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ANALYSIS OF SOME FACTORS AFFECTING ATTENDANCE
AT BOOKER T. WASHINGTON SCHOOL
IN GALVESTON, TEXAS



HARRIS

1943

AN ANALYSIS OF SOME FACTORS AFFECTING ATTENDANCE AT
BOOKER T. WASHINGTON SCHOOL IN GALVESTON, TEXAS

By

Cornelius Alfred Harris Jr.

A Thesis in Educational Administration and Supervision
Submitted in Partial Fulfillment of the Requirements
for the Degree of

Master of Science

In The

Graduate Division

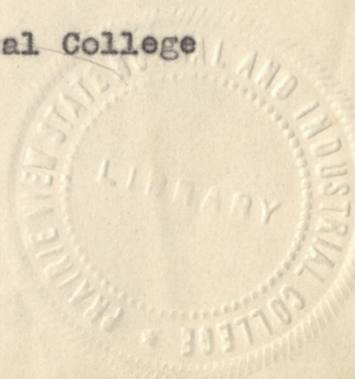
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C. A. H. Jr.

DEDICATION

To S. L. H., I. S. H., and my son,
Cornelius A. Harris III, this
thesis is dedicated.

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CHAPTER I
INTRODUCTION

Public education may be defined as education supported by the state. The state of Texas has provided that any child in Texas who is a resident of a school district, and who is six years old and not yet twenty-one has a right to free public school education. "The compulsory school age extends from the child's seventh birthday to his seventeenth. School attendance officers are responsible for enforcing the compulsory school attendance. A child in Texas should attend school ten years consisting of one hundred and twenty days each term."¹

In making an analysis of some of the factors affecting attendance at Booker T. Washington in Galveston, Texas, the investigator observed the following exemptions of compulsory attendance:

1. Any child in attendance upon a private school which shall include in its courses a study of good citizenship and shall make English language the basis of instruction in all subjects.
2. Any child who is blind, deaf, dumb or feeble minded.
3. Any child whose bodily mental condition is as to render attendance inadvisable and holds a definite certificate of a reputable physician specifying this condition and covering the period of absence.

¹The University of Texas Publication, No. 3827, October 1, 1938, Report of the Texas Child Welfare Survey, pp. 627-628.

4. Any child who is living more than two and one-half miles from the nearest public school of his race with no free transportation provided.
5. Any child more than twelve years of age who has satisfactorily completed the work of the seventh grade of a standard elementary school of seven grades, (who may) on presentation of proper evidence to the County Superintendent of Public Instruction, be exempted from further attendance at school.¹

Definition of Terms: With the exception of the following terms all others will carry the same conceptive meaning that is found in any complete dictionary:

1. Drop-outs in this study means pupils who do not return after being dropped from the enrollment during the year.

2. Non-attendants² in this study is to be interpreted as those pupils who have been absent four consecutive days without leave from authorities.

3. Average membership³ is obtained from the aggregate days of membership divided by the number of days taught.

4. Aggregate absence⁴ is the sum of all days of absence of all pupils who were in membership during the period from which the report is made.

5. Aggregate attendance⁵ is the sum of all days attended by all pupils who were in membership during the

¹Ibid., pp. 627-628.

²Rules and Regulations, Galveston Public Schools, Galveston, 1937, p. 30.

³Texas Teacher's Daily Register, For Public Schools, 1941-42, p. 35.

⁴Ibid., p. 35.

⁵Ibid., p. 35.

period from which the report is made.

6. The aggregate absence¹ minus the number of days absent contributed by the drop-out yields the accurate aggregate absence.

7. Pupils who are absent less than fifteen days but not including fifteen days are considered less chronic non-attendants in this study and pupils who are absent fifteen days and over are classified as chronic cases of non-attendance.

Nature of the Study: During the school year 1941-1942, Booker T. Washington School in Galveston, Texas was confronted with the aggregate absence presented in Table I. The information in Table I was secured from teachers of the above school, and it is based on one hundred and seventy-five school days.

In Table I an attempt has been made to give the reader the accurate membership and aggregated absence of the school, which will serve as basic data for this investigation.

Before the table is further discussed, an explanation is made to the reader. The total average membership does not mean that each pupil in that number is responsible for the aggregated absence; it merely shows a group of pupils who include individuals who are responsible for the aggregated absence. The average membership is not affect-

¹Ibid., p. 35

TABLE I

DISTRIBUTION OF THE AVERAGE ENROLLMENT, AGGREGATED ABSENCE, AND DROP-OUTS AT BOOKER T. WASHINGTON SCHOOL, GALVESTON, TEXAS

Grades	Average Membership	Aggregated Absence	Drop-Outs	Days Absent Before Dropped	Accurate Aggregated Absence
Low First	37	1083	4	101	982
High First	36	606	6	70	536
Low Second	35	139	8	30	109
High Second	36	247	3	21	226
Low Third	37	106	8	15	91
High Third A	33	505	2	25	480
High Third B	36	526	5	51	475
Low Fourth	33	149	10	44	105
High Fourth	39	711	4	65	646
Low Fifth	34	337	4	48	289
High Fifth A	28	282	0	0	282
High Fifth B	34	508	2	52	456
Low Sixth	37	374	6	57	317
High Sixth	34	132	12	35	97
Low Seventh	31	275	4	46	229
Totals	520	5980	78	660	5320

ed by the drop-outs, but it is necessary to check with each classroom teacher to determine the number of days absent the drop-outs contributed to the aggregated absence.

This study is limited to the non-attendants¹ included in the average membership at the end of the 1941-42 school year.

Table I shows that the school had an average enrollment of 520 pupils and an accurate aggregated absence of 5320.

Statement of the Problem: Considering the viewpoints thus stated, this study seeks to answer the following general questions, namely:

1. What are some of the factors contributing to non-attendance at Booker T. Washington School in Galveston, Texas?
 - a. To what extent do these factors affect attendance?
 - b. How can the factors be identified and classified?

Purpose of the Study:

1. The purpose of this study is to seek some of the contributing factors that are affecting the attendance at Booker T. Washington School in Galveston, Texas.
 - a. To identify and classify the factors for the improvement of attendance.

¹Rules and Regulations, op. cit., p. 30.

Scope of the Study: In the public schools of Galveston, "Pupils who are absent four days in four consecutive weeks without unavoidable excuses or causes are to be reported by the principals to the director of public school attendance."¹ There have been 54 cases of non-attendance reported from Booker T. Washington School during the school year 1941-42; these chronic cases are included in the average membership stated in Table I. After extracting 54 less chronic cases of non-attendance from Booker T. Washington School during the school year 1941-42, the two groups of chronic and less chronic cases are compared for determining some of the contributing factors which cause non-attendance. The total number of cases of non-attendance included in the study are 108.

Need for the Study: In 1941-42 Booker T. Washington School's attendance report shows 5320 absences. (See Table I.) The teacher's attendance reports attribute poor health, truancy, moving from one school district to another, and working, as causes for non-attendance; but the reports do not show to what extent each factor affects attendance; they do not show how the factors are identified and classified. Since the report lacks these important items which may prove beneficial in the improvement of attendance, this study may be of some importance.

¹Ibid., p. 30.

Source of Data: Information pertaining to some of the factors which affect the attendance at Booker T. Washington School in Galveston, Texas has been secured. Data were collected from the following sources:

1. Personal interview with the director of public school attendance in Galveston.
2. The attendance files in the principal's office.
3. Personal interview with the local probation officer.
4. Personal interviews with teachers of non-attendant pupils.
5. The administered Henmon-Nelson Test of Mental Ability.
6. Personal investigation of one hundred and eight cases of non-attendance by the use of personal history blanks.

Presentation of Data: The sources from which these data have been secured are being presented in the order in which they were given above.

From the personal interview with the director of public school attendance the number of cases of non-attendance, and some possible factors which cause non-attendance were found to serve as basic data for this study. Some of the basic factors that cause non-attendance are: broken homes, truancy, and poor health.

[In securing basic factors which cause non-attendance, 54 cases of non-attendance were secured: twenty-

seven of these cases had been investigated by the public school attendance department. Twenty-seven cases were not investigated by the attendance officers.

After collecting 54 cases of non-attendance from the public schools' attendance department, the writer made a survey of the principal's attendance files, and 54 cases of non-attendance were selected at random and checked; they were divided into two groups, the chronic cases, and the less chronic cases. This study will treat fifty-four chronic cases and fifty-four less chronic cases of non-attendance in the analysis of some factors affecting attendance.

The 108 cases of non-attendance were checked with the local probation office to secure the number and nature of juvenile offences.

The files of the principal's office directed the investigator to the teachers of the chronic and less chronic cases of non-attendance. There were fifteen teachers who contributed data for this study. (See Table I.) The clinic or classroom health records were observed to secure the health status of each case of non-attendance.

Fifty per cent of the number of cases of non-attendants found in each classroom were given "The Henmon-Nelson Test of Mental Ability," for the purpose of contrasting the mental ages and I. Q.'s of the chronic cases with those of the less chronic cases of non-attendants,

and to check the mental capacity of the non-attendant with his grade level.

Method of Procedure:

A. Information secured from the classes in Table I:

1. The chronic and less chronic cases of non-attendance will be extracted.
2. The low and high division classes will be consolidated into singular grade groups.
3. The absences of each grade group will be extracted in proportion to each case of non-attendance within the group. The absences will be totaled for the purpose of securing the average absences for each person in the grade group.
4. Fifty per cent of each grade group will be given the Henmon-Nelson Test of mental ability. These non-attendants were selected at random by the teachers of each group.
 - a. The chronological and mental ages of each case in each group will be totaled and divided by the number of cases in the group to obtain the average chronological and mental ages of each group.
 - (1) To determine the retarded non-attendants.

- (2) To extract the number of cases of non-attendants with I. Q's below 90 and then compare them with the non-attendants with I. Q's of 90 and above. The purpose of this procedure is to further determine the effect low intelligence has on attendance.

B. With information pertaining to truancy:

1. The average days absent of non-attendants who are truants will be compared with the average days absent of non-attendants who are not truants to determine the effect that truancy has on attendance.
2. The findings of truancy in this study are to be compared with factors found in previous studies to determine if the effect on attendance differs.

C. Information secured from personal interviews with each of the 108 cases of the non-attendants were recorded on personal history blanks. This information will be presented and interpreted in Chapter III. The items of the personal history are pertaining to:

1. The history of the child's family life
 - a. Health status
 - b. Educational status
2. History of the child's life to date

- a. Health history
- b. Educational history
- 3. The child's present condition
 - a. Health condition
 - b. Social adjustment
 - c. Educational adjustment

From the information on the personal history blanks:

1. The failures and their absences and the non-failures and their absences of the total 108 non-attendance will be compared to determine effect failure has on attendance.
2. The number of pupils who were ill during the school terms 1941-42, and those who were not ill will be compared. The purpose of this comparison is to determine whether poor health is a factor affecting attendance.
3. Those pupils who had favorite games and those who did not have favorite games are to be compared to determine the affect the lack of directed play at school has on attendance.
4. The number of non-attendants with both parents are to be compared with those with one or both parents dead or absent from the home. The purpose of this comparison is to determine the effect broken homes have on attendance.

5. Pupils who had members of their immediate families graduated from elementary schools were compared with those who did not have members of their families graduated from elementary school. This comparison is to determine the effect of the lack of education in the family has on attendance.

CHAPTER II

REVIEW OF PREVIOUS SIMILAR STUDIES

General Studies: The factors affecting school attendance are virtually unlimited. These factors concern school theory and practice, social problems, economic conditions, and physical status of students. The literature on all kinds of factors affecting attendance is very extensive. The writer points out, without apology, that his review of previous studies will be limited to those factors that are to be compared with the basic factors that are affecting attendance at Booker T. Washington School in Galveston, Texas.

Considering the environment of the non-attendants is an important approach. Risen¹ points out in his study, on the relation of lack of one or both parents to school progress, that the school did not carry records of pupils with one or no parent. His study undertook to find out to what extent such lack is a vital factor in school progress.

Of 1625 pupils who answered questionnaires, 235 or about one out of seven lacked one or both parents in the home; with regard to the parents lost, of the 235 pupils lacking a parent, 62 per cent lack fathers compared with

¹Maurice L. Risen, "Relation of Lack of One or Both Parents to School Progress," Elementary School Journal, Volume XXXIX, pp. 528-531.

29 per cent who lacked mothers. The percentage of pupils who lacked fathers for the reason of death, 20.8 per cent, is over five times as great as the percentage of those who lacked mothers for the similar reason, 3.8 per cent. Of pupils who lacked one or both parents, 50 per cent of them live with their mothers alone, 16.66 per cent live with a step-parent, and the remaining 16.66 per cent lived with various other persons.

Risen¹ concluded that there appeared to be some relation between retarded school progress and the lack of one or both parents in the home. The lack of one or both parents in the home affected the child's intelligence quotient unfavorably, increased the amount of over-ageness, increased the number of failures in school subjects, decreased the likelihood of children becoming leaders in the school community, increased the pupil's chance of becoming a special problem case for the school counselor, and had some slight effect on his health.

Risen's¹ findings indicated:

1. Child accounting system should include a record of the presence of the lack of one or both parents in the home.
2. This record should be corrected annually.
3. Future study should be made of his study.

¹Ibid., p. 531.

4. Teacher should be made aware of the pupil, who lacks one or both parents, in order to promote the progress of the school.

Since Risen found broken homes affecting the child's health in his study and since health has been recognized as a basic factor affecting attendance in this study, health might be of some significance to this study.

The State's compulsory school law plays an important part in school progress. It makes provision for pupils who cannot attend school. This study is interested in pupils who lack one or both parents, who do not comply with the exemptions of the compulsory school law, and who have been absent four consecutive days without leave; they are classified as non-attendants.

Johnson¹ finds that truancy and non-attendance are serious handicaps to normal development of the child in schools and society of Chicago, Illinois.

The statistics pertaining to intelligence quotients of truants generally show average I. Q.'s of 75 to 78; other statistical data regarding truants show that truants are from one to four years retarded in 80 per cent of the cases, though 4 per cent are above normal for their ages. The median age is 12.6 years. Only 50 per cent to 55 per cent of the cases show both parents living together in normal home life.

Sociological studies of delinquency and crime, emphasize the emotional, environmental, parental, and educational factors of a person's life as dominant in-

¹William H. Johnson, "Problems of Truancy in the Chicago Schools," School and Society, Volume No. 1168, May 15, 1937, pp. 655-670.

fluences for good or ill. Thus it is evident that the greater the number of cases of truancy presented in one generation, the better the chances are for favorable conditions under which children will be reared in a subsequent generation and less likelihood of their becoming truants.¹

If cases of truancy were discovered, and case studies were made to prevent truancy, it could be prevented before becoming chronic.

Martin² found in his study that the causes of non-attendance reverted to a study of individual pupils. Many of the causes are indirect and not specific. The data for his study were secured from the graduating class of 1940 of Alexander Hamilton Junior High School, Houston, Texas. The purpose of his study was to present certain aspects of some causes of non-attendance in order that the Case Worker might work more intelligently with individual pupils. This study revealed:

Pupils whose parents received an eighth grade education tend to be absent less frequently than pupils whose parents did not reach the eighth grade school. This showed that the more educated the parents, the more regular in attendance will be the pupils. This conclusion is further substantiated by the significant biserial r of .42 with a standard error of .02 (the correlation is significant if it is four times the standard error).

Further study showed that there is no reliable difference between the absences of pupils whose I. Q.'s are in the upper one-third (105.2) per

¹Ibid., pp. 671-672.

²Edward D. Martin, "Some Causes of Non-Attendance in the Junior High School," School and Society, Volume LV, No. 1413, January 24, 1942, pp. 110-111.

cent of the group, and pupils whose I. Q.'s are in the lower one-third (94.5) per cent of the group.¹

Brazelton² made case studies of high school girls whose absences exceeded the average number of absences for the girls in school. The purpose was to reduce the excessive absences in cases of particular girls by discovering the cause peculiar to each case. The study covered four semesters separately. The average number of absences for the girls of the school for each of the four semesters was determined. Case studies were made of 305 girls whose absences exceeded the average number of absences for the girls of the school. The girls studied were classified into five groups on the basis of similarity in causes of absence. The causes of absences discovered were given in percentages: illness, 59.5 per cent, cases requiring individual adjustment, 19.3 per cent; truancy 12.5 per cent; work 5.9 per cent and trips 3.0 per cent.

Turning to the factor of the child's intelligence, we find ourselves unquestionably facing the main cause of failure in school in so far as these causes be within the child.

Pedagogical standing is dependent upon intelligence, and the high correlation between the two is often set up as one of the main tests of soundness of any method for the measurement of intelli-

¹Ibid., p. 111.

²Calenthe Brazelton, "Excessive Absences of High School Girls," School Review, Volume XLII, No. 1, January, 1931, pp. 51-55.

gence.

Grade standing and intelligent standing by no means run parallel, partly because a number of factors other than intelligence have a great deal to do with pedagogical standing, but there is no single factor that has been shown to have anything like as high a correlation with pedagogical age as has mental age.

A considerable percentage of children have a mental age less than their chronological age, and they are in danger of being pedagogically retarded. Children who have once failed in a grade because their mental ages have been below the requirements, although they still grow mentally; in the course of years, they make other grades, and will tend to fall farther and farther behind. Their mental quotient tends to remain the same, but their mental retardation measured in years, tend to increase with age.¹

In a recent study made by the United States Office of Education, Washington, D. C.² on the decline in elementary school enrollments and problems of school organizations, it was found that 39.3 per cent of the school buildings in 506 cities of 10,000 population and over, are more than thirty years old, and that such buildings do not contain auditoriums, gymnasiums, and facilities for nature study, shop work, art, music, play and recreation, dramatics and motion pictures. From this evidence it was concluded that new elementary school buildings are needed in many cities in order to provide proper educational facilities for children of the present day.

¹Walter Sumners Nichols, "Meeting the Need of the Typical Child in the Elementary School," Master's Thesis, Wisconsin, 1937, p. 27.

²United States Office of Education, Washington, D. C. "Decline in Elementary School Enrollments and Problems of School Organization," The Elementary School Journal, Volume XXXIX, Number 2, 1939, p. 81.

The above study may be indirectly important to this study. The school in which this study was made was completed in 1938; it is equipped with the identical facilities stated in the above paragraph.

Sullenger¹ endeavored to point out in his study a few of the salient social factors that seem to be the most obvious in the general analysis of 1,741 cases; this is the total attendance recorded by the Board of Education in Omaha (1931-1932). A more detailed analysis was made of 130 cases selected from this total. It was noted that 25 per cent of the cases were 14 and 15 years of age.

It was found that more than 80 per cent of a group of truant children who had been studied by the psychologist ranged from dull or backward to definitely feeble-minded. If these data have any significance, it means that such cases require special attention and definite anti-social attitudes are not to be allowed to develop in society; especially is this true when we find that 90 per cent of delinquency begins as truancy.²

It was interesting to note in Sullenger's findings that 30.6 per cent of the attendance cases were from foreign homes, while the foreign-born constituted 13.4 per cent of the total population of the city. Indirectly, these data are significant to this study because a percentage of the cases found in this study were born in Louisiana.

¹Earl T. Sullenger, "Some Social Factors in School Non-Attendance," School and Society, Volume 41, Number 1052, 1935, p. 238.

²Ibid., p. 239

The parents of the pupils and some of the pupils can hardly speak English. They speak broken French.

Occupations of the parents were obtained from the 130 cases; sample cases studies in more detail of this number were made. Forty-two and three tenths per cent were either unemployed or had to rely on the earnings of the mother. The next high 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 some 30 different trades and occupations.¹

The chief cause of non-attendance at Omaha were non-cooperation of the parents or lack of home supervision. This might be remedied by bringing about a better relationship on the whole between the home and school.

Bermejo² reported the following as the chief causes of lawful non-attendance: (1) illness of the child, (2) illness of family, (3) lack of clothing, (4) death in the family, and (5) work at home. For unlawful causes of non-attendance he reported these as chief causes: (1) Truancy, (2) parental neglect, (3) work at home, (4) illegal employment, and (5) out-of-town visits.

A study³ of 1129 Chicago boys and girls who gave reasons for absence indicated that 48 per cent was due to the sickness of the child. Work at home, the next highest cause,

¹Earl T. Sullenger, "Some Social Factors in School Non-Attendance," School and Society, Vol.41, No. 1052, p. 240.

²F. V. Bermejo, The School Attendance Service in American Cities, Menasha, Wisconsin, George Publishing Company, 1923, pp. 97-99.

³Edith Abbott and S. P. Brechinridge, Truancy and Non-attendance in Chicago Schools, University of Chicago Press 1917, p. 129.

accounted for 12 per cent of all the cases. Each of the remaining causes accounted for less than 1/2 per cent to 7 per cent. A survey of the Denver schools showed that physical disability caused 50 per cent of the non-attendance, poverty caused 25 per cent, mental disability caused 15 per cent, and broken homes caused 10 per cent.

It has been shown in this chapter that broken homes, the lack of one or both parents, poor health, illness, truancy, unexcused absences, failures, and the lack of education among members of the family are dominant factors affecting school attendance.

After having made a survey of previous similar studies, the writer will attempt to analyze some of the factors affecting attendance at Booker T. Washington School in Galveston, Texas.

CHAPTER III

ANALYSIS OF SOME FACTORS AFFECTING ATTENDANCE

Scope of Non-Attendants Who Contributed to Factors that
Affect Booker T. Washington School's Attendance

TABLE II

THE DISTRIBUTION OF NON-ATTENDANCE EXTRACTED FROM THE AVERAGE MEMBERSHIP, WITH ABSENCES AND AGES FOR EACH GROUP

Grades	Cases of Non-Attendants	Number of Absences	Average Days ¹ Absent per person	Average Chronological Ages
Third	7	96	13.71	9.5
Fourth	27	413	15.30	10.63
Fifth	43	586	13.63	11.98
Sixth	21	328	15.67	13.05
Seventh	10	283	28.50	14.48
Total	108	1706	15.79	12.07

In extracting the cases of non-attendance from the total average membership, (See Table I, page 3) it is noticeable in Table II that the first and second grades are eliminated. This study will not include those grades for two reasons: Some of their ages do not fall within the state compulsory school laws, and the mental tests for those grades are not available for this investigation.

Table II shows the number of non-attendants in each grade, the number of absences for each grade, the average number of days absent for each person in each grade, and

the total of 108 cases of non-attendance with 1706 absences. On an average, each of the 108 pupils has been absent approximately 16 days; the average age of the 108 pupils is approximately 12 years.

The reader should keep in mind that each non-attendant may attribute absences to one or several of the factors discussed in this study. It is further intended for the reader to realize that the scope of the non-attendants and their absences are limited to the school attendance laws stated in the introduction of this study. The exemptions of compulsory attendance have been given due consideration in order to exclude those pupils who can comply with the exemptions.

The reader must bear in mind further that the absences of this study are tabulated and stated in related proportions to the factors they affect. That is to say, a person may be absent only 10 days and attributes the same 10 days to several factors affecting attendance at the same time; this is possible and highly probable in this study.

TABLE III

AGE-GRADE TABLE FOR 108 NON-ATTENDANTS

Grade	Age											Number Of Pupils				
	6	7	8	9	10	11	12	13	14	15	16	17	total	Under Age	Nor-mal	Over Age
3	0	0	2	2	2	1							7	0	2	5
4			1	5	13	1	4	1		1			1 27	1	5	21
5				1	11	13	8	6	4				43	1	11	31
6					2	3	1	6	6	3			21	2	3	16
7							2	3	3	1			1 10	0	2	8
Total	0	0	3	8	28	18	15	16	13	5	0	2	108	4	23	81

The age six is the normal age for entering the first grade at Booker T. Washington School in Galveston, Texas. Since this study combines the first and second semester, six up to but not including seven will be considered the normal age for entering grade one. Since Table III does not show grades one and two, the normal age is eight for entering grade three.

Table III shows 81 pupils or 75 per cent of the 108 non-attendants are over-age for their grades; they may be considered retarded pupils; four pupils (or 4 per cent) are under age or accelerated, and 23 (or 21 per cent) of the non-attendants are in the normal grades.

TABLE IV
RETARDATION AS A FACTOR AFFECTING ATTENDANCE

Grades	Under Ages			Grades	Over Ages		
	Number of Pupils	Ab- sences	Average Days Ab- sences		Number of pupils	Ab- sences	Aver- age Days Absences
3	0	0	0	3	5	72	14.40
4	1	14	14	4	21	410	19.52
5	1	7	7	5	31	390	12.58
6	2	19	9.5	6	16	255	15.93
7	0	0	0	7	8	90	11.37
Total	4	40	10		81	1217	15.03

Table IV shows a comparison of under-aged or accelerated pupils and their absences with the over-aged or the retarded pupils. Table III showed 4 pupils under age and 81 over age; this evidence shows that there are 20 cases of retarded pupils to every one case of accelerated pupils.

Table IV further shows that the 4 accelerated pupils are absent 10 days each; the 81 retarded pupils are absent, on an average, 15 days each.

Since 75 per cent of the 108 non-attendants are retarded, and the evidence previously shown, the writer concludes without a questionable doubt that retardation is a factor affecting attendance in this study.

One of the most commonly used methods of determining the amount and extent of retardation is by means of an age-grade table, which reveals the number of persons underage, overage or normal for their grade. This assumes that all pupils should start to school about the age of six, and complete a grade a year through the 12 grades. Failure of promotion, entering school at ages older than six, and non-attendance cause over age-ness, while entering school before the age of six and grade skipping cause under-age-ness. Both indicate cases of maladjustment, the cause of which cannot be determined by an examination of an age-grade table.¹

Because irregular attendance is such an important cause of retardation and ultimate elimination from school, because the irregular pupils become such a drag on the class on account of what he has missed, and because truancy and tardiness are bad habits and tend to undetermine the discipline and morals of a school; it is important that the principal, give careful attention to the matter of attendance.

While the poverty of parents, sickness, and a desire to put children to work are common causes of absences from school, these are, after all, not the serious causes. They can generally be easily removed or controlled.²

¹Ellwood P. Cubberley, The Principal and His School, Houghton Mifflin Company, New York, 1923, p. 247.

²Rudyard K. Brent, and Henry H. Kronberg, Principles of Secondary Education, New York, McGraw-Hill Book Company, 1942, p. 171.

THE INTELLECTUAL STATUS OF NON-ATTENDANTS AT BOOKER T.
WASHINGTON SCHOOL IN GALVESTON, TEXAS

The purpose of Table V is to show the results of the Henmon-Nelson Tests of Mental Ability of fifty per cent of the 108 cases of non-attendance in this study. Twenty-seven chronic and twenty-seven less chronic cases of non-attendance took the test.

Turning to the factor of the child's intelligence, we find ourselves facing the main causes of failure in school in so far as these causes lie within the child.

TABLE V

DISTRIBUTION OF 54 CASES OF THE 108 CASES OF NON-ATTENDANCE WITH THEIR AVERAGE, I. Q.'S, MENTAL AGES AND CHRONOLOGICAL AGES

Grades	Number of Attendents	Non-Attendents taking Mental Test	Average I. Q.'s	Average Mental Age	Average Chronological Age
Third	7	3	89	8	9.5
Fourth	27	13	79.33	9.9	10.63
Fifth	43	21	89	10.04	11.98
Sixth	21	12	83	10.92	13.05
Seventh	10	5	85	11.48	14.48
Total	108	54	84.11	10.15	11.29

In each grade or group of non-attendance in Table V, it is noticeable that the average mental ages are less than the average chronological ages. These pupils are in danger of being pedagogically retarded; "children who have once failed in a grade, because their mental ages, have been below the requirements, so in the course of

years they make other grades, and will tend to fall farther and farther behind. Their mental quotient tends to remain the same, but their mental retardation measured in years tends to increase with age."

Table V shows an average I. Q. of 84.11, an average mental age of 10.15. The above paragraph leads the writer to believe the non-attendants are retarded.

Considering the dull and retarded as of all degrees of brain power above that of the imbecile and up and that of the normal child, what potential possibilities of discontent, failure and crime lie in this group! Two things above all others will save children of the class from becoming failures: the will to control themselves and the consciousness that they can succeed when they have used their best efforts.¹

Success in schoolwork should be made possible for these children though it be a success in limited undertakings; for there is a vast difference between failure and the confidence in self that comes from a modicum of success. A mind filled with the spirit of success is not a stagnant pool breeding noxious thoughts.²

It has been estimated that ten per cent of the school budget for this country is spent in re-teaching children what they have been taught once and failed to learn. Nor does the expense involved under the usual grade system of teaching retarded children with normal children end there. In a survey of of the prison inmates who made normal or accelerated progress when in school, there were over seven who were retarded. None probable, has any conception of the economic lost to the community, the individual lost of self respect, and the maladjustments that have resulted from past attempts made children of varying degrees of retardation keep pace with normal children.³

¹Nichola Walter Sumner, Meeting the Needs of the Handicapped Children in the Elementary School, Master's Thesis, Wisconsin, 1937, p. 27.

²Annie D. Inseep, Teaching the Dull and Retarded Children, 1930, p. 1.

³Ibid., p. 11.

It is true that many pupils found the courses of studies beyond their mental capacities and eliminated themselves or were eliminated by constant failure. In a junior high school in Pasadena, out of 2,393 pupils only 8.31 per cent had quotients below 90, although pupils with I. Q.'s below 90 may and do finish school. A curriculum can be constructed which is adapted to the needs and abilities of those of low ability.¹

TABLE VI

AN AGE-GRADE ANALYSIS OF 27 CHRONIC AND 27 LESS CHRONIC CASES OF NON-ATTENDANCE

Less Chronic Non-Attendance								
Grades	Number of Pupils	I. Q.'s Average	M. A. Average	C. A. Average	Average Number Days Absent	Average Over Age	Average Under Age	Number pupils Normal Age Grade
3	2	78	7	9	11	1.50	0	0
4	4	95.75	9.25	10.25	11	1.25	0	0
5	13	90.8	10	11.3	9	2	0	3
6	7	85.66	10.33	12.33	11.33	4	0	2
7	2	105	13.50	12.50	6	1	0	1
Total	27	90	10.11	9.07	9.92	1.90	0	6
Chronic Non-Attendance								
3	1	90	8	9	25	1	0	0
4	9	71.88	7.88	11.66	23.88	4.50	0	3
5	9	77.99	9.77	12	20.77	2.57	0	2
6	5	82	11.33	13.83	23.33	2.83	0	0
7	3	82	11	13.33	43.33	2	0	1
Total	27	78.40	9.48	12.25	25.29	2.90	0	6

Table VI shows the following analysis by comparison of 27 cases of less chronic and 27 cases of chronic non-

¹Rudyard K. Brent, op. cit. p. 180.

attendance.

1. This analysis shows 27 less chronic cases with an average I. Q. of 90 and 27 chronic cases with an I. Q. or 78. This evidence shows the lowest I. Q.'s range among the pupils with the most frequent absences.
2. In both groups of non-attendants the average mental age is practically the same, showing 10.11 as an average for the less chronic and 9.48 as an average for the chronic cases.
3. The chronological age of the less chronic cases on an average is 9.07 years. The average chronological age for the chronic cases is 12.25. This shows that the average chronic non-attendant is approximately 3 years, older than the average less chronic non-attendant.
4. The less chronic non-attendant is absent approximately 10 days whereas the chronic non-attendant is absent 25 days. This shows that the average chronic non-attendant is absent approximately 3 days to the less chronic attendant's 1.
5. The analysis further shows that the average less chronic non-attendant is 1.90 years or approximately two years older than the age grade limit whereas the average chronic non-attendant is 2.90 or approximately 3 years older than the age grade limit, which indicates that the more frequent the absences occur

the greater the retardation.

6. The less chronic non-attendants nor the chronic non-attendants have any case of under ageness, which shows that there is no case of acceleration in either group. This is probably due to the fact that these 54 cases were selected at random.
7. Each group has 6 pupils in the normal grade limit, this fact is of minor significance to this study.

LOW INTELLIGENCE AS A FACTOR AFFECTING ATTENDANCE

TABLE VII

A COMPARISON OF NON-ATTENDANTS WITH I. Q.'S BELOW AND ABOVE THEIR ABSENCES

Grades	Number of Non-Attendants	Pupils With I.Q.'s Below 90		Pupils With I.Q.'s Above 90	
		Pupils	Absences	Pupils	Absences
Third	3	0	0	3	57
Fourth	13	4	64	9	194
Fifth	21	8	122	13	161
Sixth	12	2	19	10	192
Seventh	5	3	82	2	60
Total	54	17	287	37	664

The purpose of Table VII is to show that out of 54 cases of non-attendance, 17 have I. Q.'s above 90, and 37 pupils of the 54 cases have I. Q.'s below 90. Considering the evidence thus stated, it is unquestionably shown that the low intelligence is a contributing factor affecting attendance. This evidence has been previously shown or discussed, under the subject, Intellectual Status of

Non-Attendants, in this chapter.

The term educationally exceptional children shall include all children over four and under sixteen years of age, who, because of mental or physical handicap, are incapable of receiving proper benefit from ordinary instruction, and who, for their own, and the social welfare, need special educational provisions.¹

FAILURES AS A FACTOR AFFECTING ATTENDANCE

The purpose of Table VIII is to show the per cent of failures among the non-attendants of each grade, and the per cent of failure in relation to non-failures of the total number of non-attendants.

TABLE VIII

A COMPARISON OF FAILURES AND NON-FAILURES AMONG 108 NON-ATTENDANTS WITH THEIR ABSENCES AND AVERAGE PER CENT OF ABSENCES

Grades	Non-Attendants	Failures			Non-Failures		
		Pupils	Absences	Average per cent	Pupils	Absences	Average per cent
Third	7	2	60	29	5	36	71
Fourth	27	10	209	37	17	204	63
Fifth	43	20	323	46	23	263	54
Sixth	21	15	254	71	6	74	29
Seventh	10	9	95	90	1	90	10
Total	108	56	941	52	52	765	48

Table VIII shows that 56 non-attendants who have failed one or more times were absent 941 times, and the

¹Benjamin Greenburg, Guidance of Childhood and Youth, p. 295.

non-attendants have not failed were absent 865 times. Table VIII further shows the per cent of non-attendants who are failures increased with the advanced grades. The per cent of non-failures decreases as they advance in grades. This indicates that non-attendants who are failures tend to drop out of school as they increase in grades.

Considering both groups, the failures and non-failures of non-attendance as retarded pupils, one cannot overlook the evidence that 52 per cent of the 108 non-attendants are failures; they contribute 55 per cent of the 1,706 absences.

Problems involving mental hygiene can be solved. They must be interpreted in terms of the teaching situation, the gap must be bridged between what is known about children clinically and what happens in their daily routine. When added to all the other modern problems, mental hygiene applied in education looks like a large order, but it is no larger than the challenge which misunderstood children now present to intelligent and progressive educational system.¹

Dr. Graves' answer to the question - Is there any infallible way for preventing failures of pupils in school, says, yes, by adapting the school absolutely to the child and not the child to the school. Even in a school for mental deficient children, a program of activity and learning processes can be arranged and supervised so that there will be no failures.²

Dr. Graves' statement may be considered an excellent suggestion for the future as far as this study is con-

¹Harry J. Baker, "Mental Hygiene in Education", *Journal of Education Research*, Vol. XXVI, No. 9. pp.689-691

²Edward J. Jones, "Survey of Pupil Maladjustment in the Washington School", Master's Thesis, Wisconsin, 1936, p. 8.

cerned, because the evidence shown is pointed toward Mr. Summers' expression in Low Intelligence as a Cause of Failure in Chapter II. Seemingly the pupils are kept back with like capacities.

One has to realize that these children will be unable to master much of the conventional curriculum under even the most favorable circumstances, and that other elements can be learned only literally by years of painstaking effort and trouble. The adaptation of the work to these people should be preceded by a thorough analysis of the conventional curriculum to isolate those relatively few skills that defective children really can and must learn.¹

In some cases the prime cause of the trouble lies in the home, the great source of irregular attendance, though, lies rather in the school itself. Statistical studies have clearly shown that the majority of pupils leaving school before completing its work do so because of a lack of interest in the school itself. To the truant the school work lacks interest and vitality, the companionship found in the school and on the play grounds does not appeal, and often the upper grade work at least is not well adapted to his needs.²

Since "pedagogical standing" has a great deal to do with retardation, and the evidence pointed out by failures of non-attendants, the factor failure and its effect on school attendance is further substantiated.

The academic work should be spread in rather thin doses over the school program. The children should have specific instruction, and their training should meet their needs and interests.

¹S. L. Pressey, Psychology and the New Education pp. 28-29.

²Ellwood P. Cubberley, loc. cit.

TRUANCY AS A CONTRIBUTING FACTOR AFFECTING ATTENDANCE

The tabulated information shown in Table VI is the result of 18 cases of non-attendants secured from the Director of Public Schools in Galveston, Texas. These names were checked or found listed on the files of Mr. T. O'Conner, Probation Officer, for one or the other following offenses: truancy, delinquency, misdemeanors and felonies. Each of these cases was reported for truancy.

It was discovered that several pupil drop-outs were listed on the probation officer's files, but since these non-attendants were eliminated from Table II, the information has little significance to this study.

TABLE IX

DISTRIBUTION OF TRUANCY AMONG 108 CASES OF NON-ATTENDANTS WITH THEIR ABSENCES, AVERAGE DAYS ABSENT, AND PER CENT OF ABSENCES

Grade	Non-Attendants	Truants			Per cent of absences	Non-Attendants Not Truants	
		Pu- pils	Ab- sent	Average Days Absent		Pupil	Absences
Third	7	0	0	00.00	0.0	7	96
Fourth	27	3	86	28.66	2.7	24	327
Fifth	43	6	116	19.33	5.5	37	470
Sixth	21	4	166	41.50	3.7	17	162
Seventh	10	5	152	30.40	4.6	5	131
Total	108	18	520	28.88	16.5	90	1186

Table IX reveals that approximately 17 per cent of the total 108 cases of non-attendance are truants; this percentage represents only 18 cases of truancy; it also reveals that the 18 cases of truancy contributed 520 ab-

sences or 30 per cent of the total 1706 absences of this study. On an average, each truant was absent approximately 29 days. The non-attendants were absent on the average of 15.79 days each; this evidence shows that each truant is absent approximately twice as much as the average non-attendant. Table IX further shows 90 pupils who are not truants, they contribute 1186 of the 1706 absence.

This discovered evidence in Table IX vividly indicates that truancy is a factor that affects the attendance at Booker T. Washington School in Galveston, Texas.

There are two parts to the problem of school attendance - one is the enrolling of all the children of elementary ages as far as this study or school is concerned, and the other is that of keeping those enrolled in regular attendance.

Despite the fact that the compulsory attendance statute is in force in Texas, approximately 21 per cent of the average membership are non-attendants. Table II shows 108 pupils out of 520 are non-attendants; it is generally believed as shown in the evidence of this study that frequent truancy or chronic non-attendance is the first step toward initiation into a career of crime. In checking the 108 cases of non-attendance of this study with the Galveston Juvenile Court records, Mr. O'Conner, Probation Officer, reported the 18 cases of truancy in this study had been arrested for mischievous acts.

Previous studies of delinquencies and crimes emphasize the emotional factors of a person's life as dominant influences for good or ill. The cases of truancy presented in this study reveal the need of a file in the principal's office, to keep case histories of truants, so that children reared in a subsequent generation will be less likely to become truants.

TABLE X

ABSENCES DUE TO ILLNESS COMPARED WITH ABSENCES NOT DUE TO ILLNESS AMONG 108 NON-ATTENDANTS

Grades	Number of Non-Attendants	Illinois		Not Due to Illness	
		Pupils	Absences	Pupils	Absences
Third	7	2	10	5	86
Fourth	27	21	200	6	213
Fifth	43	27	203	16	383
Sixth	21	11	124	10	204
Seventh	10	9	28	1	215
Total	108	70	605	38	1101

Table X shows that 70 non-attendants contributed 605 absences due to illness. This represents 65 per cent of the total 108 cases of non-attendance; 605 absences represent 35 per cent of the total 1706 absences; 38 non-attendants or 35 per cent of the total non-attendants did not contribute absences due to illness. The 1101 absences are due to other factors affecting attendance.

The above data reveal that more pupils were absent due to illness among 108 non-attendants than those who were not absent due to illness. From the above stated

evidence, one is led to believe that poor health among non-attendants is a vital factor affecting attendance.

In a previous statement in Chapter II, Some Causes of Absences, 59.5 per cent of the absences were due to illness; this previous study contributed health as the most vital factor affecting attendance.

In a report by the Research Division of the National Educational Association entitled "A Billion Dollars Wasted;" figures were furnished by the Adjutant General of the United States Army showing 22.40 per cent of 1,340,623 men were rejected by the United States Army in the World War for physical disabilities. According to the report, many of the causes of rejection were preventable or controllable. In view of these findings, how great is the economic loss to the individual and to the state, how much of the joy of living has been wiped out because in many cases of school and the home did not cooperate in an intensive constructive program for health education.

If any one person more than another must have good health, it is one of whose mental faculties work slowly or are below normal. Such a person must depend largely upon physical endurance in earning a livelihood. It is of paramount importance that health education be given time when teaching retarded children than the usual curriculum provides. Health should be stressed in all the study and play activities of these children. There are numerous agencies and societies that will assist the teacher in carrying out a health program. What to eat, and drink, the prevention of disease and accidents, outdoor and indoor games, a love of the great open, and a joyous, all-conquering outlook are some of the outcomes that should follow from health education. Children should come to feel that the joy of living as well as the ability to make a living, depends largely upon the best Health possible to each individual.¹

¹Annie D. Inskeep, op. cit. pp. 3-4.

The above suggestions are of basic importance in the improvement of the health of the retarded non-attendants.

THE LACK OF DIRECTED PLAY AND RECREATION AS A FACTOR AFFECTING ATTENDANCE AT BOOKER T. WASHINGTON SCHOOL IN GALVESTON, TEXAS

Evidence has been shown by the United States Office of Education¹ that buildings are needed in order to provide proper educational facilities for children of the present day. The purpose of Table XI is to show that a newly constructed building with proper equipment, without a director of play and recreation, aids in the continuous decline of elementary schools' enrollments.

Table I in Chapter I substantiates this statement by showing 78 drop-outs during the school year of 1941-1942.

TABLE XI

COMPARISON OF PUPILS WITH AND WITHOUT FAVORITE GAMES AND THEIR ABSENCES AMONG 108 NON-ATTENDANTS

Grades	Non-Attendants	With Favorite Games		Without Favorite Games	
		Pupils	Absences	Pupils	Absences
Third	7	3	16	4	30
Fourth	27	11	252	16	161
Fifth	43	22	377	21	209
Sixth	21	11	225	10	103
Seventh	10	6	164	4	119
Total	108	53	1084	55	622

¹United States Office of Education, loc. cit. p. 81.

It is generally known that all pupils like to play, but it is shown in Table XI, that 55 non-attendants out of 108 could not mention or did not have a favorite game. The 65 pupils, or about 50 per cent of the non-attendants who did not have favorite games, contributed only 622 absences or 37 per cent of the total 1706 absences; on the other hand, 53 pupils or approximately 50 per cent of the 108 non-attendants, contributed 1084 absences or 63 per cent of the 1706 absences. This latter group knows definitely what types of games it would like to play.

This study is made in a newly equipped school. Organized play and recreation have not, up to this period, been directed.

The lack of directed play or recreation has an effect on non-attendance. This is the result of the stated evidence. Less than 50 per cent of the 108 non-attendants were absent 63 per cent of the total 1706 absences.

The streets are not a desirable playground from any point of view. True, our social conscience is stirring itself to provide more parks, playgrounds and recreational centers, and recognizing rights of other people's children to a place in which to play, but much remains to be done in providing facilities for play.¹

From evidence shown in Table XI, the writer feels

¹M. V. O'Shea, The Child, His Nature and His Needs, New York, The Children's Foundation, 1924, p. 56.

that the streets are not a desirable playground; the chronic cases of non-attendance are 53 pupils, who are absent approximately two days to the less chronic cases one. The less chronic cases have no special or favorite game while the chronic cases have favorite games.

Supervised play has a definite place in the school's program to interest pupils who have favorite games and to make suggestion for those who have none.

BROKEN HOMES AS A CONTRIBUTING FACTOR AFFECTING ATTENDANCE

TABLE XII

COMPARISON OF NON-ATTENDANTS WITH BOTH PARENTS AND NON-ATTENDANTS WITHOUT ONE OR BOTH PARENTS

Grades	Non-Attendants Without One or Both Parents		Non-Attendants With Both Parents	
	Pupils	Absences	Pupils	Absences
3	5	71	2	25
4	16	155	11	258
5	18	335	25	251
6	15	259	7	69
7	5	135	5	148
Total	58	855	50	851

Table XII shows that 58 cases out of 108 cases of non-attendance are pupils with broken homes, but the data revealed is of little significance to this study; Table XII shows that the 855 days contributed by the 58 pupils with broken homes are fractionally above 50 per cent of the total amount of absences. On the other hand, 50

pupils with both parents contributed approximately 50 per cent of the total 1706 absences.

The information thus received does not reveal satisfactory evidence as to conclude that broken homes are considered a factor affecting the attendance of Booker T. Washington School in Galveston, Texas.

In similar approach, Maurice L. Risen,¹ a teacher in Alexander Cooke Junior High School in Philadelphia, Pennsylvania, found substantiated data among caucasians to show that broken homes are a cause of non-attendance. This probably indicates that undiscovered elements of factors affecting attendance may lie between the two groups of people, or factors that affect attendance among one group of people are insignificant to the other group.

The contrasting elements stated in the previous paragraphs and the value of the relation of the two studies reveal the necessity of a further study on the analization or some factors that affect school attendance in relation to two different groups of people.

The Lack Of Education Among Members Of The Family As A Factor Affecting Attendance

In this study of relationship between the non-attendant pupil who have and have not members of their families to graduate from an elementary school.

¹Maurice L. Risen, loc. cit. p. 228.

TABLE XIII

COMPARISON OF PUPILS WITH AND WITHOUT MEMBERS OF THEIR FAMILIES GRADUATED FROM AN ELEMENTARY SCHOOL AMONG 108 ATTENDANTS

Grades	Non- Attendance	Family Members Graduated			Family Members Did Not Graduate		
		Pupils	Absences	Average	Pupils	Absence	Average
3	7	0	0	0	7	96	13.5
4	27	10	128	12.8	17	285	16.76
5	43	18	179	9.89	25	408	16.8
6	21	10	141	14.1	11	187	17
7	10	0	0	0	10	283	28.3
Total	108	38	447	11.78	70	1259	18.47

Table XIII shows that the lack of education in the family contributes to pupil absences; it reveals the following: 38 non-attendants out of 108 of the cases in this study have one or more members of their families graduated from high school or college. They are responsible for 447 absentees, and the average days absent for each non-attendant are approximately 12 days. There are 70 out of 108 non-attendants who contributed 1259 absentees; these non-attendants do not have any members of their families a graduate of an elementary, high school, or college. The average days absent for them are 18.47.

This study shows that where members of families (fathers, mothers, sisters, or brothers) have not graduated from elementary school, the more pupils have the tendency of becoming chronic cases of non-attendance.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The factors found in this study were discovered among 108 non-attendants, who had been absent 4 consecutive days or more without leave; they are responsible for 1706 absentees of the total accurate aggregated 5,320 absentees; (See Table I.) approximately 21 per cent of the pupils in this school are non-attendants; they are responsible for 32 per cent of the total absentees.

The average age for each pupil in this study is approximately 12 years old; on an average, each has been absent 17 days. See Table II.

By use of the age grade table for 108 pupils, 81 pupils or 75 per cent were determined as being retarded. Four pupils or 4 per cent accelerated and 23 pupils or 21 per cent ranging in the normal grade limit.

From the Henmon-Nelson Test of mental ability: grades 3 to 8, the I. Q.'s and mental ages of 50 per cent of the non-attendants were determined: the average I. Q. is 84, the average mental age is 10 years old, the average chronological age is approximately 12 years old, and they are on an average approximately 2 and one half years retarded.

Fifty-two per cent of the 108 non-attendants are failures: they contribute 55 per cent of the 1,706 absences.

Despite the fact that the compulsory attendance laws are in force in Texas, approximately 21 per cent of the average membership are non-attendants. Table IX reveals that 18 cases of truancy contributed 520 absences or 30 per cent of the total 1,706 absences of this study.

Table X shows that 70 non-attendants contributed 605 absences due to illness. This represents 65 per cent of the total 108 cases of non-attendance.

In this study 55 non-attendants out of the 108 did not have favorite games. The 55 pupils, or about 50 per cent of the non-attendants who did not have favorite games contributed 622 absences or 37 per cent of total 1,706 absences. Fifty-three pupils or approximately 50 per cent of the 108 non-attendants who knew the type of games they liked to play contributed 1,084 absences or 63 per cent of the 1,706 absences.

Out of the 108 non-attendants 58 cases are pupils with broken homes contributing 855 of the total of 1,706 absences. Fifty pupils with both parents contributed 853 or approximately 50 per cent of the total 1,706 absences.

This study has 38 non-attendants out of 108 cases who have one or more members of their families graduated from elementary high school or college. They are responsible for 447 absentees, and the average days absent for each non-attendant are approximately 12 days.

CONCLUSION

This study gives analysis, comparison and contributing factors of non-attendance in the Booker T. Washington school at Galveston. The factors affecting attendance have been identified and classified as following:

1. By use of an age-grade table, 75 per cent of the pupils in this study are retarded.
2. The average I. Q. of 50 per cent of the non-attendants in this study is 84: this indication is below normal intelligence.¹
3. Fifty-two per cent of the 108 pupils in this study have failed in one or more grades; they contributed 55 per cent of 1,706 absences. Seemingly these failures have been kept back with their capacities.
4. Despite the fact that the compulsory attendance status is in force in Texas, 30 per cent of the total 1,706 absences in this study is due to truancy.
5. Sixty-five per cent of the 108 cases of non-attendance were due to poor health or illness.
6. The lack of directed play among pupils who have favorite games affects school attendance in this study.
7. A comparison of absences of attendants who live with both parent and those who had broken homes had no significance to this study.

¹V. A. Henman and M. J. Nelson, Henmon-Nelson Tests of Mental Ability, Dallas, Houghton Mifflin Company.
p. 4.

8. Attendance is affected by the lack of elementary training among members of the families of pupils in this study.

RECOMMENDATIONS

In order to reduce the factors affecting attendance at Booker T. Washington School in Galveston, Texas, the following suggestions might be effective.

1. The school curriculum should be adapted to the intellectual capacities, interest, and needs of the non-attendants, as well as those pupils who are in regular attendance.
 - a. Increase guidance might help to direct non-attendants into courses more suited to their abilities.
 - b. The introduction of more vocational training might decrease some of the absences in this study.
2. The compulsory attendance laws should be given more consideration: to some extent, they should be rigidly enforced.
 - a. More attention to truants might increase their interests, and at the same time decrease their absences.
 - b. Closer home and school relationship might gain greater cooperation on the part of parents in keeping pupils in school.
3. Non-attendants should be permitted to pursue a grade a year and not maintain definite subject-matter

standards as a basis for promotion.

4. Further study should be made on the factor, broken homes, to determine what effect it has on school attendance.
5. Supervised play, games and clubs might decrease the absences among pupils with favorite games and add interest to those pupils who do not have favorite games.

By putting into effect the recommendations based upon the data in this investigation, and keeping records of relation of absences to factors affecting attendance, the non-attendance at Booker T. Washington school in Galveston, Texas might be decreased.

APPENDIX A

PERSONAL HISTORY BLANKS

Name _____ Date _____ Grade _____

Address _____ Telephone No. _____

Where were you born? _____ When? _____

1. Father:

- a. Name _____ Age _____
- b. Living or dead? _____
- c. Does he live at home? _____ If not, where? _____
- d. Is he an American citizen? _____
- e. Is his health good? _____
- f. What is his occupation? _____
- g. Is his work regular? _____
- h. What are his hobbies? _____
- i. Give any other facts of importance about your father: _____

2. Mother:

- a. Name _____ Age _____
- b. Living or dead? _____
- c. Does she live at home? _____ If not, where? _____
- d. Is her health good? _____
- e. Does she work regularly? _____
- f. What is her occupation? _____ Day or night work? _____
- g. What are her hobbies? _____
- h. Give any other facts of importance about your mother: _____

3. Other Members of the Household:

- a. How many older sisters or brothers do you have? _____
- b. How many younger sisters or brother do you have? _____
- c. Which members of your family have graduated from
High school _____ College _____
- d. Besides your mother and father, how many in your family earn money? _____
- e. Who lives with you besides your parents, sisters and brothers? _____

4. General

- a. How many rooms are there in the house counting, bedroom, bathroom as one each? _____
Have a bathroom? _____
- b. How many community social agencies aided your family? _____

5. Physical Records

- a. See personal health cards (public schools) for _____

- general health condition. _____
- b. Do you have chronic colds or coughs often? _____
- c. Do you have ear trouble? _____
- d. Are your teeth in good condition? _____
- e. What is your weight _____ Height _____ Age _____
- f. Do you have or use glasses? _____
- g. Do you need glasses? _____
- h. How many times have you been absent due to illness? _____
- i. Do you get tired easily? _____
- j. Have you had a medical examination recently? _____
If not, state the last time? _____
What were the results? _____

6. School Life and Activities

- a. How many pupils in your classroom you don't play with? _____
- b. What are the ages of children you like to play with? _____
- c. What are your favorite games? _____
- d. Have you ever been a leader of a gang? _____
The leader of a club? _____ Or any other organization? _____
- e. How many times have you been sent to the principal's office? _____ home _____ for bad conduct by your teacher _____
- f. What are your current interests? _____
- g. Have you ever failed? _____ Give reason: _____
- h. What subjects do you like best? _____
- i. Have you tried to make a good grade in them? _____

7. Plans for the Future:

- a. Do you plan to finish high school? _____
- b. Are you interested in going to college? _____
- c. What work or profession do you expect to make a living out of after finishing school? _____
- d. What kind of work are you interested in now? _____
- e. What kind of work would you like to do if you don't finish high school or college? _____

APPENDIX B

TABLE IB. TEACHER'S ATTENDANCE REPORT

This report has been filled in by a 5th grade teacher in a common school district. A teacher of a school in an independent district will use Lines C5 and C6 instead of Lines C3 and C4.			MONTH										Total
			1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
A.	Days Taught		20	20	20	20	20	20	20	20	18	—	178
B. ORIGINAL ENTRIES	1. First entry of a pupil in any public school in Texas during the current school year, except out-of-state pupils. See B2.	Boys	7	7	7	8	8	8	9	9	9	—	9
		Girls	7	7	8	8	8	8	8	9	9	—	9
	2. Out-of-state pupils entering Texas public schools for the first time.	Boys	1	1	1	1	1	1	1	1	1	—	1
		Girls	—	—	—	—	—	—	1	1	1	—	1
	3. Total (1+2)	Boys	8	8	8	9	9	9	10	10	10	—	10
		Girls	7	7	8	8	8	8	9	10	10	—	10
C. RE-ENTRIES	1. From another room in the same school		—	—	1	1	1	2	2	2	2	—	2
	2. From another school in the same district		—	—	—	—	—	1	1	1	1	—	1
	3. From another C. S. D. by a C. S. D. in the same county		—	1	1	1	1	2	2	2	2	—	2
	4. From an Ind. District by a C. S. D. in the same county		—	1	1	1	1	1	1	1	1	—	1
	5. From a C. S. D. by an Ind. District in the same county		—	—	—	—	—	—	—	—	—	—	—
	6. From another Ind. District by an Ind. District in the same county		—	—	—	—	—	—	—	—	—	—	—
	7. From another school not in the same county but in the State		—	—	—	1	1	1	2	2	2	—	2
	8. After withdrawal or discharge (Same school)		—	—	—	—	—	—	1	1	1	—	1
	9. Total (add 1-8, Inclusive)		—	2	3	4	4	7	9	9	9	—	9
D. LOSSES	1. Pupils promoted or changed to other rooms in the same school		1	1	1	1	2	2	2	2	2	—	2
	2. Pupils promoted or changed to other schools in the same district		—	—	1	1	1	1	1	1	1	—	1
	3. Pupils having passed compulsory school age		—	—	—	—	—	—	—	1	1	—	1
	4. Due to other causes (death of pupil, work, discharge, etc.)		—	1	1	1	1	2	2	2	2	—	2
	5. Total (add 1-4, Inclusive)		1	2	3	3	4	5	5	6	6	—	6
E.	Membership (B+C-D+E)		14	15	16	18	17	19	23	23	23	—	23
F.	Aggregate Attendance		260	280	290	320	310	330	380	390	435	—	2,995
G.	Aggregate Absence		20	22	20	30	40	40	50	60	25	—	307
H.	Aggregate days of membership (F+G=H)		280	302	310	350	350	370	430	450	460	—	3,302
I.	Average membership (H+A=I)		14	15	15.5	17.5	17.5	18.5	21.5	22.5	23	—	18.5
J.	Average daily attendance (F+A=J)		13	14	14.5	16	15.5	16.5	19	19.5	22	—	16.8
K.	Percentage of attendance (F+H=K)		93%	93%	94%	91%	89%	89%	88%	87%	94%	—	91%
L.	Number of times tardy		5	8	10	12	11	18	24	26	22	—	136
M.	Number of pupils, included in B3, between the ages of 6-17, Inclusive		14	14	14	15	15	15	16	17	17	—	17
N.	Number of pupils, included in B3, between the ages of 7-15, Inclusive		10	10	11	11	11	11	12	13	13	—	13

NOTES:—At the end of the year: (a) Total lines A, F, G, H, and L; (b) carry the cumulative record of the last month of lines B, C, D, E, M, and N into the "Totals" column; (c) find the annual averages and annual percents for lines I, J, and K by dividing as indicated for each item. The "Totals" column will then be the annual report. (See explanation of terms).

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