douglass, Harl P. and Wind, Katie, "Factors Related to Withdrawals from Junior High Schools in Minneapolis," pp. 375-389.

<sup>2</sup>Cubberley, Ellwood P., The Principal and His School. pp.246-265.

Edwin D. Martin<sup>1</sup> found in his study at Houston, Texas that there is no single reason for pupils to be absent from school, and joins Sears in thinking that absences should be followed by case studies. The findings of this study reveal that children of parents who finished the eighth grade tend to be absent fewer times than children of parents who finished lower than the eighth grade. From this it may be inferred that the better the education of the parent, the more regular the attendance of the child will be. They further show that pupils who make good scholastic marks tend to be absent less than those who make poor marks.

One significant finding of his was that there was no reliable difference between the absences of the pupils in the upper third of the group and those in the lower third of the group. The upper third of the group had an I.Q. of 105.2 and the lower third had an I.Q. of 94.5.

McHenry<sup>2</sup> pointed out in his study of, "Student Elimination Versus School Records," that the education of parents, the scholastic achievement of the pupils and the size of the family had some influence upon their dropping out of school. Equally important was the fact that boys are more irregular in attendance than

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<sup>1</sup> Martin, Edwin D., "Some Causes of Non-Attendance in a Junior High School," pp. 110-111.

<sup>2</sup> McHenry, R.B., "Student Elimination Versus School Records," pp. 46-47.



girls. To remedy this he suggests that the school work out a co-operative plan by which boys could attend school a half day and work in industry the other half to earn something for themselves. McHenry was also of the opinion that the secondary school curriculum should be analyzed and revised so that boys and girls of the lower mental ages could be kept in school.

### Truancy Studies

Sullenger,<sup>1</sup> states that non-attendance and truancy are indications that the child is in an environment where his fundamental needs are not met. The personality and attitudes of the teacher, as well as the poorly adjusted curriculum, are vital factors in the truant problem.

The study made by Sullenger points out that twenty-five per cent of the cases of truancy occur between fourteen and fifteen years of age. This is the age when the child has a desire for self-expression and he rebels against any restraint placed upon him. This period of child development requires the highest type of leadership on the part of his teachers.

Sullenger found that eighty per cent of the truant cases ranged from dullness to definitely feeble-mindedness. He recommended special care for these cases because they are the ones that develop anti-social attitudes.

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<sup>1</sup>Sullenger, Earl T., "Some Social Factors in School Attendance," pp. 238-240.

In this study eighty-three and nine tenths per cent of the 436 families studied had received aid of some kind from one or more of the community's relief agencies. This shows a very high correlation between low economic status and absence from school. Sullenger reminds us that while there are always in operation several factors to cause non-attendance at school, they seldom, if ever, operate singularly.

This study shows that forty-two and three tenths per cent of the parents who had children in the irregular attendance category were unemployed. It adds that:

The next highest percentage was found to be laborers, with 21.5 per cent; building trades constituted 6.1 per cent; salesmen, 4.6 per cent; shoemakers, 3.1 per cent; and truck drivers, 3.1 per cent. The remainder was represented by thirty different trades and occupations. No doubt in many cases the children are kept out of school by the parents that they may help earn a living. This was especially noticeable in certain racial and nationality groups.<sup>1</sup>

Sullenger postulates that the chief cause of irregular attendance in Omaha was the lack of home co-operation and home supervision. Again he indicates that there were certain districts in Omaha that had the traditions of poor attendance and disrespect for school authorities.

Finally Sullenger lists such factors as the disintegration of the neighborhood, lack of playgrounds, and poverty as additional causes of non-attendance.

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<sup>1</sup>Sullenger, op. cit., pp. 239-240.

In a study made by Johnson<sup>1</sup> it is pointed out that irregular attendance and truancy are serious handicaps to the child and society. He feels that the child's fundamental needs are not being met. To meet this situation, he advises social diagnosis to meet and to improve this condition. In this study it was found that many children in Chicago did not attend school because their parents regarded them as "money making machines." They kept their children in filth so that people would sympathize with them.

Johnson gives the cause for truancy among girls as follows:

Evil influences of bad companionship; influence of older women and girls, as well as boys; evil communications of the street; dance halls; taverns; smoking; indifferent, intemperate, and illiterate parents; mental, auditory and visual defects; employment of both parents during the day; wife desertion; retardation in the grades; ambition of girls who want to go to work; mal-nutrition and the physical rebellion of an underfed child; lack of shoes and clothing, and the sensitive temperament of the girl.<sup>2</sup>

Statistics for this study made by Johnson<sup>3</sup> show that the average truant boy had an I.Q. of seventy-five to eighty. He was retarded in his school work from one to five years. Only four per cent of the boys had I.Q.'s above the normal. Only fifty to fifty-eight per cent showed both parents to be living. The median age for the truant boy was twelve and six tenths.

In concluding this study the investigator laments the in-

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<sup>1</sup>Johnson, William H., "The Problem of Truancy in the Chicago Schools," pp. 665-672.

<sup>2</sup>Ibid, p. 669.

<sup>3</sup>Ibid, p. 670.

difference generally shown to the problem of irregular attendance when he states that crime and punishment cost the United States fourteen billions of dollars yearly, while only three and one-half billions of dollars are spent yearly by educational, religious, and recreational agencies for the development of future citizens. The indication here is that, if more money is spent for these latter things, crime will be reduced.

The study is closed with the statement by Johnson that one generation of truant boys and girls bring on another generation of truant boys and girls. He challenges society to get rid of as many truants as possible so that the following generation will be blessed with fewer anti-social men and women.

#### Illness Studies

The study of excessive absences by Brazelton<sup>1</sup> which was carried on at Tucson, Arizona, found the causes of absences to be as follows: illness, fifty-nine and three tenths per cent; causes requiring individual adjustment, nineteen and three tenths per cent; truancy, twelve and five tenths per cent; work, five and nine tenths per cent; and trips three per cent. This large percentage of absences due to illness was greater than is found in the average locality because Tucson is a resort city. Nevertheless, it substantiated the fact that illness is the greatest single cause

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<sup>1</sup>Brazelton, Calanthe, "Excessive Absences of High School Girls," pp. 51-55.

of absence in any locality.<sup>1</sup> That colds and influenza cause more absences than any other single illness is in complete harmony with Dr. Mason's study of respiratory diseases.<sup>2</sup>

The second largest group in this study of absences was the group needing individual adjustment. This group comprised nineteen and five tenths per cent of the cases studied. This group needed individual case study. C. L. Mosher,<sup>3</sup> director of the attendance of the New York State Department of Education, said that the case-study method was the best means of discovering the causes of trouble for the child who had attendance difficulties. Brazelton also recommended individual studies for children who are persistently truant.

In a study made by Henderson<sup>4</sup> at Salt Lake City, Utah, she found that illness was the chief cause of absences, and fifty per cent of the total school absence was due to colds. She stated that many cases of earache, sore throat, and headache may be contributed to colds. She is convinced that the schools should treat a cold as a real enemy and try to prevent it. Henderson emphasized that, if we maintain that health is one of the objectives of the school, we should consider it more critically, more seriously, and

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<sup>1</sup>Brazelton, Calanthe, op. cit., pp. 51-55.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Henderson, Louise, "Study of Absences on Account of Sickness among High School Girls," pp. 797-800.

more thoroughly, especially when so many irregular attendances are due to illness.

Palmer<sup>1</sup> showed in his study that the incidence of communicable diseases had a marked effect upon the attendance rate. It was further shown in Palmer's study that during periods of prosperity boys sixteen years old and over drop out of school and get work so they can make good the family losses during periods of depression.

In the Waco study, Cunningham<sup>2</sup> found that most of the absences were due to communicable diseases that are reported weekly to the State Health Department by the local health authorities. Forty and nine tenths per cent of the total cases of absences were due to reportable diseases. Colds, chickenpox, and influenza were the three great causes of absence.

In the second group were illnesses that are non-communicable diseases yet they are health problems. The three outstanding causes were digestive disorders, headaches, and nausea.

The third cause of absence in the Cunningham study was grouped as injuries due to accidents. The parents gave ten cases of injuries. They were blistered feet, bruises, scalds, burns, cuts and pierces, dislocation, eye injuries, fractures, unclassi-

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<sup>1</sup>Palmer, Chas. W., "Absences, Lateness, and Drop-outs, in the Northeast High School, Philadelphia, Pennsylvania," pp. 68-69.

<sup>2</sup>Cunningham, Margaret L., A Study of the Causes of Absence in Relation to Socio-Economic Status, pp. 40-85.

fied injuries, sprains, and stings.

In the elementary schools at Waco, Texas, Cunningham found that work represented four and sixty-six hundredths per cent of the total cases and two and three tenths per cent of the total days missed from school.

The Waco investigation found that the chief causes of absences were reportable diseases; non-reportable diseases; injuries due to accidents; conditions related to health; work; transportation; social and recreational causes; and economic reasons other than work. Absences decreased as the child progressed through school.

In the Texarkana, Arkansas, study, Caldwell<sup>1</sup> found that most of the absences were due to illness. This study pointed out that of the 1018 pupils that were enrolled in the elementary, secondary schools during the school year 1941-1942, 750 were absent one or more times. Two hundred and seventy-six or 36.40 per cent of these absences were due to illness; 186 or 24.80 per cent to gainful work; and 67 or 8.93 per cent, to a lack of proper shoes and clothing. These three factors led in the causes of absences for the pupils of the Texarkana, Arkansas, Negro schools - being responsible for 70.13 per cent of all absences.

The other factors listed by these students as causes for absences were: inclement weather, 61 or 8.10 per cent; home work,

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<sup>1</sup>Caldwell, Herman A., Some Causes of Irregular Attendance in the Negro Public Schools of Texarkana, Arkansas, p. 39.

58 or 7.71 per cent; trips out of town, 25 or 33 per cent; accidents, 22 or 2.93 per cent; death in family, 14 or 1.84 per cent; truancy, 13 or 1.73 per cent; recreation, 8 or 1.06 per cent; discipline, 4 or .53 per cent.

Reavis, Pierce, Stullken<sup>1</sup> gave illness, work, home conditions, school conditions, the weather, and truancy as the causes of irregular attendance. They found that the personal illness of the pupils and the illness of members of their families accounted for more pupil absences than any other cause.

They found that respiratory diseases and epidemics led all other diseases in causing irregular attendance. They also stated that work was the second reason why pupils were irregular in attendance. This study points out that this was especially true of schools located in a district where agricultural interests were centered in a particular crop. They also gave economic conditions of the home as a large factor in irregular attendance.

It was found in this study that the preparation and the influence of the teacher exercised a stronger influence upon pupil absence than the character of the building, equipment, and grounds. However, they did find that in the case of respiratory illness the type of ventilation found in the classroom had an important influence upon absence.

Reavis, Pierce, and Stullken found that children between the

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<sup>1</sup>Reavis, William C., Pierce, Paul C., Stullken, Edward H., The Elementary School Its Organization and Administration, pp. 108-115.



ages of nine and fourteen had fewer absences than younger or older pupils. Distance from school was found to have little influence upon absence.

Reavis, Pierce, and Stullken concluded that health not only influence attendance, but it influenced the general attitude of the child toward the school. They insisted that the principal must study the causes of irregular attendance and strive to remove them.

TABLE I. ENROLLMENT AND PERCENTAGE OF ATTENDANCE BY GRADES IN SEVEN SCHOOLS OF WEST VIRGINIA, 1924-1925

Grade	Enrollment	Percentage of Attendance
1	100	85
2	110	82
3	120	78
4	130	75
5	140	72
6	150	70
7	160	68
8	170	65
9	180	62
10	190	60
11	200	58
12	210	55
<b>Total</b>	<b>1800</b>	<b>65</b>

## CHAPTER III

ANALYSIS OF ATTENDANCE RECORDS OF STUDENTS ENROLLED IN  
FORT WORTH, TEXAS SCHOOLS

Table I below shows the enrollment, and the percentage of attendance for the twelve grades of the Negro elementary and secondary schools of Fort Worth, Texas for the year 1946-47. From a study of this table, one finds there were 1903 pupils enrolled in the first four grades of the school system. On the other hand, in the upper eight grades of the Fort Worth, Texas Negro schools there were 2751 pupils enrolled.

TABLE I. ENROLLMENT AND PERCENTAGE OF ATTENDANCE BY GRADES IN  
NEGRO SCHOOLS OF FORT WORTH, TEXAS, FOR THE YEAR 1946-1947

Grade	Enrollment	Percentage of Attendance
1	492	94%
2	520	94%
3	447	93%
4	444	93%
5	350	84%
6	322	75%
7	274	84%
8	148	59%
9	265	87%
10	539	85%
11	417	91%
12	436	92%
Totals	4654	88%

There are one hundred forty teachers, including six full-time principals, employed as instructors in the schools covered in this study. Seventy-nine of these instructors are distributed among the first four grades. This gives an average enrollment of twenty-four and one tenth pupil per teacher. The remaining sixty-one teachers of the eight upper grades have 2751 pupils, an average enrollment of forty-five and one tenth pupils per grade.

It is readily seen that with such a large class it is impossible for a teacher to give sufficient individualized instruction to her students. This consideration points to an underlying cause of irregular attendance - - for without adequate individualized instruction the school can not be adapted to the needs and interests of the pupils. They then become dissatisfied with school life and tend to drop out on any pretext. There were fifty-nine more pupils enrolled in the first and second grades than in the eleventh and twelfth grades combined. Since the senior high school begins with the tenth grade, there were more pupils in the first two grades of the Fort Worth Negro Schools than there were in the last two grades in the Senior High School. Table I shows the enrollment of the third grade to be less than the senior high school. The fourth grade enrolled twenty-seven more than the tenth grade, while the fifth grade had one hundred eighty-nine less. These observations warrant due and serious consideration on the part of parents, teachers, citizens, and school officials alike.

In the junior high schools, the seventh, eighth, and ninth grades of the Fort Worth, Texas, Negro schools there were 687 pupils. This enrollment was 1216 less than the number in the first four grades. In other words the first four grades had one and seventy-seven hundredths times more pupils than the grades commonly called the junior high school. The junior high school constituted sixty-seven and seven tenths per cent of the total enrollment whereas the first four grades had twenty-four and forty-six hundredths per cent of the total enrollment. There are seven hundred and five more pupils in the senior high school than in the junior high school. There are approximately two and two hundredths times more pupils in the senior high school than there were in the junior high school.

The senior high school had an enrollment of only 1392 out of a scholastic population of 7,760; that is to say that only five and five tenths of the Negro school population of Fort Worth, is in the senior high school proper. The total enrollment in the senior high school differs greatly from the total enrollment in the first four grades respectively. The total senior high school enrollment is nine hundred and forty-two more than of the first grade. Only sixteen and six tenths per cent of the Negro pupils enrolled in Fort Worth schools are in the senior high school. For Texas, Louisiana, and Oklahoma, two neighboring states, the percentage of total enrollment in high school in 1935-1936 was

twenty-one and five tenths per cent, sixteen and eight tenths per cent, and nineteen and three tenths per cent, respectively.<sup>1</sup> To summarize: Fort Worth schools for Negroes have 2575 pupils in the first six grades of the elementary school, 687 pupils in the seventh, eighth, and ninth grades of the junior high school, and 1392 pupils in the tenth, eleventh, and twelfth grades of the senior high school. Of the total enrollment, fifty-three and eighteen hundredths per cent were in the elementary grades, fourteen and seventy-six hundredths per cent in the junior high school and twenty-nine and ninety hundredths per cent in the senior high school.

Turning from an analysis of the figures dealing with total enrollments, to considerations of percentage of attendance, we find that it is high in the first grade and low in the eleventh and twelfth grades.

The percentage of attendance in the first grade is ninety-four per cent while the percentage of attendance for the eleventh grade is ninety-one per cent. This is a difference of three per cent. The four grades with the highest percentage are first, third, eleventh and twelfth, respectively. The highest percentage of attendance in the first six grades is in the first grade. The highest percentage of attendance for the junior high school, composed of the seventh, eighth and ninth grades, is found to be in the ninth grade. The twelfth grade leads the senior high school,

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<sup>1</sup>Moehlman, Arthur B., School Administration, p. 77.

and ranks second to all the other grades with the highest percentage attendance. The Fort Worth Negro school's percentage of attendance was eighty-four and three tenths for the school year 1945-1946, which is about one tenth above the national average for 1943-1944. The percentages of attendance in all public elementary and secondary schools of the United States, the percentage of attendance in the state of Texas, and the percentage of attendance of the ten schools involved in this study are given in Table II.

TABLE II. THE PERCENTAGE OF ATTENDANCE IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS OF TEXAS, THE UNITED STATES, AND FORT WORTH, TEXAS

Year	Texas*	United States#	Fort Worth
1941-1942		85.6	85.0
1942-1943	80.1	84.0	85.6
1943-1944	80.9	84.2	85.8
1944-1945	81.1		84.7
1945-1946	68.0		84.3
Average	77.6	84.6	85.8

\*Obtained from the State Department of Education, Austin, Texas.

#Obtained from the Federal Security Agency, United States Office of Education, Washington, D.C.

From a study of this table one finds that the Negro schools of Fort Worth had a higher percentage of attendance than the State of Texas as a whole for the years 1941 through 1946. In the year 1945-1946 the state of Texas' percentage of attendance was sixteen

and three tenths per cent below that for Fort Worth Negro schools. The percentages of attendance for the state of Texas in 1941-1942 were not given in Table II because the Biennial Report of the Texas State Board of Education was not available. In making a comparison of the percentage of attendance of the Fort Worth Negro schools with the percentage of attendance for the schools of the United States, we find that the elementary and secondary schools of the nation had a higher percentage of attendance for the year 1941-1942 with a six tenths difference over Fort Worth, for the same year. It is to be noted that the percentage of attendance for the United States has shown a decrease for the period studied. As graphically represented in Chart I, the percentage of attendance for the Negro schools of Fort Worth showed a considerable slope for the years 1941-1942 and 1944-1945. Over a year's period the percentage of attendance for the Negro schools for Fort Worth, gained two tenths during the year 1943-1944, while the percentage of attendance for the schools of the United States for the same year increased two tenths. Figures are not yet available for the public elementary and secondary schools of the United States for the years 1944-1945, 1945-1946.

Irregular attendance is found in all the grades of the Negro schools of Fort Worth. The data of Table III shows that of the 4654 pupils enrolled 1480 or thirty-two and one hundredths per cent were absent one or more times.

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TABLE III. IRREGULAR ATTENDANCE BY GRADES IN THE NEGRO SCHOOLS OF FORT WORTH, TEXAS FOR THE YEAR 1946-1947

Grade	Total En- rollment	Pupils Absent one or more times		Pupils not absent a single time	
		Number	Percentage	Number	Percentage
1	492	108	22	384	78
2	520	165	32	355	68
3	447	114	26	333	74
4	444	229	52	215	48
5	350	112	32	238	68
6	322	117	36	205	64
7	274	190	69	84	31
8	148	102	69	46	31
9	265	100	38	165	62
10	539	93	17	446	83
11	417	80	19	337	81
12	436	70	16.1	366	83.9
Totals	4654	1480	32	3174	68



## CHAPTER IV

## ANALYSIS AND COMPARISON OF SOME CAUSES OF IRREGULAR ATTENDANCE

In the preceding chapter, facts and figures pertaining to the extent of irregular attendance in Fort Worth Negro schools, as revealed by the data, were analyzed and presented. It is the purpose of this chapter to consider and present data relative to the causes of indicated absences. A complete picture or presentation of the various and numerous causes for absences in these schools are set forth in Tables IV and V.

Table IV on page 28 indicates that illness contributed more to the cause of irregular attendance than any other single factor. The data have been grouped under four types of illness -- common ailments, contagious diseases, special ailments, family illness. The major cause of irregular attendance in the Negro schools of Fort Worth is personal illness. Of the 1480 cases of absence studied, 614 were related specifically to the health of the child. That means that forty-one and five tenths per cent of the total causes of absence from school were on account of illness on the part of school children, and their immediate family. This finding agrees with that of Cunningham's<sup>1</sup> study at Waco, where seventy-eight and five tenths per cent of the total cases of absences from school were due to personal illness, and eighty-five and six tenths per cent of the total days lost were due to personal illness. In comparing the two studies, one will find that her "percentage of absence due to illness" to be approximately twice that

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<sup>1</sup>Cunningham, Margaret L., op. cit., p. 7.

of this study.

TABLE IV. ABSENCES CAUSED BY ILLNESS

Types of Illness	G R A D E S												Total	Percent
	1	2	3	4	5	6	7	8	9	10	11	12		
<b>COMMON AILMENTS</b>	33	45	15	30	40	29	32	10	8	5	4	3	254	17.1
Colds	20	24	5	8	22	12	10	3	2	1	2	1	110	7.42
Headache	5	3	3	6	3	2	8	2	1	0	1	0	34	2.29
Sore Throat	3	2	2	2	3	2	4	4	2	2	0	2	28	1.89
Toothache	2	4	1	8	2	2	3	0	1	0	1	0	24	1.62
Constipation & Indigestion	3	4	2	2	8	8	2	1	1	1	0	0	32	2.16
Chills & Fever	0	4	2	3	2	2	5	0	1	1	0	0	20	1.21
Earache	0	4	0	1	0	1	0	0	0	0	0	0	6	.40
<b>CONTAGIOUS DISEASES</b>	24	15	10	11	14	16	5	12	9	10	11	15	152	10.27
Mumps	5	4	2	2	5	4	3	2	1	0	2	1	31	2.16
Influenza	6	6	3	3	3	5	1	6	5	1	3	7	49	3.31
Skin Disease	0	1	0	0	2	1	0	0	0	2	1	0	7	.47
Pneumonia	0	0	0	0	0	1	0	0	1	3	0	1	6	.40
Measles	2	3	2	2	1	3	1	2	2	2	2	2	24	1.62
Chickenpox	11	1	3	4	3	2	0	2	0	2	3	4	35	2.36
<b>SPECIAL AILMENTS</b>	5	6	3	8	10	12	14	10	12	15	20	25	140	9.45
Vaccination	5	4	2	1	0	0	0	0	0	3	2	0	17	1.14
Menustration	0	0	0	0	0	0	3	4	2	5	2	9	25	1.68
Bad Eyes	0	0	1	3	6	8	3	2	2	0	2	1	28	1.89
Adenoids	0	0	0	2	3	3	4	1	2	2	4	6	27	1.82
Poor Hearing	0	2	0	2	1	0	3	2	2	0	3	3	19	1.28

TABLE IV. (Continued)

Types of Illness	G R A D E S												Total	Percent
	1	2	3	4	5	6	7	8	9	10	11	12		
Appendicitis	0	0	0	0	0	0	1	1	3	3	4	5	17	1.14
Heart Trouble	0	0	0	0	0	0	0	0	1	2	3	1	7	.47
FAMILY ILLNESS	12	10	9	8	7	4	3	1	2	3	4	5	68	4.59
Contagious Disease	2	1	3	2	3	1	0	0	1	0	1	2	16	1.08
Illness	10	9	6	6	4	3	3	1	1	3	3	3	52	3.51
Totals	74	76	37	57	71	61	54	33	31	33	39	48	614	41.48 or 41.5

This comparison does not infer that the health conditions of Fort Worth students were much better than those of the Waco students. It simply indicates that most of the Waco students were absent on account of illness, while the Fort Worth students were absent for many causes other than illness - - especially lack of clothing and work. The same point of view should obtain in considering a study made by Moehlman,<sup>1</sup> in Detroit, which showed that child illness and illness in the home were responsible for almost sixty per cent of all absences. In this study, as stated before it was only forty-one and five tenths per cent.

During the year 1941-1942, a school attendance study was made in Texarkana, Arkansas, by Herman A. Caldwell.<sup>2</sup> The study showed that each month twenty-four to thirty-six and four tenths per cent of the children in the Negro schools were absent due to illness. An average of one and eighty-two hundredths days a year were lost on account of colds. The study at Texarkana, Arkansas, finds that illness is the cause of most absences. This is in agree-

<sup>1</sup>Moehlman, Arthur B., op. cit., pp. 322-323.

<sup>2</sup>Caldwell, Herman A., op. cit., p. 30.

ment with the causes of irregular attendance in the Negro schools at Fort Worth, which was found to be forty-one and five tenths per cent.

In a study made by Henderson<sup>1</sup> at Salt Lake City, it was found that illness was the chief cause of absence and fifty per cent of the total absences were due to colds. She attributed many cases of earache, headache, and sore throat to colds. The study made at Fort Worth, compares favorably with the Caldwell study. In the Fort Worth study colds were the chief cause of absence due to illness. In the study made in Texas, colds accounted for seventeen and one tenth per cent of all the causes of illness. Of the 1480 cases of absence, 110 of them were due to colds, of the twenty-two different kinds of illness in the Fort Worth study, colds had a greatest frequency. Only one cause, and that was needed shoes and clothing, had a greater frequency than colds.

Palmer<sup>2</sup> showed in his study that the incidence of communicable diseases had a marked effect upon the attendance rate. In the year 1946-1947 there were many communicable diseases in Fort Worth. This has been largely due to poor housing conditions, and over-crowded schoolrooms. This year 1946-1947, there were forty-nine cases of influenza reported by the schools. In 1945-1946 only forty-nine cases of influenza were reported by the ten Negro schools of Fort Worth. A study was made in Philadelphia<sup>3</sup> in 1932

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<sup>1</sup>Henderson, Louise, op. cit., pp. 797-800.

<sup>2</sup>Palmer, Charles W., op. cit., pp. 68-70.

<sup>3</sup>United States Department of Interior, Compulsory School Attendance Laws and Their Administration, pp. 51-55.

and illness was found to be the main cause for irregular attendance. Forty-one per cent of all the absences was due to the illness of the child and illness in the family. Illness was forty-one and five tenths per cent in the Fort Worth study, which was five tenths per cent more than the Philadelphia study. This study and many other similar studies give evidence that illness is one of the main factors to be considered when an investigation is made to reduce the causes of irregular attendance. A study was made in Tucson, Arizona by Calanthe Brazelton,<sup>1</sup> and the results revealed that the absences were due largely to personal illness. Illness in this study ranked first with fifty-nine and three tenths per cent of all the absences. This percentage is seventeen and eight tenths per cent higher than the Fort Worth study, which is shown in Table IV.

Considering other causes for irregular attendance the need for shoes and clothing is the second major cause of absence. Table V gives the miscellaneous causes for irregular attendance. Among the causes listed, the need for shoes and clothing accounted for twelve and eighty-three hundredths per cent of the cases of absences in the study of irregular attendance at Fort Worth, while work ranked next with ten and seventy-seven hundredths per cent of the total causes of irregular attendance.

This study began at the end of World War II, and many of the boys and girls had quit school to work, so that they could help

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<sup>1</sup>Brazelton, Calanthe, *op. cit.*, pp. 51-53.

their families. Boys had a chance to get many jobs that were formerly held by men. The boys work as porters, delivery men, janitors, waiters, and as helpers in garages. The girls work as waitresses, maids and laundresses. Some of them work as part-time helpers. This type of work never requires a day or more absence from school.

TABLE V. MISCELLANEOUS CAUSES OF ABSENCES

	G R A D E S												Total	Per cent
	1	2	3	4	5	6	7	8	9	10	11	12		
WORK	4	5	3	2	3	5	15	22	20	29	31	20	159	10.77
Gainful Work	0	0	0	0	1	2	10	8	17	24	29	18	109	7.46
Home Work	4	5	3	2	2	3	5	14	3	5	2	2	50	3.31
Needed Shoes and Clothing	45	33	25	25	15	10	8	7	10	4	5	3	190	12.83
Inclement Weather	30	20	25	22	19	9	11	5	3	4	1	1	150	10.13
Trips out of Town	3	2	4	11	12	10	4	3	2	6	8	9	74	5.00
Accidents	4	3	2	0	1	5	6	9	3	4	2	4	43	2.90
Lateness	10	9	4	3	1	5	6	0	0	10	11	12	71	4.79
Death in Family	2	4	4	3	1	0	0	0	2	0	3	1	20	1.35
Truancy	0	0	0	1	3	4	6	8	10	9	10	17	68	4.59
Recreation	3	0	2	0	0	0	2	3	4	15	11	10	50	3.31
Discipline	0	0	0	0	0	2	3	4	2	10	9	11	41	2.77
Total	101	76	69	67	55	50	61	61	56	91	91	88	866	58.51
Total Illness	74	76	37	57	71	61	54	33	31	33	39	48	614	41.48
Grand Total	175	152	106	124	126	111	115	94	87	124	130	136	1480	99.99

The study in Waco, made by Margaret L. Cunningham,<sup>1</sup> revealed that the cause for irregular attendance ranked third only to illness, which was ten and seventy-seven hundredths per cent of the total cases of absence. The study in Waco included only elementary pupils, while this study included elementary as well as secondary pupils. In the Cunningham study insufficient clothing played a minor part in the causes of absence. Only two and three tenths per cent of the total cases of absence was due to insufficient clothing. In this study, the need of shoes and clothing caused twelve and eighty-three hundredths per cent of the total cases of irregular attendance. In the Caldwell study, the need of shoes and clothing caused eight and ninety-three hundredths per cent of the total cases of irregular attendance.

In the Fort Worth study the greatest amount of absences occurred in the second grade, but the tenth grade had the largest enrollment. In the Cunningham study the largest number of absences were found in the first grade, and this grade had the largest enrollment.

Brazelton<sup>2</sup> found in her study at Tucson, Arizona, that absences other than illness were due to the following causes: cases requiring individual adjustment, nineteen and three tenths per cent; truancy, twelve and five tenths per cent; work, five and nine tenths; and trips, three per cent. By comparing the study made by Brazelton with the Fort Worth study, we find in her investigation

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<sup>1</sup>Cunningham, Margaret L., op. cit., p. 7.

<sup>2</sup>Brazelton, Calanthe, op. cit., pp. 51-55.

that work was responsible for five and nine tenths per cent of the total absences. In this study work accounted for ten and seventy-seven hundredths per cent of the cases of absences. Work caused four and eighty-four per cent more absences in Fort Worth, than in the Tucson, Arizona, study. In the Brazelton study truancy accounted for twelve and five tenths per cent of the total cases of irregular attendance. In the study made at Fort Worth, truancy as a cause of absence was four and fifty-nine hundredths per cent which was significant.

A study similar to this type was made by Edwin D. Martin,<sup>1</sup> with a close observation of pupils going to the movies more than twice a week or less. The study made at Fort Worth, revealed that going to the movies caused only three and thirty-one hundredths per cent of the absences.

After a careful study of Tables IV and V, on pages 28 and 32, many of the causes for irregular attendance are socio-economic. Moehlman<sup>2</sup> found in his study at Detroit that twenty per cent of the causes of absences was due to the socio-economic condition of the parents. The Detroit study and the Cunningham study both emphasize the fact that there is a positive correlation between economic status and school attendance. It is true that many of the causes of irregular attendance at Fort Worth, were due to economic conditions in the homes of the children.

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<sup>1</sup>Martin, Edwin D., op. cit., pp. 110-111.

<sup>2</sup>Moehlman, Arthur B., op. cit., p. 323.



Reavis, Pierce, and Stullken<sup>1</sup> in their investigation of school attendance found that work and weather were two main causes of irregular attendance. They stated that work was the second outstanding cause of irregular attendance. This research work on the part of Reavis, Pierce, and Stullken agrees with the findings in the Fort Worth study which pointed out that work accounted for ten and seventy-seven hundredths per cent of the absences, and inclement weather ten and thirteen hundredths per cent. In Tables IV and V, is given the percentage of absence due to each cause. From this summary one can readily see the picture of the causes of irregular attendance in the Negro schools of Fort Worth. Illness caused forty-one and five tenths per cent of the total cases of absence. Needed shoes and clothing was responsible for twelve and eighty-three hundredths per cent of the absences. Work accounted for ten and seventy-seven hundredths per cent of the cases. These three causes, illness, insufficient shoes and clothing, and gainful employment were responsible for irregular attendance, which was a total per cent of sixty-five and seven hundredths. From the facts given in this chapter, it can readily be noticed that the great problem of irregular attendance in the Negro schools of Fort Worth, centers around the factors just given, and if the schools are to serve the people completely for whom they were established these causes must be reduced to a lower percentage through the cooperation of teachers, parents, school officials, and progressive organization.

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<sup>1</sup>Reavis, William C., Pierce, Paul R., and Stullken, Edward H., op. cit., pp. 108-115.

## CHAPTER V

## SUMMARY AND IMPLICATIONS OF FINDINGS

This study has pointed out that of the 4654 pupils that were enrolled in the elementary and secondary schools during the school year 1946-1947, 1480 were absent two or more times. Six hundred and fourteen or forty-one and five tenths per cent of these absences were due to illness; one hundred and ninety or twelve and eighty-three hundredths per cent to needed shoes and clothing; one hundred and nine or seven and forty-six hundredths per cent to gainful work. These three factors led in the causes for absences for the pupils of the Fort Worth Negro schools.

The other factors listed by these students as causes for absences were: inclement weather, one hundred and fifty or ten and thirteen hundredths per cent; trips out of town, seventy-four or five per cent; lateness, seventy-one or four and seventy-nine hundredths per cent; truancy, sixty-eight or four and fifty-nine hundredths per cent; recreation, fifty or three and thirty-one hundredths per cent; accidents, forty-three or two and ninety hundredths per cent; discipline, forty-one or two and seventy-seven hundredths per cent.

Any program or effort that may be proposed to improve the attendance of the Fort Worth Negro schools must give due consideration to these factors, with special emphasis on illness, insufficient clothing and work.

The chief cause of illness in this study was colds. Colds were responsible for seven and forty-two hundredths per cent of the

absences. Only needed shoes and clothing had a higher frequency than colds. Other causes of illness ranked according to the number of times they occurred. They were influenza, family illness, chicken pox, headaches, indigestion and constipation. It can be seen that illness is a serious problem confronting the schools included in this investigation.

The findings of this investigation support in particular those of Cunningham at Waco, Henderson at Salt Lake City, and Brazelton at Tucson; whose studies showed that illness was the largest factor responsible for irregular attendance. Needed shoes and clothing ranked second as a factor causing irregular attendance. One hundred and ninety cases of absences, or twelve and eighty-three hundredths per cent of the total parents failed to provide adequate shoes and clothing. Many children had to stay at home on cold or rainy days because they had insufficient clothing. They had no umbrellas or rubbers. These children had to stay away from school until they could get the clothes appropriate for the weather.

The third big cause of irregular attendance was work. One hundred fifty-nine cases of absences, or ten and seventy-four hundredths per cent of the total, were due to pupils working either outside or in the home. In accepting this finding one must not lose sight of the fact that often pupils give "I had to work" only as an excuse or pretext for being absent from school, when the actual cause is that they are dissatisfied with the offerings and activities of the school.

The enrollment in Fort Worth Schools for Negroes had in 1946-1947, 2575 pupils in the six grades of the elementary school; 687 in the seventh, eighth and ninth grades - - the junior high school; 1392 pupils in the tenth, eleventh and twelfth grades - - the senior high school. Of the total enrollment fifty-three and eighteen hundredths per cent was in the elementary grades, fourteen and seventy-six hundredths per cent in the junior high school and twenty-nine and ninety hundredths per cent in the senior high school.

When we consider the percentage of attendance, we find that it was lowest in the eighth grade and highest in the first and second grades. The percentage of attendance in the eighth grade was fifty-nine, while the percentage of attendance for the first and second grades was ninety-four. The difference in percentage for the two grades was thirty-five. The six grades that had the highest percentage of attendance, were the first, second, third, fourth, eleventh and twelfth, respectively. The first and second grades led in the attendance in the first six grades. The highest percentage of attendance in the junior high school was the ninth grade, while the twelfth grade led in the senior high school. The Fort Worth Negro schools' percentage of attendance was eighty-eight for the school year 1946-1947, which is ten and four tenths above the state average for 1945-1946 and three and four tenths above the national average.

From the author's findings, illness was given as a major cause of irregular attendance. This leads to the implication that

a sound and effective program of health and physical education would reduce many of the absences. This program would of necessity require a trained daily nurse at every school, and several well selected physical education instructors. To carry out such a program suitable equipment will be needed.

From the pupils and parents answers to the questionnaires, it was found that a large percentage of the pupils needed shoes and clothing. This is an economic cause of absence which had two implications. The first one is, that the Fort Worth Negro schools should provide an adequate program in both general and vocational education and thereby enable dropouts and graduates to earn sufficient income to secure the essentials of life.

The second is that the school should offer vocational education for adults in order that they may be able to make the necessary vocational adjustments and attain economic security through occupational efficiency. Such adults would then not find it necessary to keep children home to work in order to earn income for the family.

Since a large number of Fort Worth pupils did have to stay out of school to work, it implies that vocational guidance is needed in the schools. Along with vocational guidance, vocational education should be provided to meet the economic needs of these boys and girls. Vocational training should begin in the elementary school because (1) only twenty-nine and ninety hundredths per cent of the total enrollment is in the high schools; (2) such high per-

centage of pupils tend to drop out of school permanently before the completion of the elementary school. Some guidance leaders hold that a comprehensive program of vocational guidance beginning in the upper elementary grades and in the junior high school will not only reduce irregular attendance and dropouts, but will promote to an appreciable degree the occupational efficiency of those who actually drop out.

In conclusion, it appears that the data presented in this investigation point to the need for a study of the employment opportunities for Negroes in Fort Worth. After the opportunities are found the curriculum should be modified or organized so as to prepare workers to enter them.

On the basis of this study the writer would like to make the following recommendations:

1. A sound and effective program of health and physical education.
2. The Fort Worth Public Schools should provide an adequate program in both general and vocational education for Negroes.
3. The schools should offer vocational education for adults.
4. Along with vocational guidance, vocational education should be provided to meet the economic needs of these boys and girls.
5. Vocational training should begin in the elementary school.
6. A study be made of the employment opportunities for Negroes in Fort Worth.

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APPENDIX A

WIFE SURVEILLANCE FORM

- 1. Name \_\_\_\_\_ Age \_\_\_\_\_ Date of Birth \_\_\_\_\_
- 2. Grade \_\_\_\_\_ Address \_\_\_\_\_
- 3. Distance from school: City blocks \_\_\_\_\_ Miles \_\_\_\_\_
- 4. Father's Name \_\_\_\_\_ Address \_\_\_\_\_
- 5. Mother's Name \_\_\_\_\_ Address \_\_\_\_\_
- 6. Father's Occupation \_\_\_\_\_
- 7. Mother's Occupation \_\_\_\_\_
- 8. Number of Brothers \_\_\_\_\_ Age \_\_\_\_\_
- 9. Number of Sisters \_\_\_\_\_ Age \_\_\_\_\_

APPENDIX X

- 10. How many rooms are there in your home? \_\_\_\_\_
- 11. Do you suffer from headaches, colds, or allergies? \_\_\_\_\_
- 12. Number of visits to doctor \_\_\_\_\_ What is his name? \_\_\_\_\_
- 13. Do you have to work to help support the family? \_\_\_\_\_
- 14. Have you smoked or drunk alcohol, tobacco, or marijuana? \_\_\_\_\_
- 15. What is your favorite recreation? \_\_\_\_\_
- 16. At what hour do you usually go to bed at night? \_\_\_\_\_
- 17. What day do you usually go to the movies? \_\_\_\_\_
- 18. What time is your favorite vacation usually held over the  
relax? \_\_\_\_\_
- 19. Have you about time about an amount of a circus or parade? \_\_\_\_\_
- 20. Do you like very crowded? \_\_\_\_\_
- 21. Do you like small groups? \_\_\_\_\_
- 22. Are you happier when alone? \_\_\_\_\_
- 23. Did you attend school regularly last year? \_\_\_\_\_

## APPENDIX A

## PUPIL ATTENDANCE STUDY

1. Name \_\_\_\_\_ Age \_\_\_\_\_ Date of Birth \_\_\_\_\_
2. Grade \_\_\_\_\_ Address \_\_\_\_\_
3. Distance from school: City blocks \_\_\_\_\_ Miles \_\_\_\_\_
4. Father's Name \_\_\_\_\_ Address \_\_\_\_\_
5. Mother's Name \_\_\_\_\_ Address \_\_\_\_\_
6. Father's Occupation \_\_\_\_\_
7. Mother's Occupation \_\_\_\_\_
8. Number of brothers \_\_\_\_\_ Ages \_\_\_\_\_
9. Number of sisters \_\_\_\_\_ Ages \_\_\_\_\_
10. How many rooms are there in your house? \_\_\_\_\_
11. Do you suffer from headaches, colds, or illness? \_\_\_\_\_
12. Number of visits to doctor \_\_\_\_\_ What is his name? \_\_\_\_\_
13. Do you have to work to help support the family? \_\_\_\_\_
14. Were you absent on account of rubbers, shoes, raincoat? \_\_\_\_\_
15. What is your favorite recreation? \_\_\_\_\_
16. At what hour do you usually go to the movies? \_\_\_\_\_
17. What day do you usually go to the movies? \_\_\_\_\_
18. What time is your favorite program usually heard over the radio? \_\_\_\_\_
19. Were you absent from school on account of a circus or parade? \_\_\_\_\_
20. Do you like many friends? \_\_\_\_\_
21. Do you like small groups? \_\_\_\_\_
22. Are you happiest when alone? \_\_\_\_\_
23. Did you attend school regularly last year? \_\_\_\_\_

24. Are you interested in getting a perfect attendance card? \_\_\_\_\_
25. Is your room at school attractive? \_\_\_\_\_
26. Do you like the opening exercise at your school? \_\_\_\_\_
27. Are you allowed to leave the room when it is necessary? \_\_\_\_\_
28. Are you given credit for the good you do? \_\_\_\_\_
29. Should a teacher have favorites? \_\_\_\_\_
30. Do you like your teacher? \_\_\_\_\_
31. Do you think that he or she is your friend? \_\_\_\_\_
32. Does she or he nag at you? \_\_\_\_\_
33. Does the teacher explain the lessons so you can understand  
them? \_\_\_\_\_
34. Are you given definite tasks at school? \_\_\_\_\_
35. Can you hear from where you sit at school? \_\_\_\_\_
36. What is it that goes on at school that you do not like? \_\_\_\_\_
37. Do you have to work too hard? \_\_\_\_\_
38. Do you have to stay in after school? \_\_\_\_\_
39. How many whippings have you had this term? \_\_\_\_\_
40. Is your seat comfortable at school? \_\_\_\_\_
41. Are you interested in being promoted? \_\_\_\_\_
42. Does the school ask for too much money? \_\_\_\_\_
43. Were you promoted last year? \_\_\_\_\_
44. What kind of books do you like to read? \_\_\_\_\_
45. Are any of these books at your school? \_\_\_\_\_ Name one \_\_\_\_\_
46. What do you plan to do for a life's work? \_\_\_\_\_
47. Do you think the school is helping you to reach your aim? \_\_\_\_\_
48. What would you like to do at school? \_\_\_\_\_

49. What subject do you like most? \_\_\_\_\_

50. What subject do you like least? \_\_\_\_\_

51. Which one of your school subjects is most difficult? \_\_\_\_\_

52. Is your school developing for you an interest or appreciation in any of the following?

(Put an "X" before favorable replies)

\_\_\_\_ 1. Athletic sports

\_\_\_\_ 2. Music

\_\_\_\_ 3. Theatres and movies

\_\_\_\_ 4. Use of library

\_\_\_\_ 5. Reading books and magazines outside of the library

\_\_\_\_ 6. Interest in good health

\_\_\_\_ 7. Religious activities

\_\_\_\_ 8. Social activities

\_\_\_\_ 9. Citizenship activities

\_\_\_\_ 10. Interest in further education

53. Number of times absent last year \_\_\_\_\_

54. Reasons for absences:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

APPENDIX B  
PUPIL ATTENDANCE STUDY

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Grade \_\_\_\_\_

Absent: Morning \_\_\_\_\_ Afternoon \_\_\_\_\_ All day \_\_\_\_\_

Home Room Teacher \_\_\_\_\_