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A comparative study of the attendance and socio-economic status of twelve third grade pupils

Rosebud Ovane Woods
Atlanta University

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A COMPARATIVE STUDY OF THE ATTENDANCE
AND SOCIO-ECONOMIC STATUS OF
TWELVE THIRD GRADE PUPILS

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
ROSEBUD OVANE WOODS

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
MAY, 1966
DEDICATION

To the Memory of My
Late Loving Mother,
Betty Bertha McKinsey Woods
And to My Loving Sister,
Laura Jamie Woods

R. O. W.
ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to the people who were instrumental in helping me attain this goal. I am especially grateful to Dr. Horace M. Bond and Dr. Laurence E. Boyd for their guidance in this research.

I am further appreciative for the cooperation of the school administrators, pupils and parents of the Charles W. Hill School, Atlanta, Georgia, who participated in this study.

R. O. W.
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CHAPTER I

INTRODUCTION

Rationale.--In the structure of our society, the main means of attaining a universally educated citizenry is through school attendance. The child benefits from attendance in direct relation to the way the school meets his needs. This presents the greatest challenge to the modern school. All states have compulsory attendance laws. Georgia's law is outstanding and is so considered by leaders throughout the nation. The purpose of the law is to protect and help children.

The child is the focus. Proper growth, education and adjustment will not occur when the child feels blocked by problems which he cannot solve without individual help. Current waste in human life and cost to citizens of courts, mental hospitals and prisons cannot be ignored. The school is looked upon as an institution which can and should contribute more in the area of prevention of such waste of human resources. The support of the home, community groups, agencies and court is essential to maintain attendance consistent with the best interest of the individual child and society.¹

Although a special supplementary service is needed, the local administrators and faculty must carry a basic responsibility in

¹State Board of Education, School Attendance Register (Atlanta, Georgia, 1964-65).
maintaining school attendance.¹

The social and economic status of a child's home is believed to affect his school life. He is concerned about the way his home compares with the homes of his friends. He may be emotionally disturbed by feeling that he lives in the least desirable dwelling in the neighborhood. He may get the impression that he is socially superior, if his home is conspicuously better than theirs. It may be necessary to give special attention to the two extremes of the economic scale.

For example, those from very poor homes may need help in getting glasses, dental work, medical care, lunches, or clothing. While on the other hand, children from wealthy homes may be just as much in need of a different kind of help because of over-indulgence, over protection or neglect.²

It should be remembered, however, that the moral, or emotional climate of the home and not the economic status is the key to the mental health of the child. Many families are happy and well adjusted in spite of undesirable living conditions, while many are discontented and frustrated in the midst of luxury.³

The family is the first social group which the child comes in contact with. Havighurst and Neugarten established this fact when they said:

¹ Ibid.
³ Ibid.
The family is the first social group in which the child holds membership, and the family is of course, the first socializing agency in the child's life. The mother, then the father, then siblings and other relatives are the first people with whom the child has contact and the first to teach him how to live with other people. Until the child enters school, he may be said in general terms, to spend full time within the family unit; from that time until he reaches adolescence it is estimated that he spends half his time in the family.

Peter Lisager and Margaret Higgins wrote an article entitled, "Mrs. Lyndon B. Johnson's challenges to woman." In this article Mrs. Johnson was quoted to have given invaluable advice in regard to the teacher's attitude toward children of low socio-economic status, who are culturally deprived. She stressed giving the child above all else, self-respect. Self-respect is the thing that most children do not get at home. For self-respect is a basic ingredient for character and citizenship.

Poor attendance affects the teacher as well as the child in that anything which delays the child means additional burdens upon his teacher. She will be compelled to repeat the work with the non-attendant and in many cases even the progress of the other members of the class will be retarded. Even though the teacher recognizes the utter indefensibility of permitting this to happen she is frequently helpless in the matter. Her schedule may be such as to render it impossible to avoid it.

3 Earl Gillis, Clearing House, XXI (September, 1956), 26-27.
There are three types of non-attendants, the truant, those missing because of faults at home, some of which is non-excusable, and some of which is escusable, and lastly those for which the community is to blame due to such local conditions as poverty, distance from school, lack of social urge to go to school, etc.\(^1\)

The remedy in each case is different. In the former, recourse to the truant officer and truant laws will be found in studying local and home conditions in an attempt to locate possible means of correcting trouble.\(^2\)

There is also a possibility that a study of the school curriculum and the teachers methods will indicate the reason why the parents, patrons, and pupils, are so little interested in schooling. A school offering that is so weak in vitality as to fail to convince those who should be interested probably needs change.\(^3\)

Evolution of the problem.--This problem grew out of the writer's interests and concern with the irregular attendance and chronic tardiness of pupils in her class and others in this school locale. Through observation she found that the same pupils, week after week are constantly absent and tardy. After checking the records, the writer found that a definite pattern of irregular attendance as well as regular attendance has existed since these pupils entered school. The writer believes that the foundation for regular attendance and punctuality should be laid in the early primary grades.

\(^1\) Ibid., p. 43.
\(^2\) Ibid., p. 43.
\(^3\) Ibid., p. 43.
Contribution to educational knowledge.—It is hoped that this study, from its findings and interpretations of data, will aid teachers with similar problems in the following manner:

1. To recognize that irregular absences and chronic tardiness is an evidence of difficulty in the home, in the school, or in the child.

2. To seek a complete understanding, and possible solution to the problems which lie in the individual cases of absenteeism.

3. To continue to encourage regular attendance in pupils by creating a classroom atmosphere that will make children want to come to school and take part in the school activities.

Statement of the problem.—The problem involved in this study was to investigate and interpret the attendance and socio-economic status of six regular attending and six irregular attending third grade pupils in the Charles Hill Elementary School, Atlanta, Georgia.

Purpose of the study.—The major purpose of this study was to determine the difference in the socio-economic status and school attendance record between six irregular attending third grade pupils and six regular attending third grade pupils.

More specifically, this study has attempted to answer the following questions:

1. Do over-all economic conditions in the home appear to be responsible for large percentages of absences from school?

2. Does parental indifferences, with respect to school attendance, affect the school attendance of the child?

3. Is the mother's presence in the home all day a factor influencing the regularity of school attendance?

4. Does lack of parental control appear to be a factor influencing irregular school attendance?
5. Does the presence of parental control appear to be a factor influencing regular school attendance?

6. Is there a relationship between school attendance and the educational level of the parents?

7. How many siblings are in the family, and what is their educational status?

8. What are the over-all health conditions of the six regularly attending and six irregularly attending third grade pupils?

9. Does the age-grade status appear to be a factor in the pupil's school attendance?

10. Do school conditions appear to exercise a strong influence on school attendance?

11. Does the child live with his parents or a guardian?

12. Is there a significant difference in the socio-economic status and school attendance record between regular attending and irregularly attending third grade pupils in the Charles Hill Elementary School, Atlanta, Georgia?

Definition of terms.—The significance of each of the basic terms used in this study is given below:

1. "Regular Attendance" refers to the presence of the pupil in school for fifteen days in the month with less than three consecutive days absent within a given school week.

2. "Irregular Attendance" refers to pupils who are absent five days in any given school month with three consecutive days of the five absences being in any given school week.

3. "Socio-Economic Background" refers to selected factors of social and economic status of the immediate family of the child and his environment such as: educational status, salary status, domiciliary status, size of family, etc.

4. "Chronic Tardiness" refers to a pupil who is tardy two or more times per week, in a given school month.

Limitation of the study.—This study was limited to six regularly attending third grade pupils and six irregularly attending third grade
pupils enrolled in Charles Hill Elementary School during 1964-65.

Locale of the study.—This study was conducted in Charles Hill Elementary School in Atlanta, Georgia.

Description of subjects.—The subjects involved in this study were twelve third grade pupils: six in regular attendance and six in irregular attendance as indicated by the official school records. The regular attenders ranged in age from eight to nine; whereas, the irregular attenders ranged in age from nine to ten. In the group of regular attenders there were two boys and four girls; and among the irregular attenders there was one boy and five girls.

Description of instruments/materials.—The instruments and/or materials used in the study were:

1. The Interview — which provided data on socio-economic backgrounds.
2. Test Scores — derived from the administration of the Metropolitan Readiness Test; Gates Primary Reading Test.
3. Permanent Records — which provided data on Attendance Records; Teacher's Marks; Socio-economic data.
4. Health Records — which provided data on health status, immunizations, etc.

Method of research.—The Case-Study Method of research, employing the technique of the interview, test scores, and school records, was used to collect the required data.

Research procedure.—The following procedural steps were used in this study:

1. Permission to conduct this study was obtained from the Metropolitan School Development Council.
2. A survey of literature related to this study was made.
3. Interviews were conducted to determine the socio-economic background data of the pupils and their families.

4. The cumulative records were examined to secure data on test performances and attendance.

5. Teacher's register was checked to determine reasons for absences.

6. The development of a case-study profile for each of the twelve pupils.

7. The data were assembled into appropriate tables.

8. The findings, conclusions, implications and recommendations were formulated.
CHAPTER II

THE SETTING OF THE STUDY

A description of the community, the school, range of adult occupations, recreational facilities, character-building institutions, social services, subject matter and methods of instruction, pupil personal, pupil activities, evaluation and follow-up procedure, public relations, physical features, health and safety, and education, will be discussed in this chapter.

Community.--The community is located in the northeast section of Atlanta. It is a very short distance from the down-town section of the city. The school serves an area which is commonly called by the residents "Buttermilk Bottom." It is characterized by unpaved alleys, dilapidated and unkept houses and tenements. Recently, many of these houses have been demolished in order to make way for the new municipal Auditorium. There are two elementary schools in the area, three small churches, several grocery stores, one drug store, and two or three cleaning establishments. There is also one hotel.

Occupation.--The majority of the parents in the community are employed as common laborers, porters, maids, cooks, city garbage collectors, three professional workers, two preachers, one school teacher, a few semi-skilled workers, and several school secretaries. Many of these people are welfare cases or receive pensions.

Recreational facilities.--There are no recreational facilities other
than the school playground. The board of education employs a recreational teacher who has charge of the school playground during the winter months. The other nearest recreational facility is the Butler Street Y.M.C.A.

**Character-building institutions.**--The school community has three churches located within its boundaries. They are: Methodist, Baptist, and Spiritualist. None of them have recreational or educational units. There are Boy Scouts, Girl Scout, Cub Scout, Brownies, and Campfire organizations sponsored by the school.

**Social services.**--The social services serving the community are the Public Health Department consisting of the Grady Hospital and the Northeast Side Health Center; Fulton County Welfare; and the Fulton County Juvenile Court. There are no business and/or charitable groups sponsoring services for children in the community.

**Subject matter and methods of instruction.**--The subject matter taught in the school consist of the usual subjects in the elementary curriculum, such as: Arithmetic, Language Arts, Penmanship, Social Studies, Science, Health, etc. Each teacher instructs her class in all subjects. There is no departmental method of instruction in the school.

**The present pupil personnel.**--There were about 1,100 pupils enrolled when school opened in September, 1964; however, when the school closed, June 2, 1965, there were about 790 pupils. This substantial decrease in the enrollment was the result of families being removed from the area because of the Urban Renewal Project and the building of the new Municipal Auditorium.

**Pupil activities.**--Pupil activities at school consists of such
organizations as: Girls Chorus, Boys Chorus, a Mixed Chorus, a Flute Chorus, and basketball, baseball, and softball teams.

**Evaluation and follow-up procedure.**—A quarterly report card is sent home, reporting pupils' grades in scholarship and citizenship. The scholarship grades are reported in alphabetical symbols, such as: A, B, C, D, F. The citizenship grades are reported in the alphabetical symbols: S - Satisfactory, and M - Making Progress.

**Public relations.**—The Parent-Teacher Association is the school's major contact with the school community. This past year the organization fought very hard along with other civic leaders in trying to get the board of education to give the C. W. Hill teachers and pupils a better school location for the coming school year, since this is the school's last year in the present location. The school is scheduled to be housed in the Howard Annex on Ellis Street, which creates a very dangerous way for the children to travel. The traffic is extremely heavy.

**Physical features.**—The school is a brick building with three stories, fire resistant throughout, having enough stairways, corridors and exits to enable quick evacuation in case of disaster. It has fire extinguishing equipment on each floor. There are thirty-three classrooms with chalkboards and bulletin boards in each room. Each classroom has shades. Seven classrooms are equipped with dark green shades for audio-visual use. There is storage space in each room which provides for storing books, teaching aids and supplies, pupils wraps, and art supplies. The custodian's equipment and supplies are kept in closets on the first and second floors. Unfortunately, the third floor and the basement is always uncomfortable during the winter
A small cafeteria is located on the first floor. It is not large enough to seat all of the children at one time; therefore, the children go to lunch at different periods. The administrative office is located on the first floor.

On each floor there are two rest-rooms: one for boys and one for girls. Hand-washing and drinking-water facilities are also provided on each floor. There are five rooms equipped with sinks and hot water and cold water. A lounge-rest room for teachers (female), is located on the first and third floor. There is a library located on the first floor.
CHAPTER III

SURVEY OF RELATED LITERATURE

Today, with emphasis now weighing heavily upon those who have already left school behind, and the overwhelming problems created by them, a new army of drop-outs-to-be steadily marches upward through the elementary school. This review of literature is focused on the following aspects of the problem:

1. Research studies
2. Seeds of drop-outs
3. Family influence on school failure
4. Social forces effecting the child
5. Falsifying attendance figures
6. Reaction of children from crowded areas
7. Schools count in the future
8. Social responsibility in a free society
9. The teachers responsibility toward encouraging better school attendance
10. Stayouts today—Strayouts tomorrow

Research studies.—Gray, in the Bibliography of Research Studies in Education, of which she is the compiler, makes the observation (based on Ann Calloway's thesis, "Relations between Socio-Economic Status, Health, and School Attendance") that children having physical defects reported by the school doctor were absent more often than those
not having defects; that diseased children were absent longer periods of
time than those ill only occasionally; that the home conditions were
controlling elements in school attendance and health; that there was
an inverse relationship between socio-economic status, health and school
attendance.¹

In the same compilation, Gray points out the fact (reported in
Oscar Snyder's thesis, "A Study of the Causes of Absences in an Ele-
mental School") "that 75.5 per cent of all absences was due to the
illness of the child; and that the common cold was the single cause
responsible for the greatest number of absences."²

Gray's compilation also reports that Vernon C. Walker found "that
non-transporting schools average 3.6 per cent lower in attendance than
nearby transporting schools and nearly eight per cent lower than city
schools in average daily attendance."³

Gray found in A. E. Tyler's thesis, "some Factors Conditioning
the Progress of School Pupils," that:

The higher the attendance percentage, the higher the
promotion rate; that the type of school organization has a
positive relation to the achievement of the pupils en-
rolled; that one-teacher schools could not adequately meet
the demand of the Junior High School student, and that the
utilization of general intelligence test is essential in
coping with the problem of differential instruction."⁴

¹Ruth S. Gray, Bibliography of Research Studies in Education,
Education, 1940), p. 46.
²Ibid., p. 92.
³Ibid., p. 84.
⁴Ibid., p. 63.
Seeds of drop-outs.--Research shows that high school drop-outs can be identified very early. Some say that they can be located in the third grade; some contend that they can be detected as early as the kindergarten. Therefore, the drop-out is not strictly a secondary school problem but also an elementary school one. Perhaps, different and better treatment in the elementary school might be one of the most fruitful ways of reducing the number of youth who leave school before graduation. The loss of so many by the secondary schools is one of our most serious social problems.¹

Kelly further states that:

The future drop-out is over-age for his grade, at least, by the time he gets to the third grade. This means that he has already been told that he is a failure. He already feels rejected and alienated.²

He is out of school a great deal, it may be due to excessive illness, the lack of suitable school clothing, or the fact that he does not have anyone at home who can or wants to make an effort to get him to school. His irregular attendance is one reason why he is no longer with his group.³

Kelly describes the achievement status and socio-economic backgrounds of the dropout in these words:

The future drop-out is behind others in reading, arithmetic, spelling and any other academic achievement which may be expected in his particular grade. He is probably slow in developing ability to deal with abstract concepts, concerning which so many adults are so frantic. He is likely to come from a home that is culturally deprived. This conspires to help give him a low I.Q. We have known for thirty years that starved environments lower I.Q.'s, while rich environment raise them.⁴ Who are the poor? Generally, they are the uneducated,

² Ibid.
³ Ibid.
⁴ Ibid., p. 421.
the unskilled, usually they are the people who have never known good living. Some of them come from sections of our country where decent education was unknown when they were children and is unknown today. Some of them are our drop-outs of the recent past. Children are born to these people, often under shocking conditions. These children are born in poverty, some of them with a skin pigmentation which marks them as inferior in our culture. The day they are born they start out behind, so we need not be surprised to find them not up to grade level.

Family influence on school failure.--Studies assessing the impact of social class on the adolescent as well as younger children have constantly shown that the highest incident of school failure occurs among children from low-income families.

Hollingshead's extensive investigation of a midwestern city in 1941 showed that by far the largest proportion of drop-outs, eight out of nine, were reared in the poorest of socio-economic circumstances. These findings were duplicated in the 1950's by McCreary, Kitch, and Young.

Among recent studies are those of Bowman and Matthews, who concluded that perhaps eighty-eight per cent of today's drop-outs are members of lower class homes.

Where the so-called culture of poverty exists, there are family tendencies inducing conditions that foster dropping out of school. Here one finds a high proportion of disrupted and broken homes where

1 Ibid., p. 421.
2 Ibid.
3 Robert D. Strom, "Family Influence on School Failure," The Education Digest, XXX (February, 1965), 8.
4 Ibid., p. 9.
5 Ibid.
the father is often absent and in which an emotional distance results in dilution of affection for the young. 

"The low-class child approaches school unoriented toward learning but attuned to a need of getting along with the institution." 

Social forces affecting the child. — The primary social environment of the young child is the home. Whether the home is in the city, suburb or country, it remains the main social force in the life of the young child. The child's interests, background of knowledge, and understanding of the Wilder community beyond his family circle will all be determined by the family's interest and activities. Not only his attitudes and manners of reacting to others but also his intellectual curiosity, his motivation and readiness to learn will grow out of the kinds of experiences he has been provided in the home before he comes to school.

Early life experiences have a potent far-reaching effect upon the young child. Later experiences are effective also, but they have to make their way through earlier learned behavior and understanding.

Falsifying attendance figures. — An inquiry conducted by the NEA Commission on Professional Rights and Responsibilities revealed the following facts: Financial aid to local school Districts in State A is based upon a formula involving average daily attendance. In

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1. Ibid., p. 9.
2. Ibid., p. 10.
4. Ibid.
District Y it became customary to exaggerate attendance figures in the realization that the greater the reported attendance, the more state funds would be received. The practice was common, although not necessarily universal in the district.¹

A new superintendent, discovered shortly after taking office that the attendance figures that he was to certify as true and accurate were indeed false.²

The opinion of the N E A Ethics Committee is that all the members of the profession who participated in reporting false attendance figures were in violation of Principle III, Section 2, which states that we "participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education."³

The basic purpose of the Code of Ethics is to raise professional standards. The investigation and the attendant publicity in the state where the case occurred have served to alert those immediately involved to their responsibilities. The purpose of this opinion is to provide guidance to others who may now or in the future become involved in a similar situation.⁴

Sarvis describes the inhibiting and debilitating influences of crowded home environments:

The slums tend to involve its residents in a massively overstimulating environment. Families are crowded into

²Ibid.
³Ibid.
⁴Ibid.
inadequate space; rooms are small; partitions are thin; children may sleep three or four across a bed; lights may be glaring naked bulbs; no one can sleep until the last viewer has turned off the TV, and the lack of privacy is marked. Children are exposed early to sexual and aggressive scenes. Street life is vivid, group-oriented and relatively unrestrained. Families tend to be driven into one of two extremes: They either surrender to this overstimulating chaos or they try to isolate themselves and children from it.  

According to Sarvis, the attitude of the teacher conditions the level of achievement of the pupil:

Of all agencies it is the school which impinges upon the lives of children in ways that will count in the future of the city. Far too many children of the city are neglected, physical and spiritually. These are the children many teachers face each day. A teacher who rejects these children, overly, who assesses strangeness of speech, behavior, values as justification for repudiation, places a ceiling for learning upon the youngsters which will forever prevent their upward mobility toward a better life.  

Further still, Sarvis sees the teacher as sowing the seeds of greatness for a city and for America, for she states:

The teacher who looks with penetrating insight into the potential of disadvantaged children and creates a school which identifies itself with them provides a climate of support, makes possible the development of a self-image which commands self-respect and respect for others. This teacher is sowing the seeds of the city of hope for the future. The greatness that is America depends on this.  

Social responsibility in a free society.--It has always seemed reasonable to look to the school as the primary instrument for shaping the citizens. It is in fact the most nearly universal of all social institutions which seek contact with all young persons. Further, it

1 Mary A. Sarvis, "Reaction of Children from Crowded Areas," Childhood Education (May, 1963), 411-12.

2 Ibid., p. 413.

3 Ibid.
reaches them during those periods of their lives when they are most susceptible to influence. And its very purpose is to help them develop.1

Parents, citizens in the community, and the school share the responsibility of fostering attitudes of social responsibility in children:

By the time the child reaches school age, however, many basic attitudes have taken firm hold. And, in general, he continues to spend much more time outside school than in it. The role of the community, and of the home in particular, in developing character can hardly be overstated. If parents do not provide the personal security on which healthy social attitudes are based and do not set examples for children to live by, the school's ability to develop the citizen is sharply curtailed, but its share of responsibility for doing so rises. Another limitation of the ability of the school is the existence in the culture of many citizens, some of them in responsible and respected positions, who show a decided lack of social responsibility.2

A rational appreciation of one's role in a free society can emerge only where there already exists a confident acceptance although not necessarily a total approval of the environment. Building the child's confidence is a necessary step. If the environment seems friendly, he gains in confidence. As he finds satisfaction in his social relationships and enjoys measure of success in group enterprises, he discovers his individuality and its worth in a social context.3

The elementary school usually provides the child's first extended experience with society outside the home. For him the school is society. It provides him with group experiences of a new sort. For the first time he finds himself working or playing with many other children and relating to an adult outside his family for a considerable part of each day. Since the elementary school is so large a part of the young child's life experience, the nature of his experience there can have an

2 Ibid.
3 Ibid., p. 34.
important impact on his developing sense of social responsibility.¹

Fundamental to every development in the elementary school are the skills of communication and computation without which little information can be gathered or shared. The school that fails to develop these skills is likely to fail also with every other objective before it. The elementary school therefore places development of these skills first on its agenda.²

The school must lead the child to realize that the society is "we" not "they", and that, like others "I" have the capacity to contribute to my family and community and to help other human beings, or to hamper them. The teacher, through all of his actions, can develop children's sensitivity toward others. If the teacher truly respects all children, they respond not only with the desire to require respect with respect.³ The elementary school teacher has an opportunity and responsibility, which few people have to be an effectively inspiring model for young Americans.

The activities program of the school should provide experiences designed to foster the development of social responsibility and social competence in children. In this connection the N E A Journal states:

Special activities within the school, as well as the general experience of school life, can be effective in developing social attitudes in elementary school children. Even kindergartners can participate, with as much profit as vigor, in establishing rules for playgrounds, hallways, and

¹Ibid., pp. 34-35.
²Ibid., p. 35.
³Ibid.
Elementary school children, under guidance but not
dictation, can pass effective and wise judgment on the persistent
violators.1

Developing a list of good social qualities and the reasons
behind them and then judging at intervals how well he measures
up to them can help the older elementary school child understand
and improve his relationships with other people. These are but
a few of the many special activities through which elementary
schools can foster the sense of social responsibility.2

The N.E.A. Journal describes the cooperative task of teacher and
parents in developing the skills of social interaction on children in
these words:

The importance of the home requires that teacher and parent
work toward the same end of fostering the social conscience.
Teachers should discuss problems with parents and when advisable,
plan to solve them cooperatively. While working with parents, however, the elementary school
helps the child learn to function outside the home and to relate
himself to a larger world. The child first entering the ele-
mentary school is always dependent upon his family. The school
is the instrument by which he is liberated from complete
dependence upon the home and learns to be effective in wider
social settings. In teaching the child to act independently
of the home, the elementary school makes one of its major con-
tributions to his sense of social responsibility. It gives
him a secure environment for learning and practicing the skills
of social interaction.3

The teachers responsibility toward encouraging better attendance.—

One of the most perplexing problems facing the public schools today
concerns students attendance. All teachers that recognize the effective
discharge of their professional responsibilities present many problems
and challenges, even when their students are on the job regularly.

1 Ibid., p. 35.
2 Ibid.
3 Ibid., p. 36.
These problems are challenges which can become downright depressing unless the school does everything in its power to promote good attendance and reduce absenteeism to a minimum.  

Stayouts today—Strayouts tomorrow.—The "stayout" is as deadly a menace to society as the dropout. "strayouts" are "wolves in sheep clothing", so to speak. No single image adequately characterizes them. They show up promptly on registration day looking neat, clean and studious. Their outward appearance of well-meaning could deceive the average teacher. Therefore, we unwittingly place him (in ink) on our roll. For the first few days, or even perhaps a week, the "stayout" maintains a perfect attendance record, responds favorably in class, and shows no sign of his "ulterior motives" which are carefully constructed to later drive his teacher to distraction. Finally, he decides that the time is right to begin his campaign of coming to school just enough to remain on roll. When questioned, his reasons are vague and without foundation.

The page on which he is listed in the attendance register takes on the appearance of a tit-tat-toe game dotted with X's. His repeated absences have a detrimental effect on the A.D.A. of the particular class in which he is registered, as well as the over-all A.D.A. of the school. The teacher confers with the principal. On the principal's

---


3 Ibid.
advice, she makes home visits. The visiting teacher is called in, and the counselor goes to work on the case. The primary reason given by the parents of "stayouts" for their behavior is economic insufficiency.  

Indeed, many of today's reluctant school attenders come from families of the lower-socio-economic categories, where the father is often absent, where cultural background is limited, where the parents too, quit school prematurely, and consequently, view education with an air of indifference.  

Some characteristics of "stayouts" are generally earmarked as serious reading problems which render them incapable of coping with daily lessons; intense dislike for school as the place where they meet continued frustration and failure; and belief that teachers "don't like" them.  

The undermining forces that influence a pupil to quit school begins operating practically as soon as he enters first grade.  

Laura G. Johnson sees the imperative need of counselors who will work at the task of indoctrinating children and youth against the evils of being a dropout:  

The first step toward working out this evade problem is to find the would-be "stay-out" in the very early primary grades and begin indoctrinating (brain washing if necessary) them into knowledge of the importance of regular school attendance.

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1 Ibid., p. 11.
2 Ibid.
3 Ibid.
4 Ibid.
5 Ibid.
The obviously imperative need is to place well trained counselors and guidance personnel at the elementary school level. Pupils must be taught to classify values early in life. Although, we know that "the fittest will survive," we must seek out the weak, diagnose them, and save them from a fate that already too many thousands have fallen victims of. We must not let the "stayouts" become "strayouts."¹

Summary of related literature.--The summary of related literature pertinent to the problems in this research is presented in the following summations:

1. Research studies reveal that children having physical defects are absent more than those not having defects.

2. Seventy-five per cent of all absences are due to illness.

3. The type of school organization has a positive relationship to the achievement of the pupils enrolled.

4. There is a definite relationship between socio-economic status, health and school attendance.

5. The future drop-out is not strictly a secondary school problem but also an elementary school one.

6. The future drop-out is sometimes over-age for his grade.

7. The future drop-out is behind others in reading, arithmetic and any other academic achievement of his grade.

8. The highest incident of school failure occurs among children from low-income families.

9. The primary social environment of the young child is the home. Whether the home is in the city, suburb or country.

10. Early life experiences have a potent far-reaching effect upon the young child.

11. The basic purpose of the code of Ethics of the N E A, is to raise professional standards.

12. Of all agencies, it is the school which impinges upon the

¹Ibid., p. 11.
the lives of children in ways that will count in the city's future.

13. The elementary school usually provides the child's first extended experiences with society outside the home.

14. The importance of the home requires that the teacher and parent work toward the same end of fostering the social conscience.

15. Teachers should discuss problems with parents and plan ways to solve them cooperatively when advisable.

16. The "stay-out" is as deadly a menace to society as the "drop-out."

17. The first step toward working with the problem of "stay-outs" is to try to locate them in the very early primary grades and begin indoctrinating them into knowledge of the importance of regular school attendance.

18. Parents of culturally deprived children often have limited education.

19. Good school attendance, like other social and moral values, is environmentally influenced.

20. The teacher should seek to:

(a) Know the pupil as an individual
(b) Gain the pupils confidence
(c) Provide an educational program wherein the pupil can experience progress
(d) Demonstrate relationship between education and life
(e) Extend social experiences.
CHAPTER IV

CASE-STUDIES OF THE TWELVE THIRD GRADE PUPILS

Selection of subjects.--This chapter is devoted to the presentation of the case-study of each of the twelve third grade pupils that were investigated. These pupils were selected at random from the writer's third grade class of thirty pupils, 1964-65.

In this class there were nine pupils who were irregular in attendance. The remaining twenty-one were regularly attending pupils. All of the pupils' names were put on cards and separated into two groups. One group being the regularly attending pupils, and the other group being the irregularly attending pupils.

The next step was to arrange them on a table with the names down. Six cards were picked at random from the group of irregularly attending pupils. Then six cards were picked from the group of regularly attending pupils.

In this way, any of the pupils from this group of thirty were subject to be chosen.

Sources of data.--The information here presented was secured through interviews with parents, with the information concerning the test results secured from the pupils' permanent records.

Test interpretation.--The "Metropolitan Readiness Test," was
administered to all of these pupils in the first grade who were present at that time. Two out of the five who took the test (one was absent), one rated "Poor Risk." Yet when these two pupils reached the second and third grade, they rated on their grade level. One of them rated above grade level on one section of the test. Two pupils rated "average" on the same test in some sections of the test. On some section of the test, some of these pupils rated "low normal." The pupil who didn't take the test in the first grade rated on grade level in test in the second and third grade. In the third grade, the Gates Advanced Primary Reading Test was given. All of these regular attending pupils rated on grade level in some section of the test. This performance on the test appears to be due to the regular attendance of these pupils.

In the case of the irregularly attending pupils, three rated below grade level in all of the tests that they have had. Two pupils rated at grade level in some phase of all of the tests. One pupil rated on grade level on all of the test that she has had since entering school; therefore, her irregular school attendance had no affect on her achievement.

It appears that irregular school attendance had a definite affect on the academic achievement of these pupils.

Order of presentation of case-studies.--The twelve case-studies were organized and presented under two groupings; first, the data on the six regular attending pupils are presented which are followed, second, by the data on the six irregular attending pupils.
PROFILE SHEET

Case 1

Name Connie Age 8 Sex F Birth-date 8-21-56
Birth-Certificate Number 3098 Grade 3 Average Teacher’s Marks Satisfactory Weight 68 lbs. Height 4’5”
General Health Good Sibling’s Health Status Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher’s Register, 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absence</th>
<th>Unlawful Absence</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>179</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance Status

Regular [X] Irregular

Reason(s) for Day’s Absence

1. Death in Family (Grandfather) 2. ___________________________
3. ___________________________ 4. ___________________________

Test Data

Grade I Metropolitan Readiness Test
Component Score Date 9-11-62
Word Meaning 14
Sentences 11
Information 13
Matching 13
PROFILE SHEET--Cont'd.

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade-Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition</td>
<td>1.85</td>
</tr>
<tr>
<td>Sentence Reading</td>
<td>1.6</td>
</tr>
<tr>
<td>Paragraph Reading</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Grade II

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade-Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition</td>
<td>2.73</td>
</tr>
<tr>
<td>Paragraph Reading</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Grade III

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade-Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition</td>
<td>1.85</td>
</tr>
<tr>
<td>Sentence Reading</td>
<td>1.6</td>
</tr>
<tr>
<td>Paragraph Reading</td>
<td>1.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade-Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition</td>
<td>2.73</td>
</tr>
<tr>
<td>Paragraph Reading</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Church Affiliation

<table>
<thead>
<tr>
<th>Church Membership</th>
<th>Attends Sunday School Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tabernacle Baptist Church</td>
<td>Yes ___ No x</td>
</tr>
</tbody>
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The Family

<table>
<thead>
<tr>
<th>Father's Name</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother's Name</td>
<td>Lucy</td>
</tr>
<tr>
<td>Father's Occupation</td>
<td>Custodian</td>
</tr>
<tr>
<td>Mother's Occupation</td>
<td>Nurse</td>
</tr>
<tr>
<td>Father's Education</td>
<td>11th grade</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>8th grade</td>
</tr>
</tbody>
</table>

Brothers

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preston</td>
<td>15</td>
<td>10th (Howard)</td>
</tr>
<tr>
<td>2. Jerome</td>
<td>12</td>
<td>7th (Hill)</td>
</tr>
</tbody>
</table>
PROFILE SHEET--Cont'd

Name | Age | Highest Grade Level Completed
--- | --- | ---
3. Lanier | 10 | 5th (Hill)

Sisters

Name | Age | Highest Grade Level Completed
--- | --- | ---
1. Florence | 21 | 9th (Drop-out), married
2. Connie* | 8 | 5th (Hill)

I. Characteristic behavior and/or problem of child

At home, Connie is an obedient normal child, according to her parents. At school she behaves well and gets along extremely well with her classmates. She likes school and takes part in all school activities.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

The overall economic conditions of this family seem to be responsible for the regular attendance of the children in the family. The parents attitude toward education is that education is the background for success in our modern society.

The family is crowded in their four-room apartment hence, the father says that they are looking for a larger place.

B. General physical health status of the child -- Good

C. General physical health status of the family -- Good

D. Parental attitude toward education -- Good

E. Achievement level of the child -- Satisfactory

III. Therapeutic measures of parents and teacher in dealing with the child

1. The parents cooperate with the school by keeping the child in school regularly.
2. The teacher and the school cooperate with the parents by providing experiences that are meaningful in our modern society.

IV. Child's attitude towards school

"I like to come to school." I like my teacher."

V. Interpretative summary of the case

The moral and emotional status of the home appears to be responsible for the wholesome mental health of this family. The family members seem to be happy in spite of the lack of many things that they could use. The mother is away from home sometimes overnight with the elderly lady that she nurses. Yet the children are obedient and know how to conduct themselves. The income, $75 per week, is low for a family of this size. They are good citizens and good church workers.

VI. Conclusions

1. Parental attitude toward the school appears to be the definite factor in the regular attendance of the children in this family.

2. The presence of parental control is also a factor.

3. School conditions exercise a strong influence on attendance in this case.

VII. Implications

1. It appears that the families over-all socio-economic status is a factor in the regular school attendance of Connie.

2. It appears that there is a need for more privacy in this home.

VIII. Recommendations

1. That the parents as well as the teacher continue to help Connie choose activities that are acceptable and interesting, in order for her to continue her regular school attendance and maintain her average scholastic status.

*The Subject
Case 2

<table>
<thead>
<tr>
<th>Name</th>
<th>Theresa</th>
<th>Age</th>
<th>F</th>
<th>Birth-date</th>
<th>9-25-56</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth-Certificate Number</td>
<td>296936</td>
<td>Grade</td>
<td>3</td>
<td>Average Teacher's Marks</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Marks</td>
<td>Satisfactory</td>
<td>Weight</td>
<td>73 lbs.</td>
<td>Height</td>
<td>4'5&quot;</td>
</tr>
<tr>
<td>General Health</td>
<td>Good</td>
<td>Sibling's Health Status</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distribution of the Present, Absent and Tardy Days As Recorded in the Teacher's Register, 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absence</th>
<th>Unlawful Absence</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>172</td>
<td>8</td>
<td>0</td>
<td>45</td>
</tr>
</tbody>
</table>

Attendance Status

Regular ☒ Irregular

Reason(s) for Day's Absence

1. Personal Illness (had glass removed from foot)
2. 
3. 
4. 

Reason(s) for Tardiness

1. Pupil's indifference 2. Lack of parental control
3. 4. 

Test Data

<table>
<thead>
<tr>
<th>Component</th>
<th>Metropolitan Readiness Test Score</th>
<th>Date 9-11-62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Meaning</td>
<td>14</td>
<td></td>
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</table>
Case 2—Cont'd

Grade I

<table>
<thead>
<tr>
<th>Component</th>
<th>Test Data Score</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Sentences</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Matching</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
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<td></td>
</tr>
<tr>
<td>Copying</td>
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<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>58</td>
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Grade II

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade-Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates Primary Reading Test</td>
<td>Date 9-12-63</td>
</tr>
<tr>
<td>Component Word Recognition</td>
<td>1.9</td>
</tr>
<tr>
<td>Sentence reading</td>
<td>1.4</td>
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<tr>
<td>Paragraph Reading</td>
<td>1.7</td>
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Grade III

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<thead>
<tr>
<th>Component</th>
<th>Grade-Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates Advanced Primary Reading</td>
<td>Date 10-15-64</td>
</tr>
<tr>
<td>Test - Grade-Placement</td>
<td></td>
</tr>
<tr>
<td>Component Paragraph Reading</td>
<td>3.4</td>
</tr>
<tr>
<td>Word Recognition</td>
<td>3.05</td>
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</tbody>
</table>

Church Affiliation

Church Membership

None

Attends Sunday School Regularly

Yes ☐ No ☒

The Family

Father's Name Carl

Mother's Name Addie

Father's Occupation Duke Tire Co.

Mother's Occupation Maid (Hospital)

Father's Education 9th grade

Mother's Education 10th Grade

Brothers

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Johnny</td>
<td>17</td>
<td>8th (Drop-out, in jail)</td>
</tr>
<tr>
<td>2. Jimmy</td>
<td>16</td>
<td>10th (in school, Howard)</td>
</tr>
</tbody>
</table>
### Case 2—Cont'd

#### Brothers

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Carl</td>
<td>14</td>
<td>8th (in school, Howard)</td>
</tr>
<tr>
<td>4. Curtis</td>
<td>10</td>
<td>Mental Retarded, not in school</td>
</tr>
<tr>
<td>5. Jeffery</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Eddie</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

#### Sisters

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carolyn</td>
<td>15</td>
<td>10th (in school, Howard)</td>
</tr>
<tr>
<td>2. Patricia</td>
<td>9</td>
<td>4th (in school, Hill)</td>
</tr>
<tr>
<td>3. Theresa*</td>
<td>8</td>
<td>3rd (in school, Hill)</td>
</tr>
</tbody>
</table>

---

**I. Characteristic behavior and/or problem of child**

The mother of this child says that she is an obedient child. At school she gets along well with everybody.

**II. Environmental factors which may condition the attendance problem of the child**

**A. Socio-economic and family background**

Although this is a large family, they seem to do well on the low income, $93 per week, of the family. The mother works at Georgia Baptist Hospital at night. The father works at Duke Tire Company. Two boys help out with the income of the family by working after school.

**B. General physical health status of the child -- Good**

**C. General physical health status of the family -- Good**

**D. Parental attitude towards education -- Good**

**E. Achievement level of the child -- Satisfactory**
III. Therapeutic measures of parents and teacher in dealing with the child

1. The school and the teacher provide experiences that are meaningful. In order to eliminate the bad habit she has of being late so much, she was given early morning duties.

IV. Child's attitude towards school

1. Theresa likes to come to school. She does good work and is a leader in class. Her problem is that of being tardy so much.

V. Interpretative summary of the case

There are nine children in this family. The family has a problem. The little brother who is ten years old is mentally retarded, so much so, that he cannot be enrolled in school. The parents have been trying to get him into Gracewood (school for retarded children in Augusta, Georgia). He doesn't know right from wrong and keeps the whole family very nervous. However, in spite of the crowded condition in the home, the mother keeps the children very clean and the home is fairly clean. One boy is in jail.

VI. Conclusions

1. Parental attitude toward school is good.

2. School conditions exercise a strong influence on the regular school attendance of this child.

3. The family stays very upset because of the condition of the little retarded boy.

VII. Implications

1. It appears that the big problem in this home is the condition of the little retarded boy.

2. There is a need for outside help from some person or persons or organization who could help the family get this child into Gracewood, the school for retarded children.

VIII. Recommendations

1. That Theresa continue to take an active part in school and community activities which will motivate her to continue regular school attendance and maintain her scholastic status.

* The Subject
Case 3

Name Rose Mary Age 8 Sex F Birth-date 1-29-56

Birth-Certificate Number 11156-09166 Average Teacher's Marks Satisfactory Grade 3 Weight 78 lbs. Height 4'9"

General Health Good Sibling's Health Status Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absence</th>
<th>Unlawful Absence</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance Status

Regular x Irregular ____

Reason(s) for Day's Absence

1. Illness in family 2. Insufficient clothing 3. 4.

Test Data

Grade I Metropolitan Readiness Test Date 9-11-62

Component Score

Word Meaning 8
Sentences 8
Information 10
Matching 5
Total 31
Numbers 4
Copying 5
Total Test 40

Grade II Gates Primary Reading Test Grade-Placement

Component

Word Recognition 2.2
### Case 3—Cont'd

**Grade II**

<table>
<thead>
<tr>
<th>Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph Reading</td>
<td>2.35</td>
</tr>
<tr>
<td>Sentence Reading</td>
<td>2.3</td>
</tr>
</tbody>
</table>

**Grade III**

<table>
<thead>
<tr>
<th>Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Paragraph Reading</td>
<td>3.5</td>
</tr>
<tr>
<td>Advanced Word Recognition</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**Church Affiliation**

- **Church Membership**: Little Friendship Baptist
- **Attends Sunday School Regularly**: Yes [x] No __________

**The Family**

- **Father's Name**: John
- **Father's Occupation**: Works at three parking lots
- **Father's Education**: 12th grade
- **Mother's Name**: Rose
- **Mother's Occupation**: Housewife
- **Mother's Education**: 4th grade

**Brothers**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnnie</td>
<td>7</td>
<td>2nd grade (Hill)</td>
</tr>
<tr>
<td>Hardy</td>
<td>5</td>
<td>Kindergarten (Hill)</td>
</tr>
</tbody>
</table>

**Sisters**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Mary*</td>
<td>8</td>
<td>3rd (Hill)</td>
</tr>
<tr>
<td>Joyce</td>
<td>10</td>
<td>4th (Hill)</td>
</tr>
</tbody>
</table>
I. Characteristic behavior and/or problem of child

Rose Mary's mother says that she is an obedient child at home. She says that Rose is very cooperative and agreeable. At school she gets along well with all of her classmates, is very cooperative in all activities and very mannerable.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

The father works at three parking lots. His wife says that they get along nicely on her husband's salary which is around $120 a week. The father is a Sunday School teacher. They live in a five-room house which is fairly clean, and the children come to school clean. The parents' attitude toward education is very good.

III. Therapeutic measures of parents and teacher

1. The parents cooperate with the school by keeping the child coming regularly to school. The school and the teacher provide meaningful experiences for all of the children.

IV. Child's attitude toward school

"I like to come to school."

V. Interpretative summary of the case

The spiritual and moral aspects of the home have a great deal to do with the good behavior of the children. The fact that the father has taken three jobs, is an indication that he wants to take care of his family. It seems to be a closely-knit family with each member having respect for the others.

VI. Conclusions

1. The presence of parental control appears to be a factor in the regular attendance of this pupil.

2. The mother's presence in the home all day seems to be another factor in the regular attendance.

3. School conditions exercise a strong influence on the regular attendance in this case.
Case 3--Cont'd

VII. Implications

1. It appears that the attitude of both parents toward education is a major factor in the regular attendance, achievement and performance of Rose Mary in school.

VIII. Recommendations

1. That the school and classroom teacher continue to provide experiences that are meaningful and interesting to assure regular school attendance.

Case 4

Name Nathaniel Age 8 Sex M Birth-date 12-15-56

Birth-Certificate Number 19736 Average Teacher's Marks

Fair Weight 68 lbs. Height 4'3" Grade 3

General Health Good Sibling's Health Status Good

Distribution of the Present, Absent and Tardy Days
As Recorded in the Teacher's Register, 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absences</th>
<th>Unlawful Absences</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>175</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance Status

Regular x Irregular

Reason(s) for Day's Absence

1. Personal Illness
2. ___________________
3. ___________________
4. ___________________

Test Data

Grade I Component Metropolitan Readiness Test Score
Word Meaning 11 Date 9-11-62
Case 4--Cont'd

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade I Metropolitan Readiness Test Score</th>
<th>Grade II Gates Primary Reading Test Date 9-12-63</th>
<th>Grade III Gates Advanced Primary Reading Test - Grade-Placement Date 10-15-65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences</td>
<td>9</td>
<td>Word Recognition</td>
<td>Word Recognition (Advanced)</td>
</tr>
<tr>
<td>Information</td>
<td>9</td>
<td>Paragraph Reading</td>
<td>2.4</td>
</tr>
<tr>
<td>Matching</td>
<td>8</td>
<td>Sentence Reading</td>
<td>Advanced Paragraph Reading</td>
</tr>
<tr>
<td>Total Numbers</td>
<td>37</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>Copying</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Church Affiliation   |                                          |                                               |                                                                 |
| Church Membership    | None                                     | Attends Sunday School Regularly               | Yes ___ No x                                                     |

| The Family           |                                          |                                               |                                                                 |
| Father's Name        | Willie                                   | Mother's Name                                 | Annie                                                           |
| Father's Occupation  | Mead Paper Co.                          | Mother's Occupation                           | Housewife                                                       |
| Father's Education   | 10th grade                               | Mother's Education                            | 7th grade                                                       |

| Brothers             |                                          |                                               |                                                                 |
| Name                 | Age                                      | Highest Grade Level Completed                 |                                                                   |
| 1. Joseph            | 17                                       | 12th (completed)                              |                                                                   |
I. Characteristic behavior and/or problem of child

Nathaniel's mother says that at home he is very mischievous and fairly obedient. At school his behavior is very much the same. However, he is a good leader and is very cooperative.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

   The father in this family is the only person working. The grandmother has willed the house to them; therefore, they do not have to pay any rent. Since they don't have any rent to pay, they seem to get along very nicely on their father's salary.

B. General physical status of the child -- Good

C. General physical health status of the family -- Good

D. Parental attitude toward education -- Good

E. Achievement level of the child -- Satisfactory

III. Therapeutic measures of teacher and school
Case 1--Cont'd

1. The school and teacher provide experiences that are meaningful and that will make for good citizenship.

IV. Child's justification of his regular attendance

"I like to go to school."

V. Interpretative summary of the case

This family is closely-knitted together. The mother and father have very good control over the children. The children are always clean. They always brought an attractive and appetizing lunch to school everyday.

VI. Conclusions

1. The mother's presence in the home appears to be a factor in regular attendance in this case.

2. Over-all economic conditions in the home appears to be responsible for regular attendance.

3. Parental attitude toward education is good even though they did not complete their education.

VII. Implications

1. It appears that this family's socio-economic status was a major factor in the regular school attendance of Nathaniel.

VIII. Recommendations

1. That the classroom teacher continue to challenge Nathaniel with interesting and meaningful school work to allow him to achieve maximum performance and competence.

2. That Nathaniel will be so motivated by these school experiences that he will continue his desire to maintain regular school attendance.

The Subject
Case 5

Name                  Terry       Age  8       Sex  M       Birth-date  10-6-56

Birth-Certificate Number 15725       Grade  3       Average Teacher's Marks  Satisfactory       Weight  68 lbs. Height  4'7"

General Health       Good       Sibling's Health Status    Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absence</th>
<th>Unlawful Absence</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>180</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance Status

Regular  x  Irregular

Test Data

Grade I

Metropolitan Readiness Test  Date 9-11-62

Component      Score
Word Meaning     13
Sentences       8
Information     7
Matching        2
Total           30
Numbers         4
Copying         2
Total Test      36

Grade II

Gates Primary Reading Test  Date 9-12-63

Component      Grade-Placement
Word Recognition  1.5
Sentence Reading   2.3
Paragraph Reading  2.15
### Case 5–Cont'd

<table>
<thead>
<tr>
<th>Grade III</th>
<th>Gates Advanced Primary Test - Grade-Placement</th>
<th>Date 10-15-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Word Recognition</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Advanced Paragraph Reading</td>
<td>3.1</td>
<td></td>
</tr>
</tbody>
</table>

### Church Affiliation

<table>
<thead>
<tr>
<th>Church Membership</th>
<th>Attends Sunday School Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baptist</td>
<td>Yes ❌ No ✓</td>
</tr>
</tbody>
</table>

### The Family

<table>
<thead>
<tr>
<th>Father's Name</th>
<th>Mother's Name</th>
<th>Occupation</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie</td>
<td>Juanita</td>
<td>Iron Welder</td>
<td>10th grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Housewife</td>
<td>11th grade</td>
</tr>
</tbody>
</table>

### Brothers

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry*</td>
<td>8</td>
<td>3rd (Hill)</td>
</tr>
<tr>
<td>Reginald</td>
<td>5</td>
<td>Kindergarten (Hill)</td>
</tr>
<tr>
<td>Dexter</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Marcus</td>
<td>8 months</td>
<td></td>
</tr>
<tr>
<td>La Gay</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### Sisters

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda</td>
<td>7</td>
<td>1st grade</td>
</tr>
<tr>
<td>Angela</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
I. Characteristic behavior and/or problem of child

Terry's mother says that he behaves nicely at home. At school he gets along well with everybody. He has a lovely disposition.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

This family lives in a four-room apartment. There are seven living children. The family is rather crowded in their house. The father is an iron-welder, making a salary of $75 per week. The children have sufficient clothing and are kept clean. The house is reasonably clean in spite of the overcrowded condition.

B. General physical health status of the child -- Good

C. General physical health status of the family -- Good

D. Parental attitude toward education -- Good

III. Therapeutic measures of the parents, teacher and school

1. The parents cooperate by sending the child to school. The teacher and the school provide meaningful experiences for this child and all the children.

IV. Child's attitude towards school

1. Terry likes to come to school, and was not absent a day during the school year 1964-1965.

V. Interpretative summary of the case

These people are good citizens. They have a large family, but get along nicely on the salary of the father. The mother is unable to help because of the younger children in the home. The children are kept clean and had money everyday for a hot school lunch. One of the little girls in the family has a nervous condition.

VI. Conclusions

1. School conditions exercise a strong influence on regular attendance in this case.
2. The mother's presence in the home is an influencing factor in this case.

3. Parental attitude toward school is good.

VII. 1. It appears that both parents are assuming their full role of being responsible parents with a good outlook on education.

2. It appears that Terry is interested in school and takes advantage of what the school has to offer.

VIII. Recommendations

1. That Terry's interest and activities be utilized with his school subjects as much as possible in order to continue to motivate a desire to maintain regular school attendance.

Case 6

Name Shirley Age 8 Sex F Birth-date 2-26-56

Birth-Certificate Number 9631-56 Grade 3 Average Teacher's Marks Satisfactory Weight 75 lbs. Height 4'8"

General Health Good Sibling's Health Status Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absence</th>
<th>Unlawful Absence</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance Status

Regular X Irregular _

*The Subject
Reason(s) for Day's Absence

1. Personal Illness
2. 
3. 
4. 

Test Data

Grade I
Metropolitan Readiness Test
Absent

Grade II
Gates Primary Reading Test
Date 9-12-63

Component
Sentence Reading
Paragraph Reading
Word Recognition

Grade III
Gates Advanced Primary Reading Test
Date 10-15-64

Component
Advanced Word Recognition
Advanced Paragraph Reading

Church Affiliation
Church Membership
Evans Temple of Faith (Kirkwood)
Attends Sunday School Regularly
Yes x
No

The Family
Father's Name  J. B.
Mother's Name  Martha
Father's Occupation  Unknown
Mother's Occupation  Nurse (in a home)
Father's Education  5th grade
Mother's Education  9th grade
Brothers

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raymond</td>
<td>5</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>2. Nathaniel</td>
<td>7</td>
<td>2nd grade</td>
</tr>
</tbody>
</table>

Sisters

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shirley*</td>
<td>8</td>
<td>3rd grade (Hill)</td>
</tr>
<tr>
<td>2. Johnnie M.</td>
<td>10</td>
<td>5th grade (Hill)</td>
</tr>
<tr>
<td>3. Martha</td>
<td>12</td>
<td>7th grade (Hill)</td>
</tr>
</tbody>
</table>

I. Characteristic behavior and/or problem of child

Shirley's mother says that she behaves well at home and is very cooperative as far as the duties in the home are concerned. At school she is a leader in her class, and is very cooperative.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

There seems to be moral and spiritual values existing in the home. In spite of the many things that they could use, they get along on the salary that their mother makes. The mother pays $30 a month for their four-room apartment.

B. General physical health status of the child -- Good

C. General physical health status of the family -- Good

D. Parental attitude towards education -- Good

E. Achievement level of the child -- Satisfactory

III. Therapeutic measures of parents and teacher in dealing with the child

1. The mother puts forth every effort to keep the child in school.
Case 6--Cont'd

The teacher provides experiences that are meaningful.

IV. Child's attitude towards school

1. Shirley likes school and comes to school regularly.

V. Interpretative summary of the case

Shirley's father deserted the family right after the last child was born. At this time the grandmother took two of the children to live with her in order to help the mother. The mother's attitude toward education is very good. She is cooperative with the PTA and a good church worker.

VI. Conclusions

1. Parental attitude toward education seems to be the definite factor in the regular attendance of the children in this family.

2. School conditions exercise a strong influence on the school attendance of this child.

3. The mother has good control over her children.

VII. Implications

1. It appears that the family could use more financial assistance.

2. There seems to exists a real relationship between regular school attendance and achievement in this case.

VIII. Recommendations

1. That Shirley continue to be challenged with interesting and meaningful school work in order for her to maintain her regular school attendance and continue her average scholastic achievement.

* The Subject
Case 7

Name Shirley Age 10 Sex F Birth-date 2-7-55
Average Teacher's Marks Poor Birth-Certificate Number 1661
Grade 3 Weight 77 lbs. Height 5'0" General Health Good
Parents Health Status Fair

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absence</th>
<th>Unlawful Absence</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>10</td>
<td>72</td>
<td>15</td>
</tr>
</tbody>
</table>

Attendance Status

Regular ___ Irregular x

Reasons for Irregular Attendance

1. Indifference of Parents 2. Insufficient clothing

Reasons for Day's Tardiness

1. I got up late 2. I had to go to the store for mama
3. ________ 4. ________

Test Data

Grade I Metropolitan Readiness Test Date 9-11-61
Component Score
Word Meaning 10
Sentences 7
Information 6
Matching 9
Total 32
Numbers 7
Case 7--Cont'd

Grade I
Component
Copying
Total Test

Grade II
Absence

Grade III
Component
Sentence Reading
Word Recognition
Paragraph Reading

Church Affiliation
Church Membership
Attends Sunday School Regularly
None

The Family
Father's Name  J. C.  Mother's Name  Lizzie
Father's Occupation  Construction Helper  Mother's Occupation  Nurse, Maid
Father's Education  10th grade  Mother's Education  6th grade

Brothers
Name  Age  Highest Grade Level Completed
1. Robert  31  Unknown
2. Willie  29  Unknown
3. Charlie  21  Unknown
53

Case 7--Cont'd

Sisters

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emma</td>
<td>17</td>
<td>7th (drop-out)</td>
</tr>
<tr>
<td>2. Shirley*</td>
<td>10</td>
<td>3rd (Hill)</td>
</tr>
</tbody>
</table>

I. Characteristic behavior and/or problem of child

Shirley's mother says that she is very obedient at home. At school her conduct is good.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

The over-all conditions in the home along with the parental attitude toward school appears to be factors in the attendance problem in this case. The mother's health is not good. This causes her to work irregularly. The father works as a cement helper on construction jobs. His work depends on the weather. They are often behind in their rent and are put out-of-doors often. The father, according to the mother, spends his money on alcohol.

B. General physical health status of the child -- Good

C. General physical health status of the family -- Fair

D. Parental attitude toward school -- Poor

E. Achievement level of the child -- Poor (below grade level)

III. Therapeutic measures of parents and teacher in dealing with the child

1. The school provided free lunch for Shirley when she was there. She was given clothes by her teacher.

IV. Interpretative summary of the case

Shirley's mother and father have a very poor outlook on education. The child was born here in Atlanta but her parents
Case 7—Cont'd

came to the city about two or three years before her birth. Her mother is sickly and her father is an alcoholic. She is the only child at home. The others are much older than she and are all married. I think the fact that her father is an alcoholic and her mother is sickly accounts for Shirley's nervousness and her inability to keep up with her class.

V. Child's attitude towards school

Shirley likes to come to school but her mother keeps her out for various reasons.

VI. Conclusions

1. There is much sickness in this family.

2. Parental indifference with respect to school affects the attendance of this child.

3. Over-all economic conditions in the home appear to be responsible for the irregular school attendance of this child.

VII. Implications

1. It appears that the care of relatives' younger children, impedes regular school attendance.

2. The mother's illness is a contributing factor in this child's irregular school attendance.

VIII. Recommendations

1. That adequate professional medical care be provided for this mother to assure good physical health.

2. That Shirley be placed in a special education class according to her needs, interests and capabilities, in order for her to develop a desire to want to come to school when illness in the family does not prevent it.

Case 8

Name Brenda Age 10 Sex F Birth-date 2-24-55

*The Subject
Case 8—Cont'd

Birth-Certificate Number Jasper Co. Grade 3 Average Teacher's Marks Satisfactory Weight 84 lbs. Height 4'9" General Health fatique Sibling's Health Status Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

<table>
<thead>
<tr>
<th>Present</th>
<th>Lawful Absence</th>
<th>Unlawful Absence</th>
<th>Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
<td>50</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Attendance Status

Regular _ Irregular x

Reason(s) for Day's Absence and Tardiness

1. Personal illness 2. I slept late
3. ____________ 4. ____________

Test Data

Grade I Metropolitan Readiness Test Date 9-11-62

Component Score
Word Meaning 13
Sentences 10
Information 13
Matching 18
Total 54
Numbers 18
Copying 9
Total Test 71

Grade II Gates Primary Reading Test - Grade Placement Date 9-12-63

Component
Word Recognition 2.86
Sentence Reading 3.2
Paragraph Reading 3.5
Case 8—Cont’d

Grade III  
Component
Gates Primary Reading Test (Advanced)  
Grade-Placement
Advanced Paragraph Reading  
Advanced Word Recognition

3.8

Church Affiliation
Church Membership  
Bethlehem Temple

Attends Sunday School Regularly
Yes  
No

The Family
Father’s Name  
Mother’s Name

Ray  
Annie

Father’s Occupation  
Mother’s Occupation

Unknown  
Maid (private home)

Father’s Education  
Mother’s Education

6th grade  
10th grade

Brothers  
None

Sisters

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Highest Grade Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Betty</td>
<td>11</td>
<td>5th grade (Hill)</td>
</tr>
<tr>
<td>2. Brenda*</td>
<td>10</td>
<td>3rd grade (Hill)</td>
</tr>
<tr>
<td>3. Janice</td>
<td>7</td>
<td>2nd grade (Hill)</td>
</tr>
<tr>
<td>4. Sharon</td>
<td>6</td>
<td>1st grade (Hill)</td>
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</tbody>
</table>

I. Characteristic behavior and/or problem of child

Brenda behaves nicely. She is a leader and likes to cooperate with all of the class and school's activities. Her mother says that Brenda is also very cooperative at home.
Case 8--Cont'd

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

This family is supported by the mother. Brenda's grandmother, who lives in Monticello, Georgia helps with the families income when she can. The mother works in private homes. Her salary is $6 a day for five days. They live in a three-room apartment. The mother does the best that she can by the children. They go to church and Sunday School regularly. She pays $25 a month for her apartment which is in very bad condition.

B. General physical health status of the child -- Sickly

C. General physical health status of the family -- Good

D. Parental attitude toward school -- Good

E. Achievement level of the child -- Satisfactory

III. Therapeutic measures of parents and teacher in dealing with the child

1. When the child is ill, the teachers tried to cooperate with the doctor's orders. Brenda's irregular school attendance was due to personal illness.

IV. Child's attitude towards school

"I was sick."

V. Interpretative summary of the case

This family appears to manage quite well on a very low income. It is a closely knitted family and seem to share with each other. The house is fairly clean. The children come to school clean. Brenda's mother uses a private doctor with her. The mother thinks that she (Brenda) has a cardiac condition, although the doctor has not confirmed this. He is running tests on her.

VI. Conclusions

1. The general health status appears to be the definite factor in the irregular attendance of this child.
2. The closely knit relationships among the members of this family makes it possible for them to get along.

3. The living quarters are in very poor condition.

VII. Implications

1. It appears that this family is in need of financial assistance.

2. Brenda's irregular school attendance seems to have no affect on her scholastic achievement.

VIII. Recommendations

1. That the mother seek financial assistance from the public welfare department.

2. That Brenda remain under the doctor's care if her cardiac condition is to be corrected.

3. That the classroom teacher continue to provide interesting and meaningful experiences for Brenda in order for her to maintain her scholastic status.

Case 9

Name Brenda E. Age 9 Sex F Birth-date 8-28-55

Birth-Certificate Number 12079 Grade 3 Average Teacher's Marks Poor Weight 69 lbs. Height 4'6" General

Health Status Good Sibling's Health Status Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

Present Lawful Absence Unlawful Absence Tardy

130 30 20

Regular Irregular x

*The Subject
Case 9--Con't

Reason(s) for Day's Absence

1. Parents indifference
2. Placed in juvenile (there was no one to care for the children at home. Mother was in jail and the father was sent to an insane institution, out of the city).
3. ________________
4. ________________

Test Data

Grade I  Metropolitan Readiness Test
Absent

Grade II  Gates Primary Reading Test  Date 10-14-63
Component
Paragraph Reading  1.8
Sentence Reading  1.3
Word Recognition  1.2

Grade III  Gates Advanced Primary Reading Test - Grade-Placement  Date 10-15-64
Component
Advanced Paragraph Reading  2.2
Advanced Word Recognition  2.1

Church Affiliation
Church Membership  Attends Sunday School Regularly
None  Yes  No x

The Family
Father's Name  Julius  Mother's Name  Lillian
Father's Occupation  Institution  Mother's Occupation  Housewife
Father's Education  Unknown  Mother's Education  11th grade
Case 9--Cont'd

<table>
<thead>
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<th>Brothers</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
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<table>
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<tr>
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<tr>
<td>Name</td>
<td>Age</td>
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<tr>
<td>1. Brenda E.*</td>
<td>9</td>
</tr>
<tr>
<td>2. Janice</td>
<td>5</td>
</tr>
</tbody>
</table>

I. Characteristic behavior and/or problem of child

Brenda behaves nicely; gets along nicely with her peers; is very cooperative, and has a lovely disposition.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

This is a broken home. The family is now living with a family who took them (the children) in after they were released from the juvenile home. The mother is out of jail now, and is with them. They have been placed on welfare.

B. General physical health status of the child -- Good

C. General physical health status of the family -- Good

D. Parental attitude toward school -- Good

E. Achievement level of child -- Poor

III. Therapeutic measures of parents and teacher in dealing with the child

1. The mother tried to send her to school when the conditions in the home were right. To help with the conditions, Brenda was placed on the free lunch program.
IV. Child's attitude towards school

"My mother was sick" (because she was ashamed to say that her mother was drunk). And the father was very unkind to them.

V. Interpretative summary of the case

This family has many problems. Before the father was sent to a mental institution, he did odd jobs. The mother did not work. The father never provided for his family. He was very cruel to the mother, fighting with her all of the time. The mother is a drunkard and when she becomes intoxicated, she acts very bad in front of the children and in the community. The children are very nervous. Brenda is extremely nervous.

VI. Conclusions

1. Over-all economic conditions appear to be responsible for the large percentage of absences in this case.

2. The children are very nervous.

3. The family is living with another family who just took them in.

4. The family is on welfare.

VII. Implications

1. There is a need for more parental concern for the children in this family.

2. It appears that the mother needs medical help in order to help her overcome her bad habit of drunkardness.

VIII. Recommendations

1. That Brenda be challenged with interesting and meaningful school work in order to achieve maximum proficiency.

2. That Brenda take an active part in school-community activities which will enable her to become better adjusted personally and socially.

3. That some effort be made by school officials to influence the mother that she should keep her children in school regularly.

4. That the classroom teacher confer with Brenda and help her.
Case 9—Cont'd
choose acceptable activities and interests.

Case 10

Name  Leon       Age  8       Sex  M       Birth-date  8-31-56
Birth-Certificate Number  13490       Grade  3       Average Teacher's
Marks  Poor       Weight  67 lbs.       Height  4'10"       General
Health  Good       Sibling's Health Status  Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

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<th>Present</th>
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<th>Unlawful Absence</th>
<th>Tardy</th>
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Attendance Status

Regular       Irregular x

Reason(s) for Day's Absence

1. Insufficient clothing
2. Lack of food
3. Child's indifference
4. Parents indifference

Test Data

Grade I Metropolitan Readiness Test Date 9-10-62

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<th>Component</th>
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x The Subject
63

Case 10--Cont'd

Grade II

Gates Primary Reading Test
Grade-Placement

Absent

Grade III

Gates Advanced Primary Reading Test - Grade-Placement
Date 10-15-64

Component

Word Recognition
Paragraph Reading 1.8
2.6

Church Affiliation

Church Membership
None

Attends Sunday School Regularly
Yes ___ No x

The Family

Father's Name Leon
Mother's Name Marjorie

Father's Occupation Unknown
Mother's Occupation Maid (day-
work)

Father's Education 8th grade
Mother's Education 11th grade

Brothers

Name Age Highest Grade Level Completed
1. Leon* 8 3rd grade (retained)
2. Tony 7 1st grade
3. Tom** 1
4. Harvey** 2

Sisters
None
I. Characteristic behavior and/or problem of child

Leon's mother says that she can hardly do anything with Leon at home. He steals from her, he tells her lies, and is very disobedient. However, at school, when he came, Leon's conduct was good. He got along nicely with his classmates. His achievement was slow due to his irregularity in school.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

The over-all socio-economic condition of the family seem to be responsible for the irregular attendance of this child. The mother's salary is low and not hardly enough to provide the family with a minimum of life necessities.

B. General physical health status of the child -- Good

C. General physical health status of the family -- Good

D. Parental attitude toward education -- Good

E. Achievement level of the child -- Poor

III. Therapeutic measures of parents and teacher in dealing with the child

1. The mother says that she sends Leon to school when he has sufficient clothing. Many days she says that she doesn't know that he is out of school.

2. The school provided free lunch for him when he did come. The writer has bought shoes for him in order for him to come to school.

IV. Child's attitude towards school

When asked sometimes why he didn't come to school, his reply was "I didn't want to come" or "I didn't have any clean clothes."

V. Interpretative summary of the case

Leon's mother and father have been separated since 1958. She is living with her common-law husband. She has given birth
to her last two children out of wed-lock. She does not seem to be the type of person to have children. The day that the writer visited this family, the house was filthy, the mother was on the street having an argument with this common-law mate. She works by the day, that is, going to a different place each day for four days. Her salary is hardly enough to take care of the children. She says that this mate will not contribute to the support of these children because they do not belong to him. The home lacks moral and spiritual values.

VI. Conclusions
1. The lack of parental control seems to be present in this home.
2. The family seems to be in need of more financial support.

VII. Implications
1. It appears that parental negligence is a basic factor in Leon's irregular school attendance.
2. The many problems in this family are contributing factors in the below average achievement of Leon in school.
3. Truancy is another factor in this case.

VIII. Recommendations
1. That referrals continue to be made to the visiting teacher as to the truancy of Leon.
2. That the classroom teacher continue to make every effort possible to discover and establish the child's needs and interests in order to motivate a desire to attend school regularly.
3. That the mother seek assistance from the public welfare.

Case 11

Name __________ Loretta ______ Age 9 __ Sex F ______ Birth-date 8-31-55

* The Subject
** Children fathered by second husband.
Case 11—Cont'd

Birth-Certificate Number 12646  Grade 3  Average Teacher's Marks Satisfactory  Weight 72 lbs.  Height 4'6"  General Health Rheumatic Fever  Sibling's Health Status Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

<table>
<thead>
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<th>Present</th>
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<th>Unlawful Absence</th>
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Attendance Status

Regular  Irregular x

Reason(s) for Day's Absence

1. Illness
2. ____________
3. ____________
4. ____________

Reason(s) for Tardiness

1. Tires Easily
2. ____________
3. ____________
4. ____________

Test Data

Grade I Metropolitan Readiness Test Date 9-10-62

Component  Score
Word Meaning  16
Sentences  11
Information  11
Matching  17
Total  55
Numbers  12
Copying  8
Total Test  75
Case II—Cont'd

Grade II

Gates Primary Reading Test
Grade-Placement Date 9-12-63

Component

Word Recognition 1.9
Sentence Reading 1.45
Paragraph Reading 2.1

Grade III

Gates Advanced Primary
Reading Test Date 10-15-64
Grade-Placement

Component

Word Recognition 3.1
Paragraph Reading 2.78

Church Affiliation

Church Membership
Attends Sunday School Regularly
Little Friendship Baptist Yes x (when not ill) No

The Family

Father's Name Leo Mother's Name Sarah
Father's Occupation Atlanta Motors Mother's Occupation Housewife
Father's Education 8th grade Mother's Education 9th grade

Brothers

Name Age Highest Grade Level Completed
1. Bobby 16 11th grade (in school)

Sisters

Name Age Highest Grade Level Completed
1. Arrie 20 Married (drop-out)
2. Dorothy 19 Married (drop-out)
3. Barbara Jean 14 8th grade
I. Characteristic behavior and/or problem of child

Loretta's mother says that Loretta has a tendency to want to have her way at home. However, at school she acts as any normal child. To observe Loretta at school, one would never suspect that she was a victim of rheumatic fever. Further, she behaves nicely at school and gets along well with the children.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

The socio-economic background of this family does not seem to have anything to do with the attendance problem of Loretta. Loretta's health status seems to be the influencing factor in her school attendance.

B. General physical health status of the child -- Has rheumatic fever.

C. General physical health status of the family -- Good

D. Parental attitude towards education -- These parents seem to know the value of education; and are doing all that they can to keep the children that are not married in school.

E. Achievement level of child -- Satisfactory

III. Therapeutic measures of parents and teacher in dealing with the child

1. When Loretta is suffering from over fatigue, her mother has to keep her in bed for rest as directed by the doctors. At school, the writer saw that Loretta did not engage in any unnecessary physical exertion.
Case 11—Cont’d

IV. Child’s attitude towards school

"I didn't feel well enough to walk to school."

V. Interpretative summary of the case

This is a low-income family, but in spite of this fact, the family seems to get along nicely on the father's salary and what the son is able to contribute from the earnings he receives from his afternoon job.

VI. Conclusions

1. The general health status (rheumatic fever) of the subject is the definite factor in her irregular school attendance.

2. The closely knit features of this family makes it possible for the family to get along nicely on their income.

VII. Implications

1. There is a definite need for more parental control over Loretta since her mother says that she wants to have her way at home.

2. There is a need for a larger home for the family since the two older children have separated from their husbands and are back home.

VIII. Recommendations

1. That Loretta remain under the continuing care of her doctor to assure the best health possible in order to be more regular in school attendance.

2. That the classroom teacher continue to make every possible effort to provide Loretta with interesting experiences in order to motivate a desire to attend school regularly when she is feeling well.

* The Subject
Case 12

Name  Beverly   Age  8  Sex  F  Birth-date  11-29-56
Birth-Certificate Number  16916  Grade  3  Average Teacher's Marks  Satisfactory  Weight  72 lbs.  Height  4'10"
General Health  Good  Sibling's Health Status  Good

Distribution of the Present, Absent and Tardy Days as Recorded in the Teacher's Register, 1964-1965

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<td>162</td>
<td>3</td>
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Attendance Status

Regular  Irregular  x

Reason(s) for Day's Absence

1. Insufficient clothing  2. Lack of parental control

Test Data

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Case 12—Cont'd

Grade II

Component

Grade-ELacement

Word Recognition 1.3

Grade III

Component

Gates Advanced Primary Reading - Grade-Placement

Advanced Paragraph Reading 3.2
Advanced Word Recognition 2.75

Church Affiliation

Church Membership

Atends Sunday School Regularly

Piney Grove Methodist

Yes [x] No [ ]

The Family

Father's Name Edward

Mother’s Name Martha

Father's Occupation Deceased

Mother's Occupation Not Working

Father's Education 12th grade

Mother's Education 9th grade

Brothers

Name Age Highest Grade Level Completed
1. Wallace 23 7th (drop-out)
2. Marvin 13 6th (drop-out)
3. Michael 14 5th

Sisters

Name Age Highest Grade Level Completed
1. Shirley 26 8th (drop-out)
2. Alice 16 7th (drop-out)
I. Characteristic behavior and/or problem of child

Beverly's mother says that she is a very disobedient child at home, almost uncontrollable. She is mean to the other children in the family and wants to have her way. The mother says that Beverly is very impudent. Beverly tries to act the same at school, but she has not been successful.

II. Environmental factors which may condition the attendance problem of the child

A. Socio-economic and family background

This family is on welfare, and the mother also gets a social security check. With this financial help, it seems that she could manage. The children are hardly ever clean, and the house is filthy. They are very crowded at home. The mother says that she pays $40 a month for rent. She also said that she goes to church sometimes, but the children never go to Sunday School.

B. General physical health status of the child -- Good

C. General physical health status of the family -- Good

D. Parental attitude toward education -- Fair

E. Achievement level of the child -- Satisfactory

III. Therapeutic measures of parents and teacher in dealing with the child
1. The school provides Beverly with a free lunch when she was at school. The school also gave her shoes when the visiting teacher (at the request of the teacher) visited the home, and the mother said that Beverly didn't have any shoes and that was why she was out of school that time.

IV. Child's attitude towards school

"I couldn't find my books," "I had to keep my little sister."

V. Interpretative summary of the case

There are eleven children in this family. Three do not live at home. The remaining eight and the mother are crowded in the three rooms. The mother related to me how the two boys steal her money when she cashes her check. She has no control over her children.

VI. Conclusions

1. Parental attitude toward education is fair.
2. They are over-crowded in the home.
3. The mother receives welfare and a social security check.
4. The mother's presence in this home is not a factor in the irregular school attendance of Beverly.
5. Over-all economic conditions in the home appear to be responsible for the large percentage of absences.

VII. Implications

1. It appears that the care and supervision of younger children is a contributing factor in the irregular school attendance of Beverly.
2. There is a definite need for parent-child relationship in this case.

VIII. Recommendations

1. Some effort should be made by school officials to influence the mother to keep this child in school.
2. That Beverly be motivated by her mother to take the necessary means of over-coming rival reasons for her irregular school attendance.
3. That the classroom teacher provide interesting and meaningful experiences for Beverly in order for her to develop a desire to come to school.
CHAPTER V

PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

This chapter is concerned with the presentation of a tabular comparison of the respective types of data for regular and irregular attenders enrolled in the third grade of the Charles W. Hill Elementary School, Atlanta, Georgia. These data are presented in sixteen (16) tables: one table for each category of socio-economic data collected. See tables 1 through 16, pages 79-95, respectively.

Table 1. Shows that there is a slight difference in the chronological ages of the two groups of pupils. The mean-age being 8.3 in the case of the regularly attenders, and 8.1 in the case of the irregularly attenders.

Table 2. Shows that there is a remarkable difference in the number of days absent (over a period of three years). The regularly attending pupils were absent 196 days over a period of three years; whereas, the irregular attenders were absent 837 days over the period of the same three years.

Table 3. Shows that in the case of both groups of pupils, the reasons for absences vary. There was one case where the child was in juvenile detention. This caused many absences, but they were lawful because the child was placed there because there was no adult in the home to care for the children in the family.

Table 4. Shows that "teacher's-marks" over a period of three years reveal that the regularly attending pupils rated higher in achievement than did the irregularly attending pupils. Surprisingly, one girl among the irregular attenders was an "A" pupil each of the three years. Two other girls in the group were "B" pupils for two
of the three years. One of the boys among the regular attenders was a "C" pupil in the first and second grade. The other regular attenders were "B" pupils; however, one of the girls was an "A" pupil in the first and second grade. In the case of the regular attenders, three had acceptable grades in citizenship in the first, second and third grades. There were no outstanding grades in this group. However, three pupils received a grade of "N" which meant that they needed improvement. In the case of the irregular attenders, three received a grade of "N" in citizenship in all three grades, first, second and third. One received a grade of "N" in the first grade. Two received acceptable grades in the first, second and third grades.

Table 5. Shows that in the group of regularly attenders, five out of six parents are married and living together. In the group of irregular attenders, only two families had parents married and living together. There was only one desertion in the families of the regular attenders. There were two separations and one desertion in the case of the irregular attenders.

Table 6. Shows that the home environment of the regular attending pupils had a better appearance than did the home environment of the irregular attending pupils. The families of the regular attenders had larger living quarters than did the families of the irregularly attending pupils.

Table 7. Shows that the sibling status of the twelve pupils vary. In the case of the regular attenders there was only one pupil who was the first child, one who was the last child, one who was the second child, one who was the third child, one who was the fourth child and one who was the seventh child. In the case of the irregular attending group of pupils, one pupil was the first child. One the last child, two the second child, one the seventh child and one the eighth child.

Table 8. There is a difference in the educational level of the father's of both groups. In the case of the regular attending pupils, one father finished high school, two finished the tenth grade, one finished the eleventh grade, one finished the ninth grade, and one finished the fifth grade. One mother finished the eighth grade, one finished the tenth grade, one finished the fourth grade, one finished the seventh grade, one finished the ninth grade and one finished the eleventh grade. In the case of the irregular attending pupil, one father
finished the twelfth grade, one finished the fourth grade, and one was unknown. One mother finished the eleventh grade, two finished the tenth grade, two finished the ninth grade and one finished the fourth grade. On a whole, the mothers tend to be better educated than the fathers.

Table 9. Shows that none of the families of the regular attenders are on welfare. All fathers work (with the exception of one, who is unknown.). In the group of irregular attenders, one father is deceased, one is in an insane institution, two have deserted their families, and two are unknown. Six out of twelve mother's in the families work.

Table 10. Shows that the salary range of the parents of the twelve pupils. There is a remarkable difference in the salaries of both groups. All of the fathers in the group of regular attenders are gainfully employed with earnings ranging from $40 - $120 per week. Only two of the fathers in the group of irregular attenders are gainfully employed, with earnings of $40 and $68 per week. Among the mothers of the regular attenders, three mother's are gainfully employed with earnings ranging from $24 - $35 per week. Three are housewives. In the case of the irregular attenders, three mothers are gainfully employed with earnings ranging from $24 - $30 per week. One is a housewife. One received a welfare check. One receives a welfare check and also a social security check.

Table 11. Shows that four fathers and five mothers are registered voters in the group of regular attenders. In the group of irregular attenders, one father and three mothers are registered voters.

Table 12. Shows that five out of six regularly attending pupils use Grady Hospital. Four out of six irregularly attending pupils use Grady Hospital.

Table 13. Shows that in the group of regularly attending pupils, four out of six have had chicken-pox. Four out of six have had measles. Two out of the six have had mumps. None have had scarlet fever. None have had polio. One has had whooping cough. In the group of irregularly attending pupils, five out of six have had chicken-pox. Four out of six have had measles. Four out of six have had mumps. None have had scarlet fever. None have had polio. Two have had whooping cough.
Table 14. Shows the immunization health record of the twelve pupils. In the group of regularly attenders, all of the pupils have had DPT shots. All have had booster shots. All have been vaccinated for small-pox. In the group of irregular attenders, all have had DPT shots except two. Only one has had a booster shot. All have been vaccinated for small-pox. In both groups, all have had at least three polio shots.

Table 15. Shows the educational status of the siblings of the twelve pupils investigated in this study. There were twelve below school age, three in kindergarten, five in the first grade, four in the second grade, twelve in the third grade (pupils being investigated), four in the fourth, three in the fifth, four in the sixth, six in the seventh, four in the eighth, one in the ninth, three in the tenth, one in the eleventh, one in the twelfth; there were none in the E. M. R. class. There was one who was not in school because he is mentally retarded.

Table 16. Shows the house rent status of the parents of the twelve pupils. In the group of regular attenders, one family owns their home. The others are renting, the rent ranging from $35 - $60 per month. In the group of irregular attenders, one family was taken in by friends, no rent was charged. The other five families rented their homes, rent ranging from $25 - $40 per month.
TABLE 1

CHRONOLOGICAL AGES, SEX, BIRTH-DATES AND BIRTH-CERTIFICATES
OF REGULAR AND IRREGULAR SCHOOL ATTENDERS

<table>
<thead>
<tr>
<th>Names of Children</th>
<th>Sex</th>
<th>Birth-date</th>
<th>Age</th>
<th>Place of Birth</th>
<th>Birth-Certificate Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connie</td>
<td>F</td>
<td>8-21-56</td>
<td>8</td>
<td>Atlanta, Georgia</td>
<td>3098</td>
</tr>
<tr>
<td>Theresa</td>
<td>F</td>
<td>9-25-56</td>
<td>8</td>
<td>Atlanta, Georgia</td>
<td>296936</td>
</tr>
<tr>
<td>Rose</td>
<td>F</td>
<td>1-29-56</td>
<td>9</td>
<td>Chattanooga, Tennessee</td>
<td>11,156-09166</td>
</tr>
<tr>
<td>Nathaniel</td>
<td>M</td>
<td>12-15-56</td>
<td>9</td>
<td>Atlanta, Georgia</td>
<td>19736</td>
</tr>
<tr>
<td>Shirley</td>
<td>F</td>
<td>2-26-56</td>
<td>8</td>
<td>Atlanta, Georgia</td>
<td>9631-56</td>
</tr>
<tr>
<td>Terry</td>
<td>M</td>
<td>10-6-56</td>
<td>8</td>
<td>Atlanta, Georgia</td>
<td>15725</td>
</tr>
<tr>
<td><strong>Six Regular Attending Pupils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Age</td>
<td></td>
<td></td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Names of Children | Sex | Birth-date | Age | Place of Birth         | Birth-Certificate Number |
| Shirley A.        | F   | 2-7-55     | 10  | Atlanta, Georgia       | 1661                     |
| Brenda            | F   | 2-24-55    | 10  | Monticello, Georgia    | Jasper County (Harold Green) |
| Brenda E.         | F   | 8-28-55    | 9   | Atlanta, Georgia       | 12079                    |
| Leon              | M   | 8-3-56     | 8   | Atlanta, Georgia       | 13490                    |
| Loretta           | F   | 8-31-55    | 9   | Atlanta, Georgia       | 12616                    |
| Beverly           | F   | 11-29-56   | 8   | Atlanta, Georgia       | 18916                    |
| **Six Irregularly Attending Pupils** |       |            |     |                        |                          |
| Total             |     |            | 54  |                        |                          |
| Mean Age          |     |            | 8.1 |                        |                          |

\[
M = \frac{\sum x}{n}
\]
<table>
<thead>
<tr>
<th>Names of Children</th>
<th>Present Grade</th>
<th>Present Lawful Absence Grade</th>
<th>Present Unlawful Absence Grade</th>
<th>Times Tardy Grade</th>
<th>Totals Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>K</td>
</tr>
<tr>
<td>1. Connie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>171</td>
</tr>
<tr>
<td>2. Theresa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>3. Rose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4. Nathaniel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>5. Shirley R.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6. Terry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>170</td>
</tr>
</tbody>
</table>

**Six Irregularly Attending Pupils**

<table>
<thead>
<tr>
<th>Names of Children</th>
<th>Present Grade</th>
<th>Present Lawful Absence Grade</th>
<th>Present Unlawful Absence Grade</th>
<th>Times Tardy Grade</th>
<th>Totals Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>K</td>
</tr>
<tr>
<td>1. Shirley</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>2. Brenda</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3. Brenda E.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4. Leon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>5. Loretta</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6. Beverly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>142</td>
</tr>
</tbody>
</table>

*Total number of days in school year

x Child did not attend kindergarten.
**TABLE 3**

**REASONS FOR ABSENCES AND TARDY STATISTICS OF REGULAR AND IRREGULAR SCHOOL ATTENDERS**

<table>
<thead>
<tr>
<th>Regular Attender</th>
<th>Code Name</th>
<th>Code Number</th>
<th>Irregular Attender</th>
<th>Code Name</th>
<th>Code Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Connie</td>
<td>8</td>
<td>1.</td>
<td>Shirley</td>
<td>1, 4, 5, 10</td>
</tr>
<tr>
<td>2.</td>
<td>Theresa</td>
<td>7, 8, 11, 15</td>
<td>2.</td>
<td>Brenda J.</td>
<td>1, 10, 13</td>
</tr>
<tr>
<td>3.</td>
<td>Rose</td>
<td>3, 4, 14</td>
<td>3.</td>
<td>Brenda</td>
<td>1, 5, 12</td>
</tr>
<tr>
<td>4.</td>
<td>Nathaniel</td>
<td>1</td>
<td>4.</td>
<td>Leon</td>
<td>4, 6, 8, 11</td>
</tr>
<tr>
<td>5.</td>
<td>Shirley R.</td>
<td>1</td>
<td>5.</td>
<td>Loretta</td>
<td>1, 2, 4, 7, 13</td>
</tr>
<tr>
<td>6.</td>
<td>Terry</td>
<td>1</td>
<td>6.</td>
<td>Beverly</td>
<td>4, 7, 10, 11</td>
</tr>
</tbody>
</table>

**Principal Reasons for Absences/Tardiness**

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Illness (personal)</td>
</tr>
<tr>
<td>2.</td>
<td>Unfavorable weather</td>
</tr>
<tr>
<td>3.</td>
<td>Illness of a relative</td>
</tr>
<tr>
<td>4.</td>
<td>Insufficient clothing</td>
</tr>
<tr>
<td>5.</td>
<td>Indifference of parents</td>
</tr>
<tr>
<td>6.</td>
<td>Indifference of pupils</td>
</tr>
<tr>
<td>7.</td>
<td>Lack of parental control</td>
</tr>
<tr>
<td>8.</td>
<td>Death in family</td>
</tr>
<tr>
<td>9.</td>
<td>Truancy</td>
</tr>
<tr>
<td>10.</td>
<td>Kept younger siblings</td>
</tr>
<tr>
<td>11.</td>
<td>Slept late</td>
</tr>
<tr>
<td>12.</td>
<td>Juvenile home</td>
</tr>
<tr>
<td>13.</td>
<td>Clinic appointment</td>
</tr>
<tr>
<td>14.</td>
<td>Household chores</td>
</tr>
<tr>
<td>15.</td>
<td>Had to go on an errand</td>
</tr>
</tbody>
</table>
### Table 4

**DISTRIBUTION OF "TEACHER'S-MARKS" OF REGULAR AND IRREGULAR SCHOOL ATTENDERS**

| Regular Attenders | | Irregular Attenders | |
|-------------------|------------------|-------------------|
| Code Name | Achievement | Citizenship | Achievement | Citizenship |
| | Grade | | Grade | |
| | 1 | 2 | 3 | 1 | 2 | 3 |
| 1. Connie | B | B | B | S | S | S | | 1. Shirley | F | F | D | N | N | N |
| 3. Rose | A | A | B | S | S | S | | 3. Brenda | D | D | D | N | N | N |
| 4. Nathaniel | C | C | B | N | N | S | | 4. Leon | F | D | D | N | N | N |
| 5. Shirley | B | B | B | S | S | N | | 5. Loretta | A | A | A | A | A | A |

"Teacher's-Marks" Achievement/Citizenship Code

Scholastic Achievement refers to achievement in the subject area. The alphabetical letters rating achievement are: A - Excellent; B - Good; C - Fair; D - Poor; F - Failure.

Citizenship refers to the subjects work habits, adjustment to the group, and the acceptance of responsibility. The alphabetical letters rating citizenship are: A - Outstanding, S - Acceptable, and N - Needs improvement.
### TABLE 5
MARITAL STATUS OF THE PARENTS OF REGULAR AND IRREGULAR SCHOOL ATTENDERS

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Married</th>
<th>Living Together</th>
<th>Divorced</th>
<th>Separated</th>
<th>Deserted</th>
<th>Unmarried</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regularly Attending Pupils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Connie</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Theresa</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Rose</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Nathaniel</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Shirley</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Terry</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Irregular Attending Pupils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Shirley A.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Brenda J.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Brenda</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Leon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Loretta</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Beverly (Father deceased)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code Name</td>
<td>Own or Buying Home</td>
<td>Number of Rooms</td>
<td>Condition of Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Regularly Attending Pupils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Connie</td>
<td>X</td>
<td>4</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Theresa</td>
<td>X</td>
<td>4</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Rose</td>
<td>X</td>
<td>5</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Nathaniel</td>
<td></td>
<td></td>
<td>Very clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Shirley R.</td>
<td>X</td>
<td>4</td>
<td>Very clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Terry</td>
<td>X</td>
<td>4</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Irregularly Attending Pupils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Shirley</td>
<td>X</td>
<td>2</td>
<td>Filthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Brenda J.</td>
<td>X</td>
<td>3</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Brenda</td>
<td></td>
<td></td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Leon</td>
<td>X</td>
<td>3</td>
<td>Filthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Loretta</td>
<td>X</td>
<td>4</td>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Beverly</td>
<td>X</td>
<td>3</td>
<td>Filthy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# TABLE 7

**SIBLING STATUS OF THE CHILDREN IN THE FAMILIES OF REGULAR AND IRREGULAR SCHOOL ATTENDERS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Only Child</th>
<th>First Child</th>
<th>Last Child</th>
<th>Middle Child</th>
<th>Relative Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Connie</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Theresa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Rose</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Nathaniel</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Shirley R.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Terry</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Regularly Attending Pupils**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Only Child</th>
<th>First Child</th>
<th>Last Child</th>
<th>Middle Child</th>
<th>Relative Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shirley A.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Brenda J.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Brenda E.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Leon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Loretta</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Beverly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Irregularly Attending Pupils**
# Table 8

**Educational Status of the Parents of Regular and Irregular School Attendees**

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regularly Attending Pupils</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Connie</td>
<td>Eleventh grade</td>
</tr>
<tr>
<td>2.</td>
<td>Theresa</td>
<td>Ninth grade</td>
</tr>
<tr>
<td>3.</td>
<td>Rose</td>
<td>Twelfth grade</td>
</tr>
<tr>
<td>4.</td>
<td>Nathaniel</td>
<td>Tenth grade</td>
</tr>
<tr>
<td>5.</td>
<td>Shirley R.</td>
<td>Fifth grade</td>
</tr>
<tr>
<td>6.</td>
<td>Terry</td>
<td>Tenth grade</td>
</tr>
<tr>
<td></td>
<td>Irregularly Attending Pupils</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Shirley A.</td>
<td>Fourth grade</td>
</tr>
<tr>
<td>2.</td>
<td>Brenda J.</td>
<td>Ninth grade</td>
</tr>
<tr>
<td>3.</td>
<td>Brenda E.</td>
<td>Unknown</td>
</tr>
<tr>
<td>4.</td>
<td>Leon</td>
<td>Eighth grade</td>
</tr>
<tr>
<td>5.</td>
<td>Loretta</td>
<td>Eighth grade</td>
</tr>
<tr>
<td>6.</td>
<td>Beverly</td>
<td>Twelfth grade (deceased)</td>
</tr>
</tbody>
</table>
## TABLE 9

**OCCUPATIONAL STATUS OF THE PARENTS OF REGULAR AND IRREGULAR SCHOOL ATTENDERS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Regularly Attending Pupils</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Connie</td>
<td>Custodian (Book publishing Co.)</td>
<td>Nurse</td>
</tr>
<tr>
<td>2.</td>
<td>Theresa</td>
<td>Duke Tire Company</td>
<td>Maid (Georgia Baptist Hospital)</td>
</tr>
<tr>
<td>3.</td>
<td>Rose</td>
<td>Parking lot helper (Works at three different lots)</td>
<td>Housewife</td>
</tr>
<tr>
<td>4.</td>
<td>Nathaniel</td>
<td>Mead Paper Company</td>
<td>Housewife</td>
</tr>
<tr>
<td>5.</td>
<td>Shirley R.</td>
<td>Unknown</td>
<td>Housewife (Private home)</td>
</tr>
<tr>
<td>6.</td>
<td>Terry</td>
<td>Grinell &amp; Company in Covington, Georgia (Iron welder)</td>
<td>Housewife</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Irregularly Attending Pupils</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Shirley A.</td>
<td>Construction helper</td>
<td>Nurse (Private home)</td>
</tr>
<tr>
<td>2.</td>
<td>Brenda J.</td>
<td>Unknown</td>
<td>Maid (Private home)</td>
</tr>
<tr>
<td>3.</td>
<td>Brenda E.</td>
<td>Is in an insane institution</td>
<td>Welfare check</td>
</tr>
<tr>
<td>4.</td>
<td>Leon</td>
<td>Unknown</td>
<td>Day work (Private home)</td>
</tr>
<tr>
<td>5.</td>
<td>Loretta</td>
<td>Atlanta Motor Parts</td>
<td>Housewife</td>
</tr>
<tr>
<td>6.</td>
<td>Beverly</td>
<td>Deceased</td>
<td>Welfare check and Social Security</td>
</tr>
</tbody>
</table>
TABLE 10

RANGE OF THE WEEKLY SALARY OF THE PARENTS OF THE REGULAR AND IRREGULAR SCHOOL ATTENDERS

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Regularly Attending Pupils</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Connie</td>
<td>$40 per week</td>
<td>$35 per week</td>
</tr>
<tr>
<td>2.</td>
<td>Theresa</td>
<td>$69 per week</td>
<td>$24 per week</td>
</tr>
<tr>
<td>3.</td>
<td>Rose</td>
<td>$120 per week</td>
<td>Housewife</td>
</tr>
<tr>
<td>4.</td>
<td>Nathaniel</td>
<td>$58 per week</td>
<td>Housewife</td>
</tr>
<tr>
<td>5.</td>
<td>Shirley R.</td>
<td>Unknown (does not live with family)</td>
<td>$30 per week</td>
</tr>
<tr>
<td>6.</td>
<td>Terry</td>
<td>$75 per week</td>
<td>Housewife</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shirley A.</td>
<td>$40 per week</td>
<td>$25 per week</td>
</tr>
<tr>
<td>2.</td>
<td>Brenda J.</td>
<td>Unknown (does not live with family)</td>
<td>$30 per week</td>
</tr>
<tr>
<td>3.</td>
<td>Brenda E.</td>
<td>Is in an insane institution</td>
<td>Welfare</td>
</tr>
<tr>
<td>4.</td>
<td>Leon</td>
<td>Unknown (does not live with family)</td>
<td>$24 per week</td>
</tr>
<tr>
<td>5.</td>
<td>Loretta</td>
<td>$68 per week</td>
<td>Housewife</td>
</tr>
<tr>
<td>6.</td>
<td>Beverly</td>
<td>Deceased</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Name</td>
<td>Father</td>
<td>Yes</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>1.</td>
<td>Connie</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Theresa</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3.</td>
<td>Rose</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Nathaniel</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Shirley R.</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Terry</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

**Regularly Attending Pupils**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Father</th>
<th>Yes</th>
<th>No</th>
<th>Mother</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shirley A.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Brenda J.</td>
<td>Unknown</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Brenda E.</td>
<td>Unknown</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Leon</td>
<td>Unknown</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Loretta</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Beverly</td>
<td>Deceased</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 12

TYPES OF MEDICAL SERVICES AVAILABLE TO THE FAMILIES OF REGULAR AND IRREGULAR SCHOOL ATTENDERS

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Grady Hospital</th>
<th>Grady Card Number</th>
<th>Private Doctor</th>
<th>Home Remedies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly Attending Pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Connie</td>
<td>x</td>
<td>Not Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Theresa</td>
<td>x</td>
<td>C67811 F A 01-16-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Rose</td>
<td>x</td>
<td>C56709 F B 01-10-63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Nathaniel</td>
<td>x</td>
<td>Not Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Shirley R.</td>
<td>x</td>
<td>Not Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Terry</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Irregularly Attending Pupils

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Grady Hospital</th>
<th>Grady Card Number</th>
<th>Private Doctor</th>
<th>Home Remedies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shirley A.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Brenda J.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Brenda E.</td>
<td>x</td>
<td>Not Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Leon</td>
<td>x</td>
<td>C129392 N A 01-6-65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Loretta</td>
<td>x</td>
<td>C85101 F B 01-62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Beverly</td>
<td>x</td>
<td>C25863 F A 01-8-65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## TABLE 13

**TYPES AND INCIDENCE OF DISEASES INDICATED FOR REGULAR AND IRREGULAR SCHOOL ATTENDERS**

<table>
<thead>
<tr>
<th>Names of Children</th>
<th>Chicken Pox</th>
<th>Measles</th>
<th>Scarlet Fever</th>
<th>Polio</th>
<th>Whooping Cough</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regularly Attending Pupils</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Connie</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2. Theresa</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Rose</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Nathaniel</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5. Shirley R.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>6. Terry</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

| **Irregularly Attending Pupils** |
| 1. Shirley A.     | +           | -       | +             | -     | -             |
| 2. Brenda J.      | +           | +       | +             | -     | -             |
| 3. Brenda E.      | +           | +       | +             | -     | -             |
| 4. Leon           | +           | +       | -             | -     | +             |
| 5. Loretta        | -           | -       | +             | -     | -             |
| 6. Beverly        | +           | +       | +             | -     | +             |

*Code (+) child has had this disease
(-) child has not had this disease*
TABLE 11
IMMUNIZATION STATISTICS FOR REGULAR AND IRREGULAR SCHOOL ATTENDERS

<table>
<thead>
<tr>
<th>Names of Children</th>
<th>DPT</th>
<th>B</th>
<th>Small-Pox</th>
<th>Polio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messengers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly Attending Pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Theresa</td>
<td>1957</td>
<td>1960</td>
<td>Scar</td>
<td>2-23-61, 3-10-61, 4-9-62</td>
</tr>
<tr>
<td>3. Rose</td>
<td>1-31-57, 3-5-57, 4-2-57</td>
<td>1961</td>
<td>Scar</td>
<td>3-10-62, 1-4-63, 2-8-63</td>
</tr>
<tr>
<td>4. Nathaniel</td>
<td>3-5-57</td>
<td>1-10-61</td>
<td>11-3-57</td>
<td>4-30-57, 5-28-57, 11-8-58</td>
</tr>
<tr>
<td>5. Shirley R.</td>
<td>1956</td>
<td>1-10-61</td>
<td>Scar</td>
<td>3-10-62, 7-18-63, 9-3-63</td>
</tr>
<tr>
<td>Names of Children</td>
<td>DPT</td>
<td>B</td>
<td>Small-Pox</td>
<td>Polio</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
<td>-------</td>
<td>-----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1. Shirley</td>
<td>-</td>
<td>-</td>
<td>Scar</td>
<td>3-10-62, 11-18-57, 2-23-61</td>
</tr>
<tr>
<td>2. Brenda J.</td>
<td>-</td>
<td>6-7-63</td>
<td>8-11-61</td>
<td>7-18-56, 3-10-62, 8-11-63</td>
</tr>
<tr>
<td>4. Leon</td>
<td>9-4-63</td>
<td>-</td>
<td>Scar</td>
<td>11-18-61, 2-25-63, 3-10-62</td>
</tr>
<tr>
<td>5. Loretta</td>
<td>1961</td>
<td>-</td>
<td>1962</td>
<td>3-10-62, 7-24-63, 8-11-63</td>
</tr>
</tbody>
</table>
### TABLE 15

**DISTRIBUTION OF THE EDUCATIONAL STATUS (GRADE-PLACEMENT) OF THE SIBLINGS OF THE FAMILIES OF THE REGULAR AND IRREGULAR SCHOOL ATTENDERS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below school age</td>
<td>12</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3</td>
</tr>
<tr>
<td>First Grade</td>
<td>5</td>
</tr>
<tr>
<td>Second Grade</td>
<td>4</td>
</tr>
<tr>
<td>Third Grade*</td>
<td>12*</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>4</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>3</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>4</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>6</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>4</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>1</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>3</td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>1</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>1</td>
</tr>
<tr>
<td>E. M. R.</td>
<td>0</td>
</tr>
<tr>
<td>Mentally Retarded</td>
<td>1</td>
</tr>
</tbody>
</table>

*Pupils being investigated.*
TABLE 16
RANGE OF RENT-INDEX FOR THE FAMILIES OF THE REGULAR
AND IRREGULAR SCHOOL ATTENDERS

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Rent Paid by Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regularly Attending Pupils</strong></td>
<td></td>
</tr>
<tr>
<td>1. Connie</td>
<td>$60</td>
</tr>
<tr>
<td>2. Theresa</td>
<td>$40</td>
</tr>
<tr>
<td>3. Rose</td>
<td>$45</td>
</tr>
<tr>
<td>4. Nathaniel</td>
<td>Family owns home</td>
</tr>
<tr>
<td>5. Shirley R.</td>
<td>$35</td>
</tr>
<tr>
<td>6. Terry</td>
<td>$60</td>
</tr>
<tr>
<td><strong>Irregularly Attending Pupils</strong></td>
<td></td>
</tr>
<tr>
<td>1. Shirley A.</td>
<td>$25</td>
</tr>
<tr>
<td>2. Brenda</td>
<td>$25</td>
</tr>
<tr>
<td>3. Brenda E.</td>
<td>A family took them in after the father was placed in an insane institution and the mother was sent to jail.</td>
</tr>
<tr>
<td>4. Leon</td>
<td>$25</td>
</tr>
<tr>
<td>5. Loretta</td>
<td>$40</td>
</tr>
<tr>
<td>6. Beverly</td>
<td>$40</td>
</tr>
</tbody>
</table>
CHAPTER VI

SUMMARY AND CONCLUSIONS

Recapitulation of theoretical basis of study.--In the structure of our society the main means of attaining a universally educated citizenry is through school attendance. The child benefits from attendance in direct relation to the way the school meets his needs. This presents the greatest challenge to the modern school. All states have compulsory attendance laws. Georgia's law is outstanding and is so considered by leaders throughout the nation. The purpose of the law is to protect and help children.

The child is the focus. Proper growth, education and adjustment will not occur when the child feels blocked by problems which he cannot solve without individual help. Current waste in human life and cost to citizens of courts, mental hospitals and prisons cannot be ignored. The school is looked upon as an institution which can and should contribute more in the area of prevention of such waste of human resources. The support of the home, community groups, community agencies, and the court is essential to maintain attendance consistent with the best interest of the individual child and society.

Although such a special supplementary service is needed, the local school administrators and faculty must carry a basic responsibility in maintaining school attendance.
The social and economic status of a child's home is believed to affect his school life. He is concerned about the way his home compares with the homes of his friends. He may be emotionally disturbed by feeling that he lives in the least desirable dwelling in the neighborhood. He may get the impression that he is socially superior, if his home is conspicuously better than theirs. It may be necessary to give special attention to the two extremes of the economic scale. For example, those from very poor homes may need help in getting glasses, dental work, medical care, lunches, or clothing. While, on the other hand, children from wealthy homes may be just as much in need of a different kind of help because of over-indulgence, over protection or neglect.

It should be remembered, however, that the moral and/or emotional climate of the home and not the economic status is the key to the mental health of the child. Many families are happy and well adjusted in spite of undesirable living conditions, while many are discontented and frustrated in the midst of luxury.

Peter Lisager and Margaret Higgins wrote an article entitled, "Mrs. Lyndon B. Johnson's Challenge to Woman." In this article, Mrs. Johnson was quoted to have given invaluable advice in regard to the teacher's attitude toward children of low socio-economic status, who are culturally deprived. She stressed giving the child above all else, self-respect. Self-respect is the thing that most children do not get at home, although self-respect is a basic ingredient for character and citizenship.
Poor attendance affects the teacher as well as the child in that anything which delays the child means additional burdens upon his teacher. She will be compelled to repeat the work with the non-attendant and in many cases even the progress of the other members of the class will be retarded. Even though the teacher recognizes the utter indefensibility of permitting this to happen, she is frequently helpless in the matter. Her schedule may be such as to render it impossible to avoid it.

There are three types of non-attendant, the truant, those missing because of faults at home, some of which is non-excusable and some of which is excusable, and lastly those for which the community is to blame due to such local conditions as poverty, distance from school, lack of social urge to go to school, etc.

The remedy in each case is different. In the former, recourse to the truant officer and truant laws will be found in studying local and home conditions in an attempt to locate possible means of correcting trouble.

There is also a possibility that a study of the school curriculum and the teacher's methods will indicate the reason why the parents, patrons and pupils, are so little interested in schooling. A school offering that is so weak in vitality as to fail to convince those who should be interested probably needs change.

Evolution of the problem.—This problem grew out of the writer's concern with the irregular attendance and chronic tardiness of pupils in her class and others in this school locale. Through observation
she found that the same pupils, week after week are constantly absent and tardy. After checking the records, the writer found that a definite pattern of irregular attendance as well as regular attendance has existed since these pupils entered school. The writer believes that the foundation for regular attendance and punctuality should be laid in the early primary grades.

Contribution to educational knowledge.--It is hoped that this study, from its findings and interpretations of data, will aid teachers with similar problems in the following manner:

1. To recognize that irregular absences and chronic tardiness in an evidence of difficulty in the home, in the school, or in the child.

2. To seek a complete understanding and possible solution to the problems which lie in the individual cases of absenteeism.

3. To continue to encourage regular attendance in pupils by creating a classroom atmosphere that will make children want to come to school and take part in the school activities.

Statement of the problem.--The major problem involved in this study was to develop case-studies based upon selected socio-economic background factors of the families, together with an examination of the home-school behavior patterns, scholastic attainment of third grade pupils, who were compared as regular and irregular school attenders.

More specifically, this study has attempted to answer the follow-
ing questions:

1. Do over-all economic conditions in the home appear to be responsible for large percentages of absences from school?

2. Does parental indifference, with respect to school attendance
100

affect the school attendance of the child?

3. Is the mother’s presence in the home all day a factor influencing the regularity of school attendance?

4. Does lack of parental control appear to be a factor influencing regular school attendance?

5. Does the presence of parental control appear to be a factor influencing regular school attendance?

6. Is there a relationship between school attendance and the educational level of the parents?

7. How many siblings are in the family, and what is their educational status?

8. What are the over-all health conditions of the six regularly attending and six irregularly attending third grade pupils?

9. Does the age-grade status appear to be a factor in the pupil’s school attendance?

10. Do school conditions appear to exercise a strong influence on school attendance?

11. Does the child live with his parents or a guardian?

12. Is there a significant difference in the socio-economic status and school attendance record between regular attending and irregular attending third grade pupils in the Charles Hill Elementary School, Atlanta, Georgia?

Recapitulation of research design of study.--Significant aspects of the research design of this study are outlined below.

1. Locale and Period of Study - This research was conducted at the Charles W. Hill Elementary School, Atlanta, Georgia, during the 1964-1965 school year.

2. Method of research - The Case-study Method of Research, employing the technique of test scores, "Teacher's-Marks," interview, was used to collect the data on socio-economic background.

3. Subjects - The subjects were: six regular attenders and six irregular attenders enrolled in the third grade, together with their parents wherever interviewed.
4. **Instruments** - The instruments/materials used were: official records, "teacher's marks," test-scores and interviews.

5. **Criterion of reliability** - The criterion of reliability of the data was the accuracy and authenticity of the data-items on the official records and response reactions of subjects during the interview.

6. **Procedure** - Procedural steps were:
   a. Permission to conduct this study was obtained from the Metropolitan School Development Council.
   b. A survey of literature related to this study was made.
   c. Interviews were conducted to determine the socio-economic background data of the pupils and their families.
   d. The cumulative records were examined to secure data on test performances and attendance.
   e. Teacher's register was checked to determine reasons for absences.
   f. The development of a case-study profile for each of the twelve pupils.
   g. The data were assembled into appropriate tables.
   h. The findings, conclusions, implications and recommendations were formulated.

**Summary of relative literature.** -- A summary of the survey of the related literature on this problem might be characterized in the separate statements below.

1. Research studies reveal that children having physical defects are absent from school more often than those not having physical defects.

2. Seventy-five per cent of all absences are due to illness.

3. The type of school organization has a positive relationship to the achievement of the pupils enrolled.

4. There is a definite relationship between socio-economic status, health and school attendance.
5. The future drop-out is not strictly a secondary school problem but is also an elementary school one.

6. The future drop-out is sometimes over-age for his grade.

7. The future drop-out is behind others in reading, arithmetic, and any other academic achievement at his grade level.

8. The highest incidence of school failure occurs among children from low-income families.

9. The primary social environment of the young child is the home, whether the home is in the city, suburb or country.

10. Early life experiences have a potent and far-reaching effect upon the young child.

11. The basic purpose of the code of ethics of the NEA is to raise the professional standards of teachers.

12. Of all the agencies, it is the school which impinges upon the lives of children in ways that will count in the city's future.

13. The elementary school usually provides the child's first extended experiences with society outside the home.

14. The importance of the home requires that teacher and parents work toward the same end of fostering the development of social conscience of the child.

15. Teachers should discuss problems with parents and plan ways to solve them cooperatively when advisable.

16. The "stay-out" is as deadly a menace to society as the "drop-out."

17. The first step towards working with the problem of "stay-outs" is to try to locate them in the very early primary grades and begin indoctrinating them into knowledge of the importance of regular school attendance.

18. Parents of culturally deprived children often have limited education.

19. Good attendance, like other social and moral values, is environmentally influenced.

20. The teacher should seek to:

   a. Know the pupil as an individual.
b. Gain the pupil's confidence
   c. Provide an educational program wherein the pupil can experience progress.
   d. Demonstrate the relationship between education and life.
   e. Extend the social experience of the pupil.

Summary of basic findings.--A summary of the basic findings of this research points up the following significant facts:

1. The irregularly attending pupils were absent more over a period of three years than the regularly attending pupils.

2. "Teacher's-marks" over a period of three years reveal that the regularly attending pupils rated higher in achievement than did the irregularly attending pupils.

3. The chronological ages of the regularly attending pupils is slightly lower than that of the irregularly attending pupils.

4. Five out of six parents of the regular attenders are married and living together. In the group of irregular attenders, only two families have parents married and living together.

5. Two families out of the twelve are on welfare. These were families of the irregular attenders.

6. One family receives social security.

7. One parent out of the twelve families was deceased.

8. There was a remarkable difference in the education of the fathers in the two groups. One parent in each group finished high school. There is a slight difference in the education (in general) of the two groups. The group of mothers was better educated than the group of fathers.

9. One family owns its own home.

10. Nine out of the twelve pupils use Grady Hospital.

11. The salaries of the parents of the regularly attending pupils is much higher than the salaries of the parents of the irregularly attending group of pupils.

12. None of the twelve pupils has had Polio or Scarlet Fever.

13. All of the twelve pupils have had at least three Polio shots.

14. Two of the irregular attenders had better scholastic indices
than any of the regular attenders.

15. On a whole the regular attenders were better behaved at home and at school than the irregular attenders.

16. On a whole the regular attenders scored higher on tests than did the irregular attenders.

Conclusions.—The analysis and interpretation of the findings of this research would appear to warrant the conclusions which follow below.

1. The mother's presence in the home all day seems to be a definite factor responsible for regular school attendance.

2. Lack of parental control appears to be a factor in irregular school attendance of some pupils.

3. Over-all economic conditions appear to be responsible for a large percentage of irregular attendance.

4. Personal illness is responsible for a large percentage of irregular school attendance.

5. Parental attitude with reference to school attendance is a definite factor in both regular school attendance and irregular school attendance of pupils.

6. School conditions exercise a strong influence on the school attendance of the pupils.

7. Both parents married, and living together in the home, is a factor in regular attendance.

8. There is a definite relationship between attendance and the educational level of the parents.

9. Regularly attending pupils rate higher in achievement both with reference to "Teacher's-marks" and test scores than irregularly attending pupils.

Implications.—The interpretation of the findings of this study would appear to warrant the implications characterized below.

1. In culturally disadvantaged families there is the tendency to provide girls with a longer period of education and/or formal training.
2. In culturally and economically disadvantaged families there is the tendency for mothers to be "ruling" authority as well as the chief income-producer.

3. In culturally and economically disadvantaged families, the "level of aspiration" of adults and children is potentially and often-times actually is a more potent factor determining regularity of school attendance than the "blight" of being poor and disadvantaged.

4. The behavior-pattern of children tend to be consistently the same both within the home and within the school environment.

5. The "level of aspiration" of the child and the family often-times becomes the bridge or avenue used by the individual to break away from the inhibiting environment of the culturally and economically disadvantaged.

Recommendations.--The findings, conclusions and implications prompt the recommendations which follow below.

1. That conferences be held with the pupils, teachers and principal in order to discuss attendance and find ways to solve the problem.

2. That the teachers should help pupils become sensitive to the continuing need for regular school attendance.

3. That the school along with the PTA, inaugurate a program of cultural and economic education designed to help the underprivileged families.

4. That school people, the general citizenry, parents, and professional agencies increase their knowledge towards providing adequate educational programs which are designed to seek every way possible to motivate to fullest development of the pupil.

5. That the teacher make every effort possible to discover and establish the child's needs and interests.

6. That conferences, designed to discover workable plans for keeping their child or children in school, be held with parents.

7. That the parents follow the medical authorities advice with reference to their children's health conditions.

8. That some families seek financial assistance from the Public Welfare Department.
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APPENDIX

INTERVIEW SCHEDULE

Questions Asked in the Interview

1. What is your name?
2. What is your husband's name?
3. Do you work?
4. Does your husband work?
5. Are you and your husband living together?
6. What is your salary?
7. What is your husband's salary?
8. How many rooms do you have to your house?
9. How much rent do you pay?
10. Do you use Grady Hospital, or do you have a private doctor?
11. How many children do you have?
12. What are their names and ages?
13. Are any of them married?
14. Are you and your family members of a church?
15. Are you and your husband registered voters?
16. How far did you go in school?
17. What school does your children go to?
18. How far did your husband go in school?
19. What grade are they in?

20. What has been your child's performance on tests at school?
VTIA

Woods, Rosebud Owane

Education:


Experience:

Elementary school teacher - third grade, Alabama Industrial School, Mt. Meigs, Alabama; special education, David T. Howard Elementary School, Atlanta, Georgia; third grade, Charles Hill Elementary School, Atlanta, Georgia; grade two-three, Rosalie Holley Wright Elementary School to date.

Personal Information:

Single; member of Georgia Education and Teachers Association; National Education Association; Classroom Teachers Association; St. Paul's Episcopal Church.