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CAUSATIVE FACTORS OF ABSENCE IN NEWELL SCHOOL

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A Thesis  
Presented to  
the Faculty of the Graduate School  
Appalachian State Teachers College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Robert P. Long  
August 1949

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## CHAPTER I

### INTRODUCTION

For almost a century a system of tabulating attendance has been used. During these many years, the problem of absence has increased until it has become an urgent matter for consideration. Numerous investigations have been made in the past thirty years to discover the causes and results of absence, and many methods have been employed in its elimination. No longer can a school continue to regard its absence problem as legalistic or traditional, or disregard it for fear of revealing school inadequacies. Time should be given to an objective and impartial investigation of the causative factors of absence, and their implications applied to the strengthening of the educational opportunities of the child. This study was the outgrowth of the recognition that an understanding of the absence problem would benefit the school program.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the causes of absence as stated in parents' written excuses; (2) to determine the causes of absence as shown by a statistical analysis of attendance



records; and (3) to determine the causes of absence by investigations and use of pupil guidance questionnaires.

Importance of the study. It becomes the duty of the school to understand absence and interpret it in terms of a realistic approach to the matter.<sup>1</sup> The problem of absence does not end with tabulations in class registers and reports of attendance law violations, nor is it alleviated with lectures about the results of poor attendance. Absence is often an indication of need on the part of the child. Administrative measures may eliminate considerable absence by various devices, but unless those measures are aimed at removing the cause of absence they are poor practices. Of course, the causes of absence must first be determined before a proper philosophy and administrative procedure can be designed which will effectively solve the problem.

The present study was made to determine the causes of absence in Newell School so that a proper philosophy could be formulated and an administrative procedure set up which would agree with the findings. Absence is the problem of the school, and the problem of another agency only after the school has made an unrepachable effort to correct the causes. This study constituted an effort to meet the challenge presented by a problem which was the duty of the school to solve.

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<sup>1</sup> B.D. Karpinos, "School Attendance as Affected by Prevailing Socio-Economic Factors", School Review, 51:39-49, January, 1943.

## II. DEFINITIONS OF TERMS USED

Absence. Absence was referred to as meaning the failure of a child to be present at school for more than half a day's session, for all of a day's session, for sessions intermittently, or for successive days over a period of time.

## III. CHARACTER OF THE SCHOOL AND SCHOOL DISTRICT

Newell School is located a few miles from Charlotte, North Carolina. The district which the school serves is adjacent to the city limits of Charlotte, and extends north of it for about ten miles. The southern section of the district is suburban while the northern section is rural. Farming and dairying are the major occupations of the rural area, but a goodly part of the population is employed at various occupations in the city. The number of children from each section is approximately the same. There are few cases of poverty, and the economic status of the district as a whole is moderate.

The school bus routes are along the two main highways and over graveled roads which are in good condition. The operation of the busses is seldom interrupted, and only then by heavy snowfall. The majority of the children ride the school busses, which is all but a very few cases pass with in less than half a mile of the homes. The busses serve

only those children who live more than one mile from the school.

The school is a consolidation of the eight grammar grades and the four high school grades. There are twelve teachers, four of whom are in the high school. The average yearly membership exceeds 325 pupils, about seventy of whom are in the high school. The program of the school is progressive, and its advantages are comparable to those of most any small school to be found in the state.

#### IV. PROCEDURES AND GROUPS STUDIED

Procedures. Parents' written excuses were required of all pupils on the morning of their return to school after a day or days of absence. The excuses were placed in a special file after the information contained therein was recorded on special forms provided for the purpose. A record of each child's attendance was kept in the regular teacher's classroom register.

Investigations were made of all pupils who had excessive absence. These investigations were conducted by the school nurse, the attendance officer, case workers from the Juvenile Court and Mecklenburg County Welfare Department, and the writer. Telephone conversations, home visits, and conferences with pupils were means employed to validate causes of absence. The information included

in pupils' guidance questionnaires was used to supplement the findings of investigations.

None of the teachers employed special devices for encouraging good attendance beyond the natural devices of well-balanced, attractive programs of classwork. Each case of absence was reported to the Principal's office one the morning it occurred, and all pupils reported directly to the office upon their return to school.

Groups studied. All pupils in the high school and the upper four grades of the grammar school who were in membership for the entire school year of 180 days were included in the study. Table I gives the distribution of membership by grades for the group.

TABLE I  
DISTRIBUTION OF MEMBERSHIP  
BY GRADES OF THE GROUP STUDIED

Grade	5	6	7	8	9	10	11	12	Totals
Boys	15	10	11	13	9	8	10	6	82
Girls	11	25	12	15	10	10	8	5	96
Totals	26	35	23	28	19	18	18	11	178

The lower four grades of the grammar school were omitted from the study because the information given on their guidance questionnaires was incomplete. The pupils in the

study represented a cross-section of the characteristics and locations in the school district.

#### V. ORGANIZATION OF REMAINDER OF THESIS

A summary of related studies is presented in Chapter II. The results of the study of parents' written excuses are described in Chapter III. The study of distribution of absence by grade, sex and months is discussed in Chapter IV. Chapter V deals with fifty-six cases having excessive absence. A summary of all findings, conclusions and recommendations for further study are included in Chapter VI.

## CHAPTER II

### REVIEW OF THE LITERATURE

About 1900, some fifty years after the practice of attendance tabulation had begun, teachers began to observe certain apparent causes for absence. Early investigations reported illness to be the major cause. A study made by Abbot and Breckenridge<sup>1</sup> in 1917, showed that illness caused forty-eight per cent of all absences in Chicago schools. Bermejo's<sup>2</sup> study in 1925, gave illness as the major cause, and added work, truancy and parental neglect as other significant causes. Heck's<sup>3</sup> findings, some years later, concurred with the earlier ones. His data were based on parents' reports, verbal excuses, excuse slips and teachers' reports. Henderson's<sup>4</sup> investigation about the same time claimed illness as the major cause. Two earlier studies did not agree with those already mentioned in either results or methods. These studies used social diagnosis as the

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1 W. S. Munroe, Editor, Encyclopedia of Educational Research (New York: The MacMillian Company, 1941), p. 1008.

2 Arch O. Heck, Administration of Pupil Personnel (New York: Ginn and Company, 1929), p. 108.

3 Munroe, loc. cit.

4 Louise Henderson, "A Study of Absences on Account of Sickness Among High School Girls," School and Society, 36:797-800, December 17, 1932.

means of determining causes. Reavis's<sup>5</sup> study, in which he employed the correlation technique, revealed five significant causes. They were: distance from school, academic standing, type of teacher, and kind of community. Marksbury<sup>6</sup> found illness to be a minor cause when she attempted to validate excuses with immediate follow-up.

Lawing<sup>7</sup>, in 1934, reported that a lack of definite provision in statutes for attendance and enforcement was the major cause of absence. No other study examined gave this as even a minor cause.

Gardner's<sup>8</sup> study, in 1935, claimed that absence was due to multiple causes. Sullenger<sup>9</sup> concluded from his investigations in the same year that some sort of social diagnosis was necessary as a means of determining causative factors of absence.

Heck<sup>10</sup> made a second study in 1936 in which he claimed that big social problems produced poor attendance. He

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5 Munroe, op. cit., p. 1008.

6 Loc. cit.

7 Loc. cit.

8 Loc. cit.

9 T. Earl Sullenger, "Some Social Factors in School Non-Attendance," School and Society, 41:238-40, February 16, 1935.

10 Munroe, op. cit., p. 1009.

presented poor home conditions as the major cause; and in a later study he more specifically presented them as: parental indifference, parental stupidity, parental greed, parental ignorance and failure of the school to adapt its program to the child's needs.<sup>11</sup> The latter factor was pointed out by Kirkpatrick and Lodge<sup>12</sup>, who classified retardation and failure as causes. The findings of Sullenger<sup>13</sup> and Punke<sup>14</sup>, in 1935 and 1938, respectively, agreed with those of Heck's; namely, that social factors centered in the home accounted for most absences. The study made by Brazelton<sup>15</sup> in 1939 listed illness as the major cause, but her results were more valid and objective than those of earlier investigators. Work away from home, trips and maladjustment were found to be other causes.

Three investigations presented some interesting data. Martin<sup>16</sup>, in 1941, made a study of absence in order to

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11 Munroe, op. cit., p. 1009.

12 M. E. Kirkpatrick and Townsend Lodge, "Some Factors in Truancy," Mental Hygiene, 19:610-619, October, 1935.

13 Sullenger, op. cit., pp. 238-240.

14 Harold H. Punke, "Sociological Factors in Absence From School," Journal of Educational Research, 32:282-290.

15 Calanthe Brazelton, "Excessive Absence of High School Girls," School Review, 47:51-55, January, 1939.

16 Edward T. Martin, "A Study of Absentees and Absences in Junior High School," School and Society, 53:423, March 29, 1941.



determine the best day on which to give quizzes. He found that the greatest number of absences occurred on Monday. More girls were absent on Monday than on another day, and more boys absent on Friday. The lowest number of absences came on Wednesday. Fewer absences came from homes in which telephones were located. Martin found no statistical significant correlations for grade, sex and ability. Platt<sup>17</sup>, in 1943, found that absence correlated closely with the number of friends a pupil had. Giles<sup>18</sup> found that a good school lunch program helped attendance. Karpinos<sup>19</sup> claimed, in a more recent study, that low income correlated highly with poor attendance, and added age and sex as other causes.

In another recent study, Formwalt<sup>20</sup> gave the type of teacher as a major cause of absence. He attributed absence to the lack of time for case studies, and the subjection of ~~the~~ child to name-calling, ridicule and shame. Another

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17 A.W. Platt, "Intrinsic Causes For Public School Absences," School and Society, 57:307-308, March 13, 1943.

18 M.E. Breckenridge and E.L. Vincent, Child Development (Philadelphia: W.B. Saunders and Company, 1943), p. 171.

19 B.D. Karpinos, "School Attendance As Affected by Prevailing Socio-Economic Factors," School Review, 51:39-49, January, 1943.

20 Formwalt, "Toward and Understanding of Truancy," School Review, 55:87-92, February, 1947.

recent study by Lindley<sup>21</sup> found sex made no difference, that the half-day absence period was the most frequent, that the average absence period was one and a half days, that illness was the greatest single cause. Her data were taken from parents' reports.

The studies reviewed have followed in general two common practices. They are: the study of absence in one school, in several schools or even in an entire state; and, the ascertaining of major collective causes of absence for these groups by the use of three or four general schemes suitable to the classification of the causes. The present study has not departed a great deal from these practices, except to investigate the distribution of absence by months and grades as further means of determining causes.

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21 A.S. Lindley, "Reasons for Absence of Junior High School Students," Educational Administration and Supervision, 31:45-53, January, 1945.

## CHAPTER III

### CAUSES OF ABSENCE AS REPORTED BY PARENTS

The study of excuses contained in parents' written reports disclosed that pupil absence was due to twelve causes. These causes, with the number of absences for each, are listed in Table II.

TABLE II

#### NUMBER OF ABSENCES FOR CAUSES REPORTED BY PARENTS

Cause	Boys	Girls	Totals
Illness	417	549	966
Work at home	420	119	539
Illness in home	2	45	47
Death in home	11	13	24
Medical appointments	5	18	23
Trips to town	9	14	23
Bad weather	4	10	14
Care of children and adults	3	11	14
Missed bus	6	6	12
Vacationing with parents	0	7	7
Visits away from home	1	5	6
No transportation	5	0	5
Totals	883	797	1680

The two major causes were illness and work at home, which accounted for 89.6 per cent of the total absence. All other causes accounted for only 10.4 per cent. The per cent of absence due to illness for girls was somewhat higher than the per cent for boys. These percentages were 68.7 and

47.2, respectively. The per cents of absence due to work at home likewise varied, the boys leading the girls with 47.7 per cent of their absences for work at home, while the girls were absent 14.7 per cent of the time for work at home. The girls were absent for other causes to a higher degree than the boys; 16.4 per cent of the girls' absence being for minor causes, while the boys were absent for only 5.1 per cent due to the same causes. These percentages are shown in Table III.

TABLE III

PERCENTAGES OF ABSENCE OF BOYS AND GIRLS FOR  
ILLNESS, WORK AT HOME AND OTHER CAUSES

Cause	Illness	Work at home	Other causes
Boys	47.2	47.7	5.1
Girls	68.7	14.9	16.4
Per cent of total	57.4	32.2	10.4

The average number of days' absence per boy was approximately the same as that for the girls. The averages for work at home, however, varied considerably. The average for the boys was 5.1 days, while for the girls only 1.2 days. The girls had a higher average than the boys for other causes. The averages were computed by dividing the number of absences for each cause by the number of boys or girls,

as the case may be, in the study. The percentages are shown in Table IV.

TABLE IV  
AVERAGE NUMBER OF DAYS ABSENCE FOR BOYS AND GIRLS  
FOR ILLNESS, WORK AT HOME AND OTHER CAUSES

Causes	Illness	Work at home	Other causes
Boys	5.1	5.1	0.57
Girls	5.7	1.2	1.3

Work at home. The higher percentage of absence for work at home among the boys was expected, since most of the work was of an agricultural nature. In many cases, where agricultural work was reported, the father was employed at other work besides farming. This factor accounted for a large part of the absence caused by farm work. It also affected the attendance of the grades in which the boys were placed. One tenth grade boy accounted for seventy-four of the 135 absences in his class. Another boy had thirty-one absences, or twenty-five per cent of the absences of his room. Two brothers were absent for a total of seventy-three days, in each case a remarkable portion of the total absences in their respective grades. There were other cases.

In some cases, the illness of the father necessitated the boy's staying home to do his work. Irregular work

of the father away from the farm permitted better attendance of one boy, the use of hired help served the same purpose in other cases, and older brothers at home reduced possible absence of other cases. Generally speaking, the absence of farm boys whose fathers worked full-time on the farm was rather low.

In several cases, farm girls were absent during the planting and cotton-picking seasons. The need for their help was greatest during the cotton-picking season, for much of the planting was done by farm machinery.

There was good correlation between the number of farm children in each grade, and the percentages of absence due to work at home. These percentages are shown in Table V.

TABLE V  
PERCENTAGES OF ABSENCE DUE TO WORK AT HOME BY GRADES

Grade	5	6	7	8	9	10	11	12
Boys	27.4	39.2	56.7	48.7	23.5	58.5	58.3	92.3
Girls	5.0	17.2	1.7	12.1	14.6	22.0	24.6	25.0
Total*	21.0	25.9	35.6	30.6	18.2	41.3	46.1	83.3

\* The percentages of the absences due to work at home for each grade.

The late opening of school, on September 22nd, came at a time when the cotton picking season was just commencing. This season reached its peak in the second school month, and

continued into the third school month. An inspection of Table VI and Figure I will show this increase. During the fourth and fifth months the boys were kept away from school to help with wood-cutting and hog-killing. The planting and haying seasons came in last months of school and necessitated considerable absence. These variations are likewise shown in Table VI and Figure I.

The distribution of absence for girls by months showed much the same tendencies as those of the boys. The girls were needed more during the cotton-picking season which came in the second school month, and less during the planting season.

TABLE VI  
NUMBER OF DAYS OF ABSENCE PER MONTH FOR WORK AT HOME

Month	1	2	3	4	5	6	7	8	9
Boys	41	90	39	44	46	30	40	48	42
Girls	19	35	13	6	10	4	12	11	9
Totals	60	125	52	50	56	34	52	59	51

Illness. The distribution of absence due to illness by months showed a definite increase from the first month through the sixth month. The increase was present among both the boys and girls. The last three months saw a sharp decrease in absence for the same cause. The sixth school month came in the latter part of February and early March,

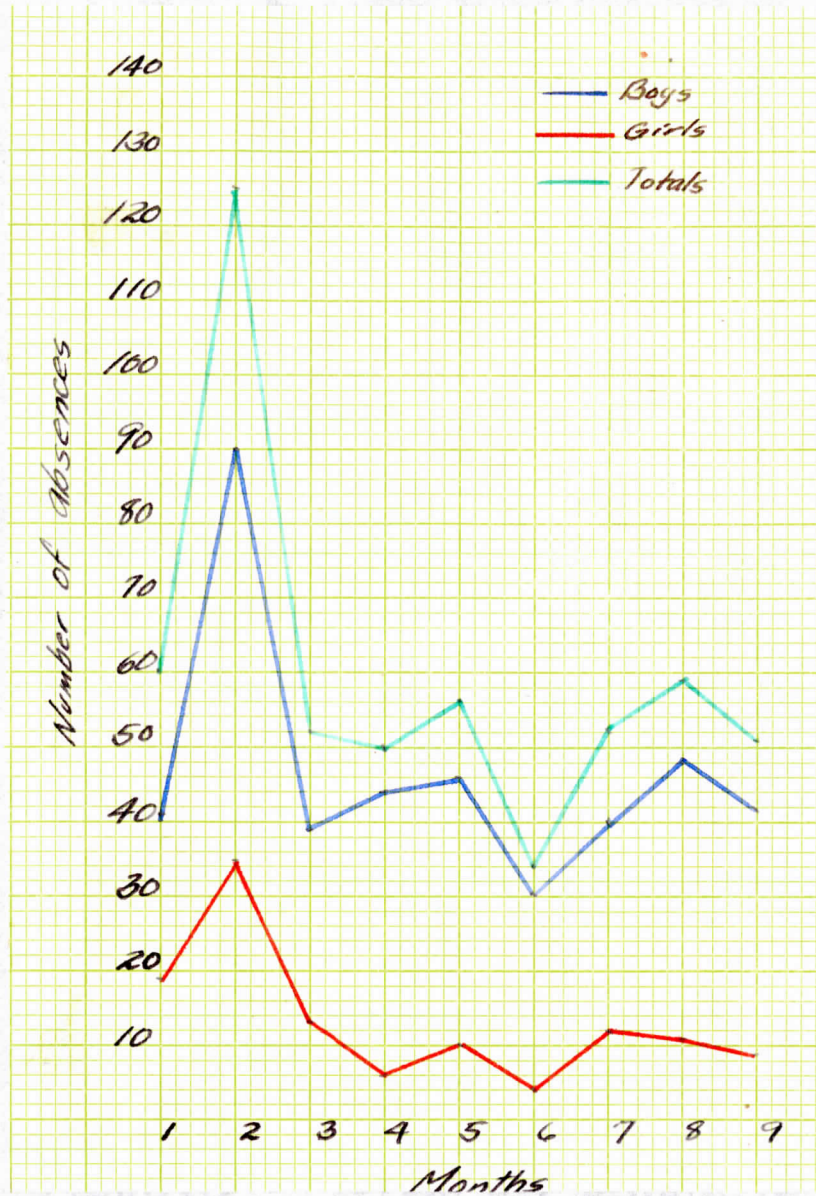


FIGURE I

DISTRIBUTION OF ABSENCES DUE TO WORK BY MONTHS FOR BOYS AND GIRLS



when illness due to upper respiratory infection was most prevalent. A sharper decline in illness might have been expected in the closing months of school, but a mild measles epidemic prevented such from occurring. These data are shown in Table VII and Figure II.

TABLE VII  
NUMBER OF DAYS OF ABSENCE PER MONTH FOR ILLNESS

Month	1	2	3	4	5	6	7	8	9
Boys	8	21	34	53	78	119	52	41	11
Girls	28	49	47	53	90	109	65	75	33
Totals	36	70	81	106	168	228	117	116	44

The percentages of absence due to illness were higher in grades which had better attendance, and lower in grades which had lower attendance. It was found that that there were lower percentages of absence for other causes when the percentages due to illness were higher. The only explanation that can be offered is that there was a tendency on the part of pupils to compensate for greater absence due to one cause by reducing the absence due to other causes. This compensation was observed being used in another way. Pupils who were absent excessively for one cause frequently substituted another cause, but investigations proved that such was misrepresented.



FIGURE II

DISTRIBUTION OF ABSENCE DUE TO ILLNESS  
BY MONTHS FOR BOYS AND GIRLS

The percentage of absence for each grade for illness is shown in Table VIII.

TABLE VIII  
PERCENTAGES OF ABSENCE DUE TO ILLNESS FOR GRADES

Grade	5	6	7	8	9	10	11	12
Boys	68.5	53.7	34.4	47.3	76.5	37.0	33.4	7.7
Girls	75.0	62.5	64.3	78.1	62.2	70.0	62.2	50.0
Totals*	70.7	59.0	45.8	62.5	67.8	52.6	43.7	13.3

\*The percentages of absence due to illness for each grade

Other causes. The greater number of absences for the ten other causes were found in the lower four grades of the study. Such causes as visiting, missing the bus, shopping in town, medical appointments and vacationing with parents were to be expected among these younger children, since they represent absences indirectly caused by the ages of the children and their dependence on their parents. In all cases where missing the bus was given as a reason, the absentees lived near the limits of the school district. Absence caused by lack of transportation was reported by only one pupil, who lived for a period of time outside the district. Absences for which bad weather was reported as a cause, lived more than the usual distance from bus routes. Girls were absent more frequently than boys for reasons

of illness in the home, and care of children and adults.

Not all the absences for which visits to town was reported as the cause were in the lower grades. It was observed that boys were absent during periods just prior to athletic seasons, at which time they went into the city to purchase athletic equipment. Girls were absent just prior to the days on which banquets and plays came, giving as their excuse, a visit to the hairdresser. One girl made periodic visits to town to borrow money from a grandparent. High school girls who worked in the shops on Saturdays often used a school day for shopping. Even the younger girls were absent on days prior to the annual operetta and class parties in order to visit the beauty parlors. Indirectly, these absences suggested poor management and indifference of the parents. The percentages of absence for the causes are shown in Table IX.

TABLE IX  
PERCENTAGES OF ABSENCE DUE TO MINOR CAUSES

Grade	5	6	7	8	9	10	11	12
Boys	4.1	7.1	8.9	4.0	0.0	4.5	8.3	0.0
Girls	20.0	20.3	34.0	9.8	23.2	8.0	13.2	25.0
Totals*	9.3	15.1	18.6	6.9	14.0	6.1	10.2	3.4

\* The percentages of absence due to minor causes for each grade

Summary. The causes of absence as reported by parents

agreed quite favorably with the influences of the seasons on illness and work at home. The distribution of absence among the boys and girls was likewise in harmony with the expected results, as were the distributions according to age. The girls were absent more frequently for illness, perhaps because most of the girls were past the puberty age. The boys were absent more frequently for work at home, since most of the work reported was of an agricultural nature. The minor causes were found more frequently in the lower grades, since these causes suggested the dependance of younger children on their parents. Absence due to illness was at its greatest peak during the contagion period, and absence due to work at home occurred to greater degree during the seasons of cotton-picking, haying and planting. The grades in which there were more farm children showed greater percentages of absence for work at home.

These tendencies allowed for a great amount of validity in parents' written excuses, but did not show the indirect causes which accounted for the margin of invalid excuses discovered in investigations made by personnel of the school and attendance enforcement agencies. Indirect causes are treated elsewhere in the present study.

## CHAPTER IV

### CAUSES DETERMINED BY DISTRIBUTION OF ABSENCE

Distribution of absence was found to be a means of determining causative factors of absence. When absence in each grade or school month was expressed in per cent of possible absence, variations were noted which indicated the use of these data for determining cause.

Distribution by months. The trend of absence over the school term showed three areas of increased non-attendance. These increases occurred in the second, sixth and eighth months. The lowest percentages of possible absence came in the first and ninth months, and other decreases were noted in the third and seventh months. Absence increased gradually from the third to the sixth months, and decreased sharply from the sixth to the seventh month.

A comparison of the tendencies of girls' absence showed deviation from those of the boys' absence. First of all, the girls had a lower percentage of possible absence during the entire year. The greatest deviation from the boys' tendencies came in the sixth month, the smallest in the first and eighth months. There were other deviations in the fourth and eighth months that were significant. These tendencies are to be seen in the totals given in Table X, in the percentages given in Table XI, and graphically in Figure III.

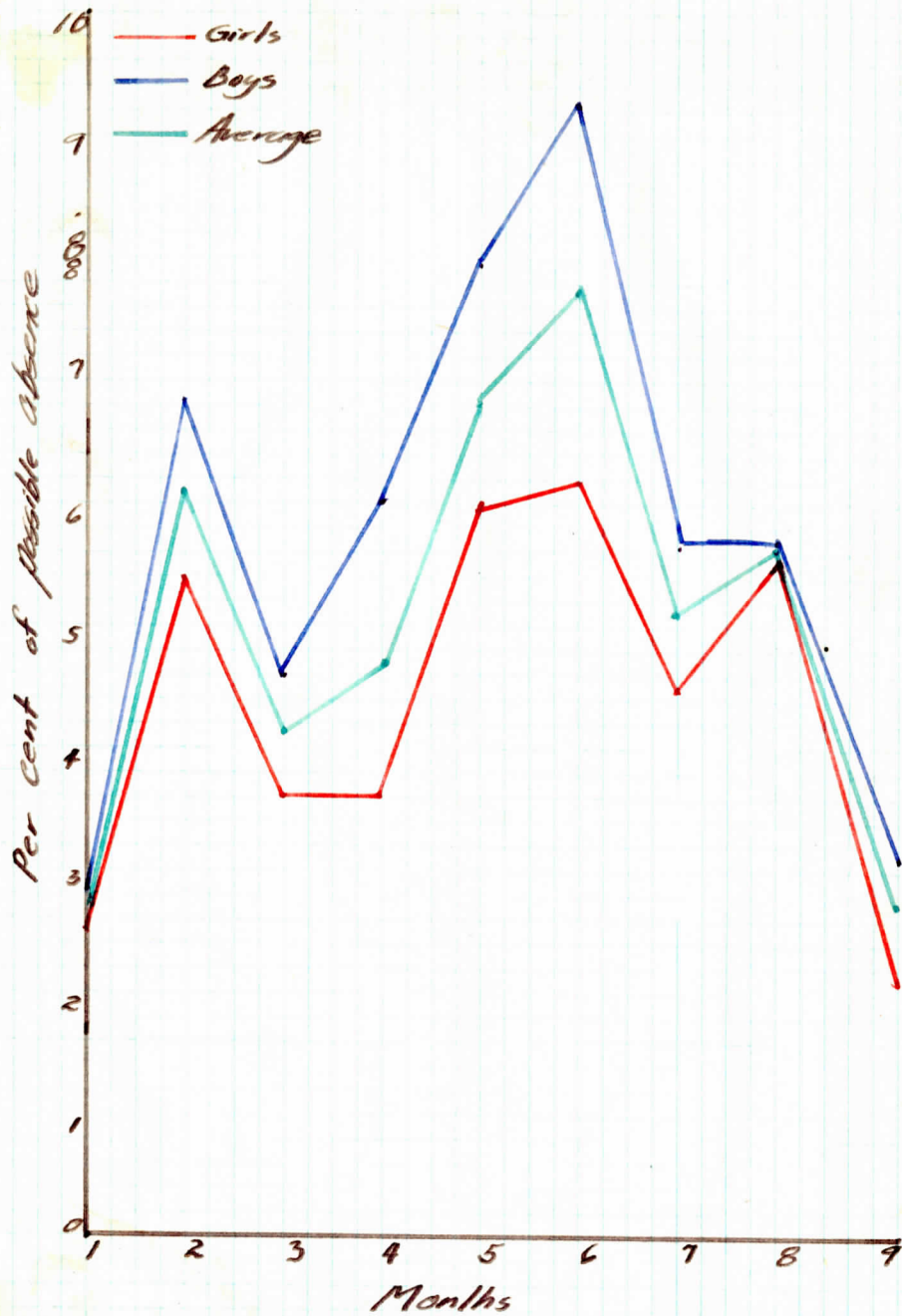


FIGURE III

PERCENTAGES OF ABSENCE BY MONTHS FOR BOYS AND GIRLS

TABLE X  
 NUMBER OF ABSENCES BY MONTHS FOR BOYS AND GIRLS

Month	1	2	3	4	5	6	7	8	9
Boys	49	116	78	102	135	156	96	97	54
Girls	50	108	74	74	118	125	91	110	47
Totals	99	224	152	176	253	281	187	207	101

TABLE XI  
 PERCENTAGES OF POSSIBLE ABSENCE BY MONTHS  
 FOR BOYS AND GIRLS

Month	1	2	3	4	5	6	7	8	9
Boys	2.9	7.1	4.8	6.2	8.2	9.5	5.9	5.9	3.3
Girls	2.6	5.6	3.8	3.8	6.2	6.5	4.7	5.7	2.4
Totals*	2.8	6.3	4.3	4.9	7.1	7.9	5.3	5.8	2.9

\*Percentages of possible absence by months for the group

The second school month, beginning in the middle of October, came during the cotton-picking season. About half of the absences during that month were for children needed in the cotton fields. The absence for illness increased in the same ratio over the first school month, adding further to the increase noted during that month. Work at home continued to be a cause of absence through the third school month, but was confined to the boys. This factor accounted for the variation between boys and girls in that month.



The sixth school month came during the latter part of February when colds and other upper respiratory infections were most prevalent and wide-spread. Most of the absences recorded during this period were because of these infections.

Farm work continued through the winter months. Wood-cutting and hog-killing were causes which kept the boys out of school. There were few girls absent during the winter for farm work. Since the demands of farm work continued throughout the school year, the boys showed a higher percentage of absence for all months. The absence due to illness for both boys and girls was equivalent, therefore the additional margin of boys' absence was due to work at home.

The absences of four hospitalized girls resulted in an increase during the eighth month. In general, absence on account of illness declined. The planting season prevented the boys from showing the expected decrease in absence as based on the decline of illness.

Distribution by grades. The distribution of absence by grades produced as many variations as those for months. It was found that the variations by grades was due mainly to the presence of excessive absence cases in each grade. In cases of better attendance, there were fewer cases having excessive absence. These cases were found among farm children, children with physical impairments and indifferent children.

Excessive absence is discussed at length in Chapter V.

The number of absences for boys and girls by grades is shown in Table XII. The percentages of absence in each grade are shown in Table XIII, and Figure IV. The number of excessive absence cases is shown in Table XIV.

TABLE XII  
NUMBER OF ABSENCES FOR BOYS AND GIRLS BY GRADES

Grade	5	6	7	8	9	10	11	12
Boys	124	125	90	220	55	135	108	26
Girls	60	192	56	215	82	127	61	4
Totals	184	317	184	435	137	262	169	30

TABLE XIII  
PERCENTAGES OF ABSENCE BY GRADES FOR BOYS AND GIRLS

Grade	5	6	7	8	9	10	11	12
Boys	4.6	6.8	4.5	9.4	3.4	9.4	6.0	2.4
Girls	3.0	4.3	2.6	8.0	4.6	7.1	4.2	0.4
Totals*	3.9	5.0	3.5	8.8	4.0	8.1	5.2	1.5

\*Percentages of possible absence by months for the group

TABLE XIV  
NUMBER OF PUPILS WITH EXCESSIVE ABSENCE

Grade	5	6	7	8	9	10	11	12
Boys	2	3	2	6	1	3	3	1
Girls	1	2	1	5	2	4	2	0
Totals	3	5	3	11	3	7	5	1

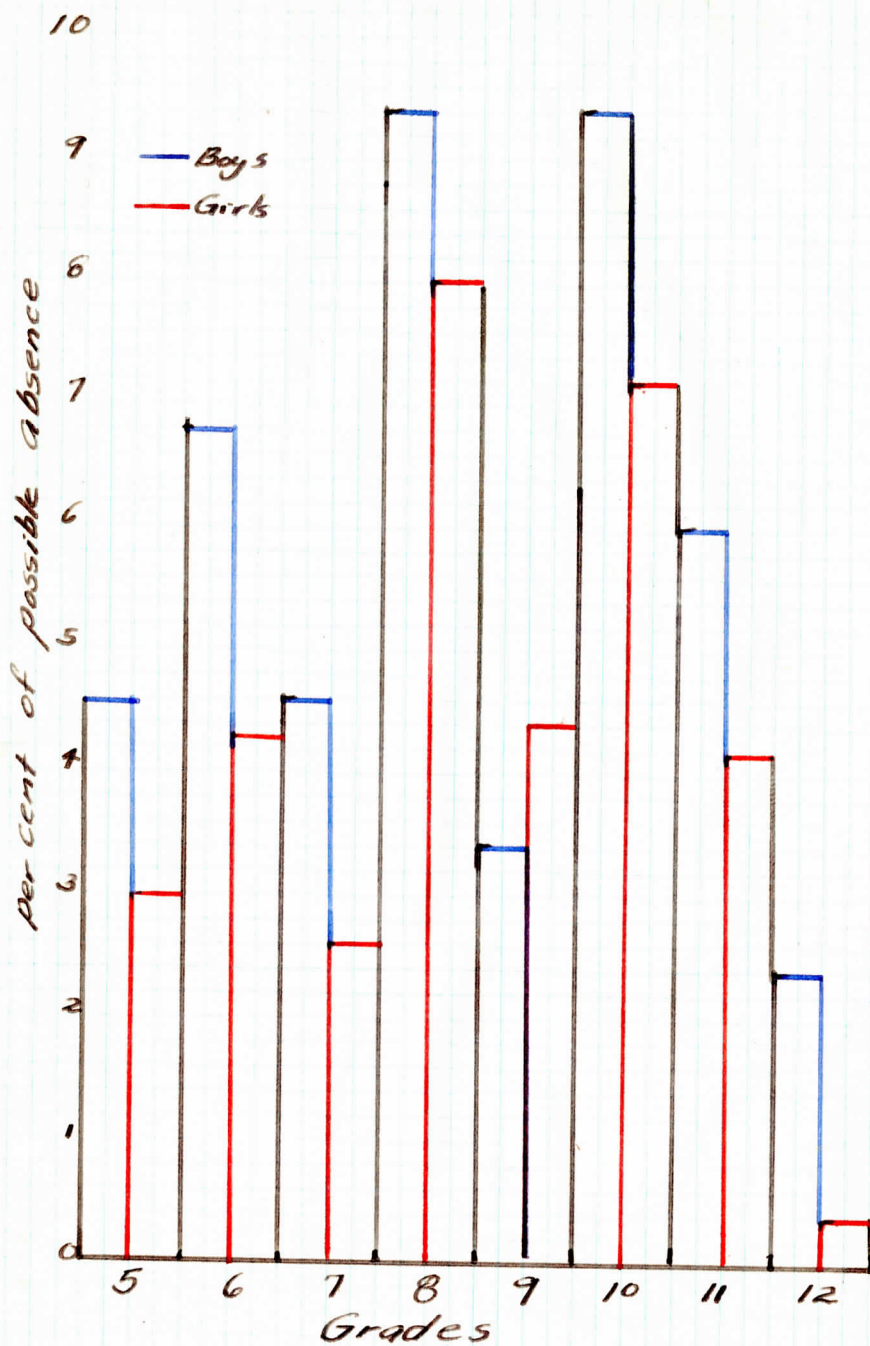


FIGURE IV

PERCENTAGES OF ABSENCE BY GRADES FOR BOYS AND GIRLS

Correlation was found between the number of perfect attenders in each grade and the variations of percentages of possible absence. These data are expressed in terms of per cent for best examination, and are shown in Table XV. The grades having a higher percentage of absence also had a higher percentage of perfect attenders.

TABLE XV  
PERCENTAGES OF PERFECT ATTENDERS IN EACH GRADE

Grade	5	6	7	8	9	10	11	12
Boys	13.3	0.0	18.2	7.7	0.0	12.5	10.0	33.3
Girls	36.4	12.0	33.4	6.7	20.0	10.0	0.0	60.0
Totals*	23.0	8.6	26.0	7.1	10.5	11.1	5.6	45.0

\*Percentages of perfect attenders by grades for the group

Distribution by days of the week. The absence of boys and girls followed somewhat similar tendencies in regard to distribution by days of the week. More absences occurred on Monday than on any other day. Friday was second in rank. Boys were inclined to be absent more on Monday than were the girls, while Friday was the day on which girls were more inclined to be absent. The lowest rate of absence came on Thursday, both boys and girls showing the same inclination on this day. Boys were absent more on Monday than on Friday, but girls were absent about the same amount of time for each of these days. Absence decreased from Monday

through Thursday. These data are shown in Table XVI and Figure V.

TABLE XVI  
NUMBER OF ABSENCES BY DAYS OF THE WEEK  
FOR BOYS AND GIRLS

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Boys	215	172	167	152	177
Girls	179	159	151	136	172
Totals	394	331	318	288	349

The practice of farmers to begin a new task at the first of the week accounted for the increase of absence for boys on Monday. Girls were absent on Monday in order to help with housework and laundry. The increase on Friday was due to the use of that day as an additional day of recuperation for sick pupils. Mothers, in calling the school to relate the cause of the absence, often admitted that such was true. The extension of farm work into the week accounted for the gradual decrease of absence on Tuesday and Wednesday. Thursday, evidently, was the day suspended between the influences of the two major trends.

Periods of absence. The frequency of periods of absence agreed with expected results. Absences of one day's duration were the most frequent. The number of absences of longer periods decreased in proportion to the



FIGURE V

DISTRIBUTION OF ABSENCE BY DAYS OF THE WEEK

length of the periods. Longer terms of absence were more frequent in those grades that had higher percentages of possible absence. There was no significant difference between the tendencies of boys and girls to be absent for varying periods of time. Table XVII gives the number of cases for each period of absence. Table XVIII gives the number of absences resulting from each period.

TABLE XVII  
FREQUENCY OF PERIODS OF ABSENCE

Period	1	2	3	4	5	6	7	8	9	10
Boys	366	105	31	22	7	7	1	3	2	0
Girls	384	162	28	12	9	2	4	3	0	1
Totals	750	267	59	34	16	9	5	6	2	1

TABLE XVIII  
NUMBER OF ABSENCES BY PERIODS

Period	1	2	3	4	5	6	7	8	9	10
Boys	366	210	93	88	35	42	7	24	18	0
Girls	384	162	84	48	45	12	28	24	0	10
Totals	750	372	177	136	80	54	35	48	18	10

Summary. The distribution of absences by months was influenced by the seasonal demands of farming, and the prevalence of upper respiratory infection during the winter months. While absence due to illness was more or less

equivalent for boys and girls, the added influence of farm work continued throughout the year and caused higher rates of absence among the boys. The distribution of absence by grades was influenced by presence of excessive absence cases. These cases amounted to a few children in each of the grades. Since farm chores were usually begun on the first of the week, absence was more frequent on Monday than on any other day of the week. The use of Friday as an additional day of recuperation for sick pupils was the factor which caused that day to rank second in rate of absence. One-day periods of absence were most frequent, and the frequency of longer periods was proportional to the duration of the periods.



## CHAPTER V

### INDIRECT CAUSES OF ABSENCE

Several factors combined to induce further study into the causes of absence. They were observed while the data were being compiled and when statistical analyses were made of the compilations. The factors are listed below:

1. Excessive absence on the part of twenty-five per cent of the group studied.
2. Excessive absence on the part of children from the same family.
3. The frequency of one- and two-day periods of absence
4. Scattered distribution of absence in more than half of the cases
5. Intermittent absence on the part of a few cases
6. The frequency of illness as an excuse for absence
7. The results of investigations into the validity of excuses

Excessive absence on the part of some pupils was not regarded as problematic, except in terms of academic loss to the pupil. Since the term excessive absence was construed to mean absence of more than ten days for the school year, an arbitrarily chosen figure, there were a number of cases not far removed from the minimum. To be exact, there were twenty-four cases among the fifty-six cases of excessive absence which fell between ten and sixteen days. These cases, for the most part, gave valid reasons for their absence, as investigation proved. Eight of the cases in the lower bracket showed concentrations of absences at times of the school year when work on the farm

or illness were probable causes. Prompt and careful investigation into the cause of each case of prolonged absence disclosed that there was excusable reason for each with but one exception. This exception was the case of a Senior boy who, because of poor home conditions nurtured by alcoholic indulgence, was absent for several days on two occasions in order to earn money for his girl friend's Christmas gift and to pay the expenses incurred by graduation. Death in the family, and illness in the home were other causes of concentrated absence. The non-problematic nature of the cases was further impressed by the scarcity of absences at any other time of the school year.

The remaining sixteen cases of excessive absence in the lower brackets showed a tendency toward scattered distribution of absences. Investigations of the cases accounted for validity of cause in only eight of them. The pupil guidance questionnaire was used to determine causative factors for the remainder of cases. Agricultural work, poor health of the child, and poor health of one or both parents were found to be causes evidenced in validated cases. Lack of interest, poor home conditions and retardation were the causes indicated for non-validated cases.

One pupil in this group, a girl whose age was above the compulsory age limit, was an illegitimate child living with an uncle and aunt, who were parents of a large family.

Her mother had married in the course of time a man who was not the father of the girl, and who was opposed to her living in his home. The sympathetic uncle and aunt gave her a home both out of necessity and sympathy. The girl was terribly aware of the stigma of her illegitimacy, though the fact was not widely known. No amount of counseling could lessen the burden of it in her life. She admitted to having sexual relations twice with young men, expressing the submission as due to "giving up". She considered her living in her uncle's home a burden to him, and often spoke of the insinuations of the aunt to this end. A few times she "ran away from home" for a day to look for a job, but admitted that her attitude changed once she reached town. The kindness of the uncle was always a strong detention to her fits of impulse. The reported excuses for her absences were ordinary, but investigation indicated the real causes were those mentioned above. Counseling helped her to some degree, at least in preventing more excessive absence, for she always left the writer's office in better spirits. All cases of scattered distribution of absence were referred for counseling, and it was believed that much additional absence was prevented in the case of the lower brackets of excessive absence.

The remaining cases had excessive absence of more than fifteen days. There were fourteen cases of frequent

concentrated absence, fifteen cases showing scattered distribution, and three cases showing both characteristics. Only twelve of the cases were found to have valid reasons for their absences, and showed tendency toward concentration of absence in every case. Illness, poor health, vacationing with parents, farm work and poor health of parents agreed with the results of the investigations. Investigation into one case of prolonged absence reported to be caused by illness disclosed that the girl was pregnant. Her absence followed just after her knowledge of the fact, at which time she was debating about returning to school. The absence occurred near the end of the school term, and investigation at that late date was not in time to promote action. The girl had an almost perfect attendance record up to the time of the extended absence. Two other sisters had left school for the same reason in previous years. The home conditions were known to be exceedingly poor.

One boy tended the farm while his father worked in town, another with a good attendance record was absent for a time during the recuperation of his older brother from an accident and a girl vacationed with her parents on two occasions. One boy was needed on the farm to help his father during the seasons of cotton-picking and planting. His absence was insignificant at other times and in previous years before his older brother went away to college.

Another boy was absent because of the poor health of his father, a poultry keeper. In the case of one boy, the absence was both scattered and concentrated. The death of his father and a flooded river at a time when he lived for a short period in another district caused the concentrations, but the scattered absences were not validated. Another boy was ill much of the time.

The remaining cases, having scattered or concentrated absence patterns, failed to respond to counseling and the visits of the attendance officer, school nurse and court case worker. Clearly defined reasons could not be obtained by investigation, but the gleamings of facts from home visits and use of pupil questionnaires gave a certain insight into the real causes. In two cases periodic absence was observed. Investigations disclosed that one girl made regular visits to town to pay the monthly bills, while the other girl suffered from menstrual disturbances each month. She was also a retarded case.

The remaining twenty cases of excessive absence in the higher brackets appeared to be the results of a multiplicity of causes. The application of twenty-six possible causative factors to these cases showed that there were twelve factors present in varying combinations in each case.

These are listed below:

1. The father owned a farm but worked at other employment during the day

2. Both parents were employed
3. Indifferent parents
4. Poor home conditions, usually the result of alcoholic indulgence
5. Retardation
6. Low mentality
7. Parents poorly educated
8. Poor health of the child
9. Lack of interest of the child
10. Younger children in the home
11. Numerous distractions
12. The oldest child, or only child, in the home

It was found that in most of the cases two or more possible factors combined to affect absence. A combination of three factors was the most frequent multiple cause. Two cases showed as many as five factors, two cases as many as four. In combinations of two and three factors, the factors generally were related, as for example, retardation and low mentality. In cases in excess of three factors, relationship did not exist for all of them. Unrelated factors as a multiple cause in one case showed the existence of dual-employment of the father, retardation, low mentality and poor health of the child.

Dual-employment of fathers who owned farms was a very obvious cause of absence. Most of this type of employment was necessitated by the financial burden of large families. Four families alone accounted for 313 absences, almost twenty percent of the total absences for the group under study.

The employment of both parents often left chores to be done by the children. In a number of cases this factor

was related to the factor of older children. In a few cases both were related to the factor of younger children in the home in that the older children were kept at home to care for the younger ones in time of illness. Indifferent parents gave no encouragement to the child to pursue his schooling diligently. This factor was related by children during conferences, and had the earmarks of displaying selfishness on the part of the parent. Poor home conditions was a frequent factor. In most cases, the poor conditions stemmed from alcoholic indulgence of parents. Investigations located very pathetic and regrettable circumstances, The children of some poorly educated parents attended school regularly but the factor was present more often in cases of excessive absence. It appeared to work in relationship with other factors rather than as an independent one.

Retardation and low mentality were closely related factors of frequent occurrence. Both have long been recognized by educators as causes of poor attendance, and numerous studies have discovered them as indirect causes of absence. Lack of interest was found associated with retardation in three of the four cases of its existence. Distraction also was associated with it. The two cases of distraction investigated showed that the pupils never took books home, had poor scholastic records, and were away from home almost every night of the week. Poor health of the child

should have been an easily validated cause of absence but investigation proved otherwise. In two cases, the parents had not reported the real causes in a manner which might have urged and expedited earlier assistance by the school nurse. One of the cases was a girl who had reached puberty at a very early age, and had an almost uninterrupted and continuous menstrual period. The other case was of a girl who had a non-apparent nervous disorder.

There was only one case in which the factor of the oldest or only child in the home was found, and in that case it was combined with four other factors. Doubtless it was not an outstanding cause of absence in that case. Table XIX gives the distribution and frequency of factors for the twenty cases.

In way of summary, excessive absence was accompanied by indirect influences found in the home and school. The home was the contributor in most cases, but the inability of the school to offer effective counsel or modify conditions to offset the causes classified its inadequacies as a further factor in causing absence. A multiplicity of absences was present in most of the cases of excessive absence. Dual-employment of the parent was the most frequent singular factor. Retardation was the most outstanding factor in cases influenced by more than one cause.

The cases in higher brackets of excessive absence



TABLE XIX

DISTRIBUTION AND FREQUENCY OF CAUSATIVE FACTORS IN TWENTY CASES OF EXCESSIVE ABSENCE

Case	Dual-employment of father	Both parents employed	Indifferent parents	Poor home conditions	Retardation	Low mentality	Parents poorly educated	Poor health of child	Disinterested	Younger children in home	Distractions	Oldest, or only child	Totals
1			X	X	X		X		X	X	X	X	5
2			X							X	X		3
3	X												1
4			X	X	X	X			X		X		3
5			X	X						X			3
6				X									1
7	X				X	X	X						1
8	X				X	X	X	X					5
9	X						X	X					3
10	X					X	X						3
11	X					X	X						1
12	X					X	X						2
13	X					X			X				1
14	X								X				1
15	X				X				X				2
16	X				X				X				2
17	X				X	X	X						4
18	X				X	X	X						4
19		X		X	X	X	X		X	X			3
20					X	X			X				3
Totals	10	1	2	4	8	7	6	2	4	3	2	1	

did not respond readily to counseling. The cases in lower brackets of excessive absence were inclusive of minor attendance problems which responded to counseling, and cases of prolonged illness, and work on the farm. Most of them were easily validated by investigations of the school nurse, attendance officer and writer.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

Causes of absence reported by parents. Twelve causes of absence were reported by parents' written excuses. The two major causes were illness and work at home. The minor causes were death in family, illness in the home, medical appointments, visits to town, inclement weather, care of children and adults, missing the bus, vacationing with parents, visiting and no transportation. The two major causes accounted for 89.6 per cent of all absence, the ten minor causes for the remaining 10.4 per cent. Illness was reported in 57.4 per cent of the cases of absence, work at home in 32.2 per cent. Boys were absent as much as girls for illness, less for minor causes and more for work at home. Boys had a higher absence rate than the girls.

Causes shown by distribution of absence. When absence was computed in terms of per cent of possible absence, it was found that the highest absence rate occurred in the sixth month, followed by a somewhat lower rate during the second month of school. An increased rate was also observed in the eighth month. The tendencies of absence by months for boys and girls were similar.

Rate of absence was highest in the eighth grade and lowest in the twelfth grade. The absence rate of the tenth

grade was comparable to that of the eighth. The sixth and eleventh grades had rates intermediate to the highest and lowest rates. The rates of the remaining grades were below the intermediate rates.

The number of pupils with excessive absence was greatest in the grades with highest rates of absence, and the number of perfect attenders highest in the grades with lowest rates.

More absences occurred on Monday than on any other day of the week. Absence decreased on Tuesday and Wednesday, and the lowest rate of absence was found to be on Thursday. Friday was almost as popular as Monday. More boys were absent on Monday, more girls on Friday. There was no significant difference on the other days.

One-day periods of absence were by far the most frequent. Two-day periods were nonetheless frequent when compared to the number of longer periods. There were only twenty-three cases of absence in excess of five-day periods.

Causes determined by investigations of cases having excessive absence. Fifty-six of the cases in the study had excessive absence, that is to say, absence of more than ten days during the year. Twenty-four cases of the fifty-six had less than sixteen absences, thirty-two cases had sixteen or more absences. Of the cases in the lower bracket, there were eight cases with concentrated absence for which valid

causes were reported. The remaining sixteen cases had scattered absence during the year, and valid excuses were reported for only eight of them.

Of the thirty-two cases in the higher bracket, there were fourteen cases of frequent concentrated absence, fifteen cases in which both patterns were found. Valid excuses were reported for only twelve of the cases in the higher bracket, all of which had concentrated patterns.

Investigations and information contained in the pupil guidance questionnaire showed that twelve probable causes were present in varying combinations among cases with scattered absence for which valid excuses were not given. The factors which appeared most frequently were dual-employment of the father and retardation.

Conclusions. Heck<sup>1</sup> says that the remedy for absence is understanding, not force. Previous studies support the truth of his words, and the present study is no exception. The use of a forceful policy may be needed in a few cases, but for the most part a policy is needed which will seek to eliminate as much as possible the causes of absence. Such a policy can come only from a proper philosophy of absence, from a knowledge of the causes, and from the fullest cooperation between agencies which are concerned with the child's welfare. The lack of such conditions will result in the

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<sup>1</sup> Arch O. Heck, Administration of Pupil Personnel (Boston: Ginn and Company, 1929), p. 114.

continuation of the absence problem.

The fullest cooperation between agencies will come from a system centralized in the administrative unit of which the school is a part. Absence cases reported to the central office would be investigated by a competent attendance officer, and the causes ascertained by cooperation with the school and home. The cases would be classified according to the agency which could best serve the conditions of absence and referred to that agency for further investigation and remedial measures. The agencies are those of any community; namely, the school, the offices of Public Welfare and Public Health and the Juvenile Court.

An attendance officer who must report all cases to one agency is a mere figurehead. The efficiency and expediency of the system of attendance enforcement incorporating such a feature can only be weakened by that feature. Loss due to absence is a serious consequence; and an efficient, streamlined system is imperative if such loss is to be appreciatively reduced. Furthermore, the burden of absence is removed from the school administrative unit where it rightly belongs. Cases of illness require the help of the Office of Public Health; stubborn cases, the strenuous measures of the Juvenile Court. Absence for work at home requires a better understanding between the home and school; and cases of poverty, the help of the Office of

Public Welfare. Absence must no longer be regarded as violation of the laws, but an indication of need.

Provision must be made for eliminating causes which originate in the school. The promotion policy and the marking system are among the first matters which may need careful consideration and modification. The attitude of the teacher toward absence is another important matter, and must be corrected before much success can be expected. Sometimes the situation is not one of a poor attitude, but of a lack of knowledge concerning the specific duties of the teacher in regard to absence. A better attitude may be brought about if teachers will study the children under their supervision, and seek to meet the needs discovered by the studies.

Recommendations for further study.

1. What should constitute a sound philosophy of attendance ?
2. How can the school help to reduce absence due to illness ?
3. How can a better understanding of absence between home and school be reached ?
4. How can the school adjust its program to fit the needs of retarded children ?
5. What are the best administrative procedures for handling absence ?

6. What is the teacher's part in solving the absence problem ?

7. What is the cost of absence ?



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FOUR STAR FOUNDED

SOUTHWORTH

**APPENDIX**

CONTENTS

## PUPIL GUIDANCE QUESTIONNAIRE

It is important that you answer all questions accurately and full. Use back of page if necessary.

1. Name \_\_\_\_\_  
                     Last                    First                    Middle

2. Nickname(s) \_\_\_\_\_

3. Home Address \_\_\_\_\_

4. Telephone \_\_\_\_\_ 5. Birthplace \_\_\_\_\_

6. Birth Date \_\_\_\_\_ 7. Age \_\_\_\_\_ 8. Sex \_\_\_\_\_

9. Grade \_\_\_\_\_

10. Parents:                                      Father                                      Mother

Name

Occupation

Approximate Age

Address

Education

Health Status

11. Are your parents living? Yes \_\_\_ No \_\_\_

12. Do you live with both parents? Yes \_\_\_ No \_\_\_  
 (a) If not, which one? \_\_\_\_\_

13. What duties do you have at home?

14. What games do you play with your father?

Mother?

15. Does your father own the house in which you live?  
Yes \_\_\_ No \_\_\_
16. Do you live in an apartment \_\_\_, trailer, \_\_\_ rented house \_\_\_.
17. Do you have a separate bedroom? Yes \_\_\_ No \_\_\_
18. If not, who shares your room with you?
19. What persons other than your immediate family live with you?
20. How many brothers have you? Older \_\_\_ Younger \_\_\_ In school \_\_\_ Working \_\_\_ Married \_\_\_ Living at home \_\_\_
21. How many sisters have you? Older \_\_\_ Younger \_\_\_ In school \_\_\_ Working \_\_\_ Married \_\_\_ Living at home \_\_\_
22. What books are in your home?
23. What magazines are in your home?
24. What newspapers are in your home?
25. Is there a radio in your home? Yes \_\_\_ No \_\_\_
26. List some of your own possessions, such as a pony, bicycle, books, musical instruments, football, etc.
27. (a) Are you punished when you disobey? \_\_\_\_\_  
(b) Are you punished often? \_\_\_\_\_  
(c) Do you resist? \_\_\_\_\_
27. Do you have electric lights? Yes \_\_\_ No \_\_\_ If not, what type?
28. List the things you do with your parents, such as playing ball, going fishing, going to the movies, hiking, etc.

29. Do you get along well with your parents? Yes \_\_\_ No \_\_\_
30. Do you work away from home? Yes \_\_\_ No \_\_\_
31. Do part or all your earnings go toward support of the family? Yes \_\_\_ No \_\_\_
32. Where, and at what, do you work?
33. Do you support yourself? Yes \_\_\_ No \_\_\_  
(a) Do you have enough money to spend? Yes \_\_\_ No \_\_\_
34. How many hours a day do you work? Mon. \_\_\_ Tues. \_\_\_  
Wed. \_\_\_ Thurs. \_\_\_ Fri. \_\_\_
35. Is the work regular? \_\_\_ Irregular? \_\_\_
36. Why do you work?
37. What hobbies do you have?
38. How do you spend your afternoons and evenings?
39. How often do you go to the movies? \_\_\_\_\_ On what nights in the week?
40. How often do you date each week?  
On what nights?
41. At what hour do you go to bed? \_\_\_\_\_
42. What type of movies do you prefer?
43. What type of books do you prefer?  
A. Do you like to read? Yes \_\_\_ No \_\_\_
44. What type of recreation do you prefer?
45. Do you have many friends? Yes \_\_\_ No \_\_\_
46. Why?
47. If not, why?

48. What specific kinds of social life do you like?

49. Why?

50. Physical Record:

What is the condition of your general health?

Do you suffer from headaches? Yes \_\_\_ No \_\_\_ Other pains?  
Yes \_\_\_ No \_\_\_

Have you ever had any trouble with your eyes? Yes \_\_\_ No \_\_\_

Have glasses been recommended for you? Yes \_\_\_ No \_\_\_

Do you wear glasses? Yes \_\_\_ No \_\_\_

Have you ever had trouble in hearing? Yes \_\_\_ No \_\_\_

Do you have heart trouble? Yes \_\_\_ No \_\_\_

Have you any other physical defects? Yes \_\_\_ No \_\_\_

What are they?

Have you ever had an illness which kept you out of school for a month or more? Yes \_\_\_ No \_\_\_ If so, when? \_\_\_\_\_

What was the illness?

Have you a speech defect? Yes \_\_\_ No \_\_\_ If so, what kind?

How many days have you been absent from school this year because of ill health? \_\_\_\_\_ What ailments caused these absences?

Do you smoke? Yes \_\_\_ No \_\_\_

Are you allowed to use tobacco in any form at home?  
Yes \_\_\_ No \_\_\_

Alcoholic beverages? Yes \_\_\_ No \_\_\_

How often do you go to the doctor?

How often to you go to the dentist?

Teeth good? Yes \_\_\_ No \_\_\_

51. Do you attend church regularly? \_\_\_ Irregularly? \_\_\_ Sun-  
day school Yes \_\_\_ No \_\_\_ Young People's organizations Yes \_\_\_  
No \_\_\_

52. Do your parents go with you to church? Yes \_\_\_ No \_\_\_

53. Do you have your own Bible? Yes \_\_\_ No \_\_\_ If not, is there  
a Bible in your home you are allowed to use? Yes \_\_\_ No \_\_\_

54. Are your parents members of the church? Yes \_\_\_ No \_\_\_ Are  
you? Yes \_\_\_ No \_\_\_

55. How many grammar schools have you attended?

56. How many high schools have you attended?

57. Have you repeated a grade or a subject? Yes \_\_\_ No \_\_\_

58. Do you like your teacher(s)? Yes \_\_\_ No \_\_\_ Why?

59. If not, why?

60. Do you like to go to school? Yes \_\_\_ No \_\_\_ Why?

If not, why?

61. How many days have you been absent this year? \_\_\_\_\_  
For what reasons?

62. How much time do you give to study at home each day?

63. At school?

64. Do you like to study? Yes \_\_\_ No \_\_\_ If so, why?

If not, why?



65. Do you take pride in doing good school work? Yes \_\_\_ No \_\_\_  
If so, why?

If not, why?

66. What prevents you from studying at home?

67. Do you have a special place at home for study? Yes \_\_\_ No \_\_\_

68. If so, describe the place?

69. Do you take home books to study each night? Yes \_\_\_ No \_\_\_

70. Do you study within hearing of the radio? Yes \_\_\_ No \_\_\_

Is the light good? Yes \_\_\_ No \_\_\_

Do others study with you? Yes \_\_\_ No \_\_\_ If so, who? \_\_\_\_\_

71. Is there anyone at home who can help you with your school-  
work-- as father, mother, older brother, or sister? Yes \_\_\_  
No \_\_\_ Who?

72. What lesson takes the most time?

73. What school subjects do you like most?

Why?

74. What subjects do you dislike most?

Why?

75. Do your parents stay home in the evenings? Yes \_\_\_ No \_\_\_

76. How often do they go out?

77. Are you left alone? Yes \_\_\_ No \_\_\_

With someone? Yes \_\_\_ No \_\_\_

What do you do while they are out?

78. Describe your procedure for studying?
79. Do you plan to go to college? Yes \_\_\_ No \_\_\_  
What are your career plans?
80. Do you feel you have any problems which retard your school work? Yes \_\_\_ No \_\_\_  
If so, what are they?
81. Do you feel you have any problems which prevent you from making friends? Yes \_\_\_ No \_\_\_  
If so, what are they?
82. What other problems and fears do you have?
83. Would you like for your teacher to talk over your problems with you and help you to solve them? Yes \_\_\_ No \_\_\_
84. Have you ever discussed your problems with your teacher?  
Yes \_\_\_ No \_\_\_
85. Grade yourself on the following.  
1, Superior;-- 2, Good;-- 3, Fair;-- 4, Below Average;--  
5, Poor.
- COOPERATION--Cooperates in group activities \_\_\_\_\_
- COURTESY--Has good manners; respects rights of others;  
practices fair play. \_\_\_\_\_
- DEPENDABILITY--Meets obligations and promises promptly;  
accepts individual responsibility \_\_\_\_\_

INDUSTRIOUSNESS-- Plans work and uses time to advantage  
\_\_\_\_\_

INITIATIVE--Thinks and works independantly; is resource-  
ful in finding things to do \_\_\_\_\_

LEADERSHIP--Shows qualities of leadership; willingly  
takes part as follower \_\_\_\_\_

MATURITY--Emotional stability; development in judgement  
\_\_\_\_\_

PERSONAL APPEARANCE--Cleanliness of body and dress \_\_\_\_\_

SELF-CONTROL--Submits gracefully to unavoidable misfor-  
tune; refrains from meddling in affairs of  
others; refrains from sulking and quarrell-  
ing \_\_\_\_\_