

THE UNIVERSITY OF MANITOBA

HOME AND SCHOOL FACTORS ASSOCIATED
WITH IRREGULAR ATTENDANCE
IN A JUNIOR HIGH SCHOOL

BEING A THESIS SUBMITTED TO THE COMMITTEE
ON POST-GRADUATE STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION

BY

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MARCH 1959



Acknowledgments

The writer takes pleasure in expressing his appreciation to all those who have co-operated in the gathering of data for this study. Grateful acknowledgment is made to Mr. F. C. Davey, principal of the Aberdeen School for his help during the time that the data for the study was obtained. Without his support and co-operation this study would have not been possible. Special thanks go to the members of the teaching staff of that school for providing the writer with valuable information concerning the students involved in the study. The writer is also indebted to Dr. J. L. Asselstine, Director of The Child Guidance Clinic of Greater Winnipeg, and to Mrs. D. E. McAskill, head of The Visiting Teacher Department, for permission to use visiting teacher notes and clinic study information from the files of the Child Guidance Clinic. Lastly, a word of gratitude is due to the workers in a number of the community social agencies. Their resourcefulness, assistance, co-operation, and direction in a teamwork approach of working with families made information available for the study which would otherwise have been impossible to obtain.

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ABSTRACT

WALTER A. S. GREEN

In the school year 1957-58, forty students of the Aberdeen Junior High School in Winnipeg were absent more than thirty days. This thesis indicates some of the influences of the home and of the school which acted as hindrances to school attendance. Various types of approach used by the visiting teacher in attempting to improve attendance are also outlined.

The information for the study was made available from the following sources: school personnel, records and registers; student interviews; home visits and interviews with parents by the visiting teacher; conferences with social agencies active with particular families.

A series of tables, based on the information compiled for the study, was used to indicate the various degrees of influence of the many factors preventing regular attendance. Results were compared with the findings of other students of research in a similar field.

The major conclusion was the fact that home factors have a much greater influence on school absences than have the school factors. Poor economic conditions, dependence on

social agencies, "fatherless" families, unwholesome psychological atmosphere, low moral standards, lack of parental interest - all were characteristic factors in the majority of the homes studied.

Academic retardation was the major school factor associated with non-attendance. Teacher personality entered into the problem but could not be measured objectively.

The study proved that there is no one clear-cut method of handling attendance problems. There was ample evidence of the futility of trying to help the individual student without attempting to remove some of the obstacles in his environment which were responsible for his attitudes and actions regarding attendance at school.

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CHAPTER I

PLAN OF THE STUDY

Significance of the Problem of Non-Attendance

Witness after witness before the sub-committee testified to the fact that we can prevent delinquency if we reach the child in time. One of the first signs of danger in a child's behaviour is when he truants from school. Because our schools are overcrowded and undermanned, and because our schools lack adequate facilities and services, they are often a contributory cause of juvenile delinquency.¹

The foregoing quotation does not refer to Canada but a somewhat similar situation does exist here. The problem in Canada simply does not have the same proportions due to such factors as recent growth in total population, small number of densely populated urban areas, and dominance of rural population until the last two decades.

A rather large number of persons seem to feel that the school contributes unwittingly to truancy and, indirectly, to juvenile delinquency in many respects. This line of reasoning is typified by Johnson who points to the fact that many adult and juvenile offenders begin their careers

¹"Congress Studies Juvenile Delinquency," National Education Association Journal, Vol. XLIV, No. 5, May 1955, p. 304. (A Report of the United States Senate Committee (Senator Estes Kefauver, chairman) following sixteen months of activity investigating the alarming rise of juvenile delinquency (from 300,000 in 1948 to 435,000 in 1953)).

with truancy.

... In a group of 634 consecutive prison commitments, 258 were recidivists of whom 78 per cent had truancy as the first entry in their crime ledger. Of the 376 first offenders, 61 per cent got the same start. On their own admission, 67 per cent of the remainder had been off-the-record truants. This is a serious indictment of our schools.¹

Fornwalt takes the stand that school personnel are directly responsible for non-attendance of pupils. "Teachers who subject their pupils to shame, sarcasm, ridicule, name-calling, and humiliation are directly responsible for more truancy than they realize."² Most pupils indulge only in mental truancy, or daydreaming, as a means of escaping from an unpleasant atmosphere or an irksome and meaningless routine. They tolerate an undesirable situation physically, lest they be humiliated further if they should become truants. The body remains in the classroom but the mind is very much in absentia.

Other authors, perhaps with a more detailed knowledge of problems of the home and parent-child relationships, indicate that truancy and delinquency can easily stem

¹ Arthur C. Johnson, Jr., "Our Schools Make Criminals," Journal of Criminal Law and Criminology, Vol. XXXIII, No. 4, Nov.-Dec. 1942, p. 312, as reported in The Journal of Educational Research, Vol. XLII, 1948-49, p. 253.

² R. J. Fornwalt, "Toward an Understanding of Truancy," School Review, Vol. LV, 1947, p. 89.

from the place where the child receives his first, and most lasting, impressions and influences. "As Sheldon and Eleanor Glueck stressed in their Harvard study, 'We must break the vicious circle of character-damaging influence on children exerted by parents who are themselves the distorted personality products of adverse parental influences.'"¹

Two further references will add to the significance of the problem of non-attendance of school children. On a given day in New York City approximately 90,000 children are absent from school, 600 of whom are later found to be "unlawfully" absent and one of whom may be committed to an institution as a result of the environmental situation.² A research project carried out in Canada in 1946-47³ provided statistics to show that Winnipeg and Edmonton had from six to ten per cent more absences attributable to "non-medical causes" than any other large Canadian city. The term "non-medical causes" here includes factors other

¹"What Do We Mean by Delinquency?" Understanding the Child, Vol. XXV, No. 2, April, 1956.

²"Children Absent from School," A Report and a Program, Citizens' Committee on Children of New York City, Inc., April, 1949, p. 1.

³A. J. Phillips, "Absenteeism in Canadian Schools," Report No. 3 of The National Committee for School Health Research, Toronto, Dec. 31, 1948, p. 17.

than those directly identified with unlawful absence, but it does indicate that there was justification for further investigation of the reasons of absence.

Background of the Study

This study is concerned with the investigation of student absences from one school for one year. During the school year 1956-57, one hundred seventy-two students from the Aberdeen Junior High School, Salter St. and Flora Ave. in Winnipeg, were referred to the visiting teacher because of irregular attendance. Fifty-two of these students were absent because the family was moving, either to another part of the city, to a suburban or rural area, or to another province. Of the remaining one hundred twenty students, forty were absent for a period of time exceeding thirty days over the regular school year of two hundred days. This prolonged absence required a thorough investigation by the visiting teacher. The detailed study of these forty cases constituted the basic material for the preparation of this thesis.

One of the responsibilities of the visiting teacher in the Winnipeg Public School System is that of school attendance. Investigation of children who are absent from school bring the visiting teacher in direct contact with the home and, often, with one or more social agencies which

may be active with particular families for some reason other than school attendance.

Of the forty students with prolonged absence, sixteen were boys and twenty-four were girls. Fourteen were from grade seven, thirteen from grade eight, four from grade nine, and nine were from the junior high special education classes. (See Table 1.)

TABLE 1
GRADE - SEX DISTRIBUTION

Grade	Boys	Girls
7	4	10
8	6	7
9	2	2
Special Educa- tion Classes	<u>4</u>	<u>5</u>
Totals	16	24

Purpose of the Study

This thesis is an attempt to indicate the factors and influences of the school and the home which tended to interfere with, or prevent, regular school attendance. Various methods of approach to different home situations by the visiting teacher will be outlined. The family problems at home and the academic situation at school will be diagnosed

with a view to ascertaining the factors that have a negative influence on attendance. An attempt at follow-up procedure, two years after the study began, will be made in order to discover, where possible, what has happened to the individual student, which attendance procedures brought good results, and which procedures brought poor results.

Method of Investigation

The information for this study became available gradually during the school year 1956-57, as the visiting teacher, during investigation of students referred because of absence from school, found it necessary to interview the principal, teachers, school nurse, students, and parents, and work in co-operation with the various social agencies. It was necessary to get information from the student record cards and medical cards, and from the school registers. Interviews with school personnel took place at school, with students either at home or school, and with parents usually at home. School interviews were held in the office of the visiting teacher at the school. All interviews were later recorded and are on file at the offices of the Child Guidance Clinic, of which the Visiting Teacher Department is a part.

From the information obtained concerning school and home problems, a number of tables were made. These tables appear in large numbers in three chapters particularly, those

chapters dealing with the academic background of the students, with the home environment, and with the work of social agencies and visiting teacher with the families. A summary of all statistical data on each student appears in the appendix. The students in this study are referred to individually by a letter and a number whenever specific references are used. The twenty-four girls are G₁ through to G₂₄. The boys are B₁ to B₁₆.

One chapter consists only of case studies of three or four students, in an endeavour to give some indication in detail of the variety of problems some students encounter at home and at school and how they surmount some of these difficulties.

One chapter contains a summary of literature on the problems of school absences. This chapter serves a threefold purpose: to indicate the small amount of material available on the subject; to give an idea of the philosophy of others regarding the reasons for non-attendance; to draw comparisons with the present study whenever it is possible to do so. It was not possible to find a study similar to the one that is being undertaken, but parts of other studies do lend themselves for valid comparisons. Reference will also be made to the summary of literature in the chapter on conclusions of this study.

CHAPTER II

THE PROBLEM OF ATTENDANCE IN A JUNIOR HIGH SCHOOL

Winnipeg law says that all boys and girls must attend school until they are sixteen years of age unless they are specially exempted.

Herein arises a problem - for all boys and girls do not desire to attend school, and all parents do not see the benefits to their children of school attendance beyond the first few years.

The junior high schools probably have to deal with this problem more than other schools. The boys and girls are growing mature and restless. Many who have been retarded are nearing their sixteenth birthday. Those who have been forced to go through elementary school now find various ways to dodge the classroom.

Characteristics of Students with Good Attendance

The average child, who is making a reasonably good adjustment in his total life, generally enjoys school and is anxious to attend regularly. He is interested in learning the skills and acquiring the knowledge which will help him toward maturity and help him cope better with his world.

Fritz Redl put it this way:

Schools are the institutions set up by society to help the young acquire the skills, knowledge and attitude needed in adult living. As far as children are concerned, the main business of living in school is learning in one form or another. Most expect and want to master reading, other language arts, and number skills. They enjoy making things and expressing themselves through various artistic media. They expect to acquire interesting knowledge about the world in which they live. In addition, they take more or less delight in developing new ways of thinking and getting along with people.¹

If these statements are true, it must be assumed that the child who chronically absents himself from school is having some difficulties in his social, emotional and academic life that are contributing to his absence; therefore he is the concern of the educator, the visiting teacher or school social worker, the psychologist and sometimes the psychiatrist and the law-enforcement officer.

General Background of Aberdeen School Students

In the school year 1956-57 there were 573 students in the Aberdeen Junior High School between the ages of eleven and nineteen years.² Some came from homes where

¹ Fritz Redl and William W. Wattenberg, Mental Hygiene in Teaching, New York: Harcourt, Brace & Co, 1951, p. 187.

² This number was calculated by averaging the total of the ten monthly enrollments submitted by the principal to the Superintendent's Department.

the standards of living were high, others, where they were very low. Many were from broken homes, either by death, separation, divorce, or desertion. The parents of some were well educated, having completed high school and college or other courses of advanced and specialized work. Against this were those whose parents could neither read nor write, and had very little schooling. There were no financial worries in some homes, while in others pennies had to be carefully counted and in many cases aid had to be secured through the public welfare department of the City of Winnipeg or the Mothers' Allowance Branch of the Provincial Department of Health and Welfare. Occupations of the parents ranged through executive and professional work, various positions in business houses and offices, wholesale and small factories, down to manual labour and unemployment.

The attendance problem is not just confined to homes of one group of workers but at times is found in all. However, the more chronic cases of attendance do come, in the great majority, from the homes where finances are at a low ebb and where a variety of social and personal problems exist. Added to this, and partly as a result of it, were the various reasons for disliking school - dissatisfaction due to poor academic accomplishment; disinterest and apathy; lack of motivation; personality clashes with teachers;

embarrassment due to lack of physical necessities or lack of achievement, or both; embarrassment due to home conditions of many kinds ranging from an overprotective mother who was anxious that her younger children follow a better example than their much-spoken-of wayward father, to a "devil-may-care" mother of a dozen, whose husband selected gael rather than home and where the children were expected to take on the full responsibilities of adulthood at their fourteenth birthday.

Understanding and dealing with children with these problems and complexes are part of the large job of teaching. The great number of absences is a matter of concern to the administrator and the teacher, and to all who are interested in, and work with, children. It should be a matter of great concern to the parents. All should be working together, not for a record school attendance but for the optimum in good health and happiness which will be reflected in better attendance.

CHAPTER III

SUMMARY OF LITERATURE

Relationship of Attendance to Other Aspects of Education

In view of the small amount of literature written, it would appear that the problem of school absenteeism has not been given enough attention by educational leaders or research people. It can be assumed that there is a direct relationship between student absences from school and one or more of the following factors:

1. academic ability of the student;
2. social and economic background of the student and his family;
3. parental interest in the student and in the school;
4. school curriculum in terms of meeting the needs of the student;
5. personality of the teacher;
6. methods by which instruction is given.

Methods by which problems of absences are handled are determined largely by the philosophy of education of the particular school area. The problems are handled differently at each level of education - elementary, high school, and university.

Most of the recent studies of the problem of school

absences centre around elementary and junior high school, with a very few concerned with high school, and practically none with university students.

Edmiston made a study, in Montgomery County, Ohio, to develop a method of spotting areas that need attention. He used a control and an experimental group, each containing 599 pupils, grades I to XII.¹ The data provided for the determination of relationships between attendance and intelligence, school marks, adjustment, social background and economic background. Economic status was the most important of the factors studied. Individuals or groups with low intelligence quotients were found to be absent more often than those with high intelligence quotients. Parental negligence and indifference accompanying low social status was particularly evident in the first three grades. In the case of every factor considered - intelligence, scholastic achievement, adjustment, social background, and economic background - the average score of the total control group (no absences) was statistically higher than that of the experimental group (more than 10 unexcused absences per semester).

The suggestion was made in this article that the data and method of arriving at them be made available to other schools, showing which pupils would be potential absentees

¹R. W. Edmiston and others, "Special Emphasis to Improve Attendance," Journal of Educational Research, XLI (September 1947), pp. 35-40.

and would require special attention to prevent absence.

Leopold obtained data on relations between intelligence, behaviour, attendance and school marks of 78 students in Grade IX in a Minneapolis Junior High School.¹ He concluded that "Neither attendance alone nor intelligence alone is related significantly to scholastic achievement as they are when considered in combination with the advisors' ratings in their effect on scholarship."²

Punke made a study of 3,000 children, both country and city schools.³ The study relates to factors of age, sex, sibling position, retardation, death of parent, and place of residence, in relation to absence from the four upper grades (4-7) of white elementary schools in South Georgia. His conclusions were:

1. country children were absent more than town children;
2. boys were absent more than girls;
3. sibling position in the family was not a cause of absenteeism;

¹L. E. Leopold, "Who are Our Good Students?", Journal of Educational Research, XXXVIII (March, 1945), pp. 529-533.

²Ibid., p. 533.

³H. H. Punke, "Sociological Factors in Absence from School," Journal of Educational Research, XXXII (December, 1938), pp. 282-290.

4. Children from large families were absent more than those from small families;
5. The loss of a parent made no significant difference to attendance;
6. There were more absences among educationally retarded children than among those making normal progress for the grade.

Martin used seven specific approaches in his research on causes of absence from the Alexander Hamilton Junior High School in Houston, Texas.¹ His conclusions were:

1. Pupils whose parents had better than a Grade VIII standing were absent less than those whose parents had less than grade VIII;
2. Students with higher intelligence quotients tended to have better attendance;
3. Students who made scholarship marks attended noticeably better than those who did not make scholarship marks;
4. No difference was noted between students who did, and students who did not, check books out from the public library;
5. There was no significant difference in attendance of students who attended two or more movies per week, and those who attended one movie or none at all;
6. Slightly better attendance was maintained by those students who were above the I.Q. median (101.1) for the group;
7. No reliable difference in attendance was shown for those who were in the upper third of the group based on intelligence quotients (above 105.2) and those who were in the lower third (below 94.5).

¹E. D. Martin. "Some of the Causes of Non-Attendance in a Junior High School," School and Society, Vol. 55 (Jan. 1942, pp. 110-111.)

Martin found that the causes of non-attendance usually reverted to a study of the individual student involved and that pupil absences should be treated as case studies. There was usually no single reason for absence and it was therefore difficult to isolate the factors entering into non-attendance.

Birkeness and Johnson attempted to make comparisons between 25 delinquent and 25 non-delinquent adolescents.¹ They selected their groups on a homogeneous basis according to a number of traits such as sex, age, I.Q. and school grade. They then compared them according to a number of factors including scholarships, school attendance, sociological background, and personality characteristics. They found the non-delinquents to be more regular in attendance, which seemed to indicate that irregular attendance is a contributing factor in maladjustment. However, the big question still remained unanswered: Is the child irregular in attendance because he is delinquent, or is he delinquent because of his irregular attendance?

Beck is much more direct, abrupt and final in relating delinquency to two causes only.² "Early signs of social delinquency can readily be detected by attention to

¹V. Birkeness and H.C. Johnson. "A Comparative Study of Delinquent and Non-Delinquent Adolescents," Journal of Educational Research, Vol. XLII, 1948-49, pp. 561-572.

²B. M. Beck, "Delinquents in the Classroom," National Education Association Journal, Vol. XLV, No. 8, (November 1956) pp. 485-487.

two groups: those who are truant and those who are retarded in the development of reading skills. A history of reading retardation or truancy or both is characteristic of most social delinquents."¹ Beck makes two suggestions to remedy this situation in high delinquency areas: an extra supply of teachers qualified to do remedial reading work, and a supply of fully qualified social workers, psychologists, and psychiatrists in order that the underlying causes of persistent truancy be understood.

The Citizens' Committee on Children of New York City, Inc., in an attempt to find out what happened to children reported for frequent and unexplained non-attendance, discovered that most children referred to its Bureau of Attendance as possible truants represented many problems and maladjustments far broader than the absences which called them to attention.² The Committee inaugurated a child-helping program, centred in the classroom, with additional expert help made available to the classroom teacher. The "expert help" was to consist of the following, among others: a Bureau of Child Guidance which would include psychiatrists, psychologists, school social workers,

¹ Ibid., p. 486.

² Children Absent from School - A Report and a Program - published by the Citizens' Committee on Children of New York City, Inc., April, 1949.

and other personnel specialists; a Bureau of Counselling, to include vocational guidance and school counselling programs; Schools for the Physically Handicapped; a Bureau for Children with Retarded Mental Development. Granted, much work by the foregoing bureaus had already been carried out, but the Committee, as a result of its investigation, found a tremendous lack of personnel and co-operative effort among the various departments of its bureaus; it therefore intended to develop as quickly as possible an overall adjustment program.

Roberts, in his study of 338 truants who had been referred to three San Francisco agencies - the Bureau of Attendance, The Child Guidance Services, and The Juvenile Court - examined the records in order to identify factors which were related to attendance, school marks, and citizenship ratings.¹ Among the characteristics of truants that he discovered were the following:

60 per cent were boys, 40 per cent were girls;

truancy began at 6 years of age, rose sharply at age 12, reached a peak at age 15 to 16 years, then dropped abruptly;

5 per cent were accelerated, 25 per cent at grade level, and 70 per cent were retarded at least one semester;

the range of intelligence quotient among truants

¹John L. Roberts, "Factors Associated with Truancy," The Personnel and Guidance Journal, Vol. XXXIV, No. 7, (March, 1956), pp. 431-437.

was from 43 to 153, with a median of 95, noticeably below the median (approximately 100.8) for all the children in the area;

the number of truants two years or more over age was fifteen times as great as for the whole school population;

on the average, the truants changed schools three or four times from Grade I to Grade XII.

The foregoing study used a three-fold classification of truants - situational, aggressive, withdrawn - made solely from the descriptions of the behaviour and the home and school situations contained in the case histories. Fifty per cent of the truants were diagnosed as reactions to situations, for the most part in the home; twenty per cent were aggressive; thirty per cent were withdrawn types of personality.

In seventy per cent of the cases many symptoms of maladjustment other than truancy were mentioned when the case was first referred for special attention. The family was stable and harmonious in less than forty per cent of the cases. Factors associated with unhealthy emotional family climate in the other sixty per cent included working parents, indifferent or ineffective fathers or mothers, or both; domineering parents; parents who fought, drank, and were sexually promiscuous.

With two exceptions in Roberts' study, all groups showed poorer attendance, lower average school marks, and

poorer citizenship ratings after referral. The exceptions were the citizenship ratings of those referred to the Child Guidance Services and the school marks of those referred to the Juvenile Court. During the time that the Bureau of Attendance carried on its casework program with the students referred to it the average rate of absence rose from 24 to 48 days, forty truants showed improved attendance, 21 remained the same, and 114 got worse. The same pattern was true of the other two agencies. This raised the question as to whether casework with children and their families, whether it be superficial or intensive, voluntary or under pressure from the court, was an effective procedure with chronic truants. This study did indicate that work with younger children and children in the lower grades was quite profitable.

The foregoing study was the only one found to have used a large number of factors in its investigation which are similar to the factors investigated in this thesis. Reference will be made to these factors in later chapters, by way of making comparison of facts and trends in the two studies.

Canadian Research Project

Canadian surveys of non-attendance at school appear to be practically non-existent.¹ Phillips did a study of

¹The Canadian Periodical Index seems to contain only one reference from the year 1938 to 1958.

the causes of absence from school of 5,855 city children, 5,488 urban children, and 3,980 rural children, ranging from Grade I through Grade XIII, from selected classrooms in the nine provinces of Canada.¹ The emphasis in this research was on absences due to medical reasons. Seven major categories were devised to cover absences for medical reasons, and one major category was used to cover reasons for all other absences such as inclement weather, truancy, parental neglect, working, special event days, and so forth. However, statistics were worked out for each item in the major categories so that a comparison can readily be made between the extent of absence due to truancy and any other cause, medical or non-medical.

Some of the more important conclusions reached in this research, over the period of one school year, 1946-47, and which have a bearing on the study being undertaken in this thesis, follow:

1. There were more than four times as many absences in city schools for medical reasons as for non-medical reasons;

2. No definite pattern was revealed concerning age groups in the analysis of absences for non-medical causes

¹Dr. A. T. Phillips, "Absenteeism in Canadian Schools," op.cit.

in cities, but there was a slight upward trend as age increased;

3. Among the non-medical causes of absence the need of the pupil's help at home was the leading cause in eight of the nine cities where the survey was conducted;

4. Truancy caused more absences among boys than girls;

5. There was a greater absence of academically retarded pupils than of normal pupils;

6. The average number of days lost per child in cities had no relationship to occupation of parent nor to size of family;

7. Absence was greatest among pupils from homes which were below the average economic level;

8. Children from homes where the child's welfare in school was a major concern had less absence than those from homes where little or no interest was displayed.¹

School Management of Attendance Cases

A scientific study was conducted by Sprague to determine a more effective method of handling illegal absence in a small Junior High School in San Diego County, California.²

¹These conclusions are based on tables and charts which Phillips compiled from the mass of data he received during the survey year.

²R. A. Sprague. "Solving High School Attendance Problems," California Journal of Secondary Education, XXIII (October, 1948), pp. 374-375.

The school staff felt they had two obligations to perform: first, to carry out the state regulations governing attendance; second, to have students realize certain responsibilities as law-abiding citizens and co-operative members of their group. The following procedure was used:

1. the student first was notified in writing of the rules;
2. second offense - the student met with a faculty committee to get at the cause;
3. third offense - parent met with faculty committee; and
4. if the student continued to fail in making a satisfactory adjustment, a referral letter was sent to the parent to appear with the youngster at the county office of School Attendance, which handled the problem from that point.

As a result of using the foregoing procedure, the following outcomes were observed by the faculty:

- (a) increased responsibility - monthly attendance increase;
- (b) home-school contact worked together in the common interest of student welfare;
- (c) the County School Office of Attendance rendered a more effective guidance service to the school;
- (d) teachers felt satisfied that a positive approach to counselling was being accomplished; and
- (e) the program offered an opportunity for teacher awareness of human relationship.

Three other studies show the various methods used by school personnel to improve the attendance of their

students. In the Central Junior High School at Saginaw, Michigan, the responsibilities were placed first, directly upon the student for reporting concerning his absence.¹ If this brought no reasonable results, and a telephone call and/or letter sent to the home remained unanswered, then a member of the staff visited the home. Further episodes of truanting following this procedure brought about a referral to the visiting teacher or attendance officer.

This school was successful in promoting an "adoption" system whereby a student who was never tardy nor absent would take the responsibility of calling on tardy and absent students and taking an interest in getting them to school on time. Students wrote editorials in the school paper about the value of regular attendance. Once a week, in the daily School Bulletin, there appeared an item on attendance² such as, "Robert Good walks three miles to school each day. He has not been late or absent in two years and three months. We hope he can continue his good record."

The attendance at this school of 1600 students improved to 97 per cent and tardiness was cut to almost zero.

¹ V. Coyne. "Attendance 97%: A School Steps up its A.D.A." The Clearing House, Vol. 24, No. 4, December, 1949, pp. 219-220.

² Ibid., p. 220.

The Roosevelt Junior High School at Eugene, Oregon, improved its attendance by requiring written excuses, making up the time if it was truancy, and school conferences with the child and parent when necessary.¹

In the school years 1939-40 and 1940-41 this same school tabulated all the reasons for absence from school.² Their chief conclusions were that boys were absent more than girls, that colds, sore throats, and 'flu accounted for approximately half of the absences, and that only eleven per cent of the absences were due to causes other than illness or causes relating to illness. As a result of this study the school inaugurated the following plan for checking absences:

1. The school nurse was asked to make more home visits concerning quick remedial measures for illness.

2. Certain teachers - the Health teacher, the Physical Education teacher, and the Science teacher were requested to take the case records and attendance records and go over them carefully with students in each class. Those pupils

¹ M. Williams. "School Attendance Can be Improved," The Bulletin of the National Association of Secondary School Principals, Vol. 30, No. 137, (March, 1940), pp. 37-38.

² M. Williams and W. L. Van Loan, "Absenteeism in the Junior High School," The Bulletin of the National Association of Secondary School Principals, Vol. 28, No. 121, (March, 1944,) pp. 53-56.

who were absent frequently were not singled out but were given individual consideration and encouragement to understand their own problems and do something about them.

The school attendance improved as a result of these measures.

It is not to be assumed that the foregoing summary of literature on non-attendance is by any means exhaustive, but it seems to be a fair cross-section of the information that is available. It may be worthwhile, however, to point out again the extremely small amount of literature that is available on the problems of absence from school, especially when compared to the amount of literature available in other fields of research.

CHAPTER IV

THE SCHOOL FACTORS IN ATTENDANCE PROBLEMS

A great variety of factors may enter into the development of an attendance problem. This chapter deals with some of the academic factors. An important, yet only partial, picture of the academic background and potential of the forty students who comprise this report, can be gained from a study of eight tables which appear in this order:

<u>Table No.</u>	<u>Description</u>
2.	Range of Intelligence Scores
3.	Grade-Age Distribution
4.	Percentage of Acceleration or Retardation
5.	Number of Students Who Repeated Grades
6.	Results of Final Examinations, 1957
7.	Days Absent, 1955-56
8.	Days Absent, 1956-57
9.	Progressive Nature of Absenteeism

I.Q. Scores

The intelligence scores, as shown in Table 2, were based on individual tests in all cases where such tests had been administered. Otherwise the score is that obtained on the Dominion Group Test of Learning Capacity, Form B,

Grades 7, 8, 9 (1950 Omnibus Edition). Test scores were not available for two boys as they had been absent at the

TABLE 2
RANGE OF INTELLIGENCE SCORES FROM
INDIVIDUAL AND GROUP TESTING

Range	Boys			Girls			Total Students
	Individual Test	Group Test	Total Boys	Individual Test	Group Test	Total Girls	
110-119		1	1	1	3	4	5
100-109	1	3	4	1	3	4	8
90-99	2	2	4	2	2	4	8
80-89	1	1	2	2	5	7	9
70-79	1		1	2	1	3	4
60-69	1		1	2		2	3
50-59	1		1				1
No tests scores available		2	2				2
Totals	7	9	16	10	14	24	40

time the tests were administered, and their previous schooling had been outside the city of Winnipeg.

The range of intelligence scores was from a low of 57 to a high of 119. The three boys and five girls whose rating was

between 50 and 79 were from the special education classes or, as they were previously known in the school system, the junior high ungraded classes. One other boy, whose score was in the low 80's, was also from one of these classes, having been placed there temporarily due to extremely poor achievement in his former school.

Of the 31 students in regular classes, the range of mental ability from 80 to 119 gives at first observation the general appearance of covering the normal range. However, on closer inspection there is evident a significant trend. Eight students (not counting one with an I.Q. in the 80's who was in a special education class) of the thirty-one in regular grades had intelligence scores in the 80's. In percentage figures then, 35.5 per cent of the students from regular classes were of less than normal intelligence, generally considered to range from 90 to 110. Most authorities in the field of special education classify those students ranging between 80 and 90 on mental ability tests as "slow-learners." They estimate that between 18 and 25 per cent of the school population are slow-learners.¹

¹Harry J. Baker, Introduction to Exceptional Children, New York: The Macmillan Co., 1953, p. 244, estimates the slow learners at 20 to 25 per cent of the school population.

²W. B. Featherstone, Teaching the Slow Learner, New York: Bureau of Publications, Columbia University, 1953, p.2, says at least 20 per cent must be slow learners.

³Christine P. Ingram, The Education of the Slow-Learning Child, New York: The Ronald Press Co., 1953, p.4, places the slow-learning incidence ratio at 18 to 20 per cent of the school population.

This same trend was noted in each of the studies mentioned in the chapter on "Summary of Literature" which did a survey of relationship between attendance and mental ability. Edmiston found in his comparison of his control group and experimental group, each containing 599 pupils, that "the critical ratios from the means of the two groups designated a lower average I.Q. for the group with unexcused absence. ... Individuals or groups with low I.Q. are thus in need of greater emphasis upon attendance than are those with high I.Q."¹

Martin did not find a statistically significant difference but he did discover that "there is a slight tendency for pupils with I.Q.'s above the median of the group to have a fewer mean days absence."² Roberts used the results obtained from the Otis Quick-Scoring Test of Intelligence, the California Test of Mental Maturity, and the standard Stanford-Binet test.

"Measured by these tests, the intelligence quotients of the truants ranged from 43 to 153 with a median of 95. A study of the Bureau of Research of the San Francisco Public Schools indicated that the median Intelligence Quotient of the children enrolled in fourth grade in 1950 was exactly 100, and that of the children of the tenth grade was 101.5."³

¹Edmiston and others, "Emphasis to Improve Attendance," op.cit., p. 38.

²Martin, "Some of the Causes of Non-Attendance in a Junior High School, op.cit., p. 111.

³Roberts, "Factors Associated with Truancy," op.cit., pp. 432-433.

To return to Table 2 for a final observation, it appears quite evident that these chronic absentees came from many strata of intelligence rating, from moron to average to superior ability, but that a preponderance of those in regular classes was from the dull normal group with I.Q.'s from 80 to 90.

Academic Retardation

Table 3 on Age-Grade distribution supplies evidence to indicate that academic retardation may be one of the key school factors related to non-attendance. Of the thirty-one students considered, only one is above the proper grade level; four are at the average age-grade level; sixteen show one year of academic retardation, eight show two years of retardation, and two show three years of retardation. The nine students from special education classes are not considered in this table because they are not promoted on the same basis as the students of regular academic classes.

Table 4 shows the percentage of students accelerated or retarded for the thirty-one students of regular classes. The statistics for this table are from Table 3.

Both tables 3 and 4 present a graphic picture of the attendance problems which occur when there is very little satisfaction gained in the academic field.

The trends of Tables 3 and 4 are borne out by all

TABLE 3

V.T. Grade-Age Distribution of the
31 Students in Regular Classes

		<u>Grade</u>													
		K	1	2	3	4	5	6	7	8	9	10	11		
5														5	
6														6	
7														7	
8														8	
9														9	
10														10	
11														11	
12									2					12	
13									5	2	1			13	
14									5	8				14	
15									2	3	3			15	
16														16	

Number of cases in Special Education Classes - 9

the studies in the field that it has been possible to locate. A few examples will suffice. Roberts examined age-grade

TABLE 4
PERCENTAGE OF ACCELERATION OR RETARDATION

	Boys	Girls
Accelerated one year	0%	5%
Normal rate of progress	0	21
Retarded one year	50	53
Retarded two years	42	16
Retarded three years	8	5

N.B. Percentages are calculated to the nearest whole number. As the nine students of special education classes are not included, this table of percentages is compiled from the twelve boys and nineteen girls of regular classes.

placement of truants and found 5 per cent accelerated, 25 per cent at grade level, and 70 per cent retarded at least one semester.¹ The number of truants two years or more over age was 15 times as great as for the whole school population. Phillips discovered that the average number

¹Roberts, op.cit., p. 433.

of days lost per child per year was greatest among retarded pupils and least among accelerated.¹ The figures for Winnipeg were 7.9 days lost for accelerated pupils, 9.5 days for normal, and 10.4 for retarded pupils. The same trend was evident in all major Canadian cities except Victoria where students progressing at the normal rate were absent, on the average, .3 days more per year than retarded students.

Punke discovered that, of those pupils in city schools absent more than 9 per cent of the time, 26 per cent were retarded boys, 20 per cent were retarded girls; 6 per cent were boys achieving at the normal rate, 5 per cent were normal girls; 0.0 per cent were accelerated boys, and 4 per cent were accelerated girls.²

The Report of the Citizens' Committee on Children of New York City mentions a number of times in general terms the factor of scholastic retardation in relation to school attendance. It offers one table³ to show that, in a study of 1500 cases of non-attendance, 1280 had retarda-

¹Phillips, "Absenteeism in Canadian Schools," op. cit., p. 55.

²Punke, "Sociological Factors in Absence From School," op.cit., p. 286.

³Citizens' Committee on Children of New York City, "Children Absent from School," op.cit., p. 18.

tion as one of the factors. Of this number, 860 were boys and 420 were girls.

Table 5 shows the number of students who repeated grades from I through IX. This table shows that a preponderance of students repeated one grade or more. It was impossible to get accurate information on one student but of the remaining thirty-nine, only five, or approximately 13 per cent, did not repeat any grade. It seems reasonable to assume that a much larger proportion of absentees comes from "repeaters" than from students who have been promoted each year.

TABLE 5
NUMBER OF STUDENTS WHO REPEATED
GRADES FROM I THROUGH IX

	Boys	Girls	Total
Did not repeat any grade	1	4	5
Repeated only one grade	7	12	19
Repeated two grades	7	6	13
Repeated three grades	1	1	2
Unable to establish accurate information		1	1

This table includes the regular grades repeated by students previous to their placement in special education classes. It does not include the years repeated by such students since being placed in the special education classes.

Table 6 shows the June, 1957 examination results of those students who were still in school at that time. The fact that only five made clear passes tends to prove rather conclusively that, in order to succeed in school, one must be in regular attendance. Of the nine who were absent from examinations for the reasons stated following the table, it is safe to assume that none would have been promoted on his or her own merits, because of poor attendance, negative attitude, poor daily achievement, and failure in many subjects in term examinations written during the year.

TABLE 6
RESULTS OF FINAL EXAMINATIONS, JUNE, 1957

Results	Boys	Girls	Total
Passed all examinations	0	5	5
"Social" promotion due to age	0	2	2
"Provisional" passes (one or two failures)	1	0	1
Failed grade due to failure in three or more major subjects	5	8	13
Remained in same class placement, i.e. special education	1	3	4
Absent from exams ¹	9	6	15

¹Those absent from examinations were absent for the following reasons:

	<u>Boys</u>	<u>Girls</u>
School-leaving permit granted previously	6	4
Moved from city prior to examination	3	1
Truancing (therefore actually considered to have failed)	<u>0</u>	<u>1</u>
Totals	9	6

The Progressive Nature of Absenteeism

Tables 7 and 8 give some indication of the progressive nature of absence from school from one year to another. Chronic cases of absenteeism usually get worse as the student progresses from elementary school to junior high school, and generally continues to worsen from year to year in the junior high school.

A comparison of the tables of absences in two succeeding years (tables 7 and 8) bears out this statement at both ends of the attendance scale. In 1955-56, six students missed more than 90 days; in 1956-57 ten students missed more than 90 days. At the better end of the attendance scale the difference is even more apparent. In 1955-56, eight students were absent less than 30 days; in the following year, no student was absent less than 30 days. The trend of the progressive nature of absenteeism would be all the more significant in these two tables if ten of the absentees had not received school-leaving permits (in order to become gainfully employed) and if four others had not moved from the city (see footnote to Table 6). In all fourteen cases the student was withdrawn from the school register and therefore the days of absence as noted in Table 8 are calculated only to such day as he was officially withdrawn from school. Of the nine boys who were absent only

30-49 days in 1956-57 (Table 8), five of them were granted

TABLE 7

DAYS ABSENT FOR SCHOOL YEAR 1955-56

Days Absent	No. of Students		
	Boys	Girls	Total
170 - 189			
150 - 169			
130 - 149			
110 - 129		2	2
90 - 109	3	1	4
70 - 89	1	3	4
50 - 69	2	4	6
30 - 49	4	5	9
11 - 29	3	5	8
No statistics available	3	4	7
Totals	16	24	40

school-leaving permits during the year and two of them moved from the city. Of the three girls in the same category, two were granted school-leaving permits.¹ When these

¹Statistics regarding the number of days absent, date of school-leaving permit, and all other details from which the tables in this and other chapters were composed, are found in the appendix under the heading "Summary of Information on Girls (Boys)".

factors are taken into consideration it then leaves only two boys and one girl who spent the whole year in school

TABLE 8
DAYS ABSENT FOR SCHOOL YEAR 1956-57

Days Absent	No. of Students		
	Boys	Girls	Total
170 - 189		1	1
150 - 169		1	1
130 - 149		0	0
110 - 129		2	2
90 - 109	1	5	6
70 - 89	2	8	10
50 - 69	4	4	8
30 - 49	9	3	12
Totals	16	24	40

and who were absent less than 50 days out of the 200 days of the typical school year.

There are a few notable exceptions to the progressive nature of absenteeism, some of which will be shown in a succeeding chapter on the follow-up of the students in the period of time September, 1957 to June, 1958.

Table 9 shows the effect on students who enter junior high school after some difficulty in attendance at the elementary level. The table includes all the students who were

TABLE 9
THE PROGRESSIVE RATE OF ABSENTEEISM

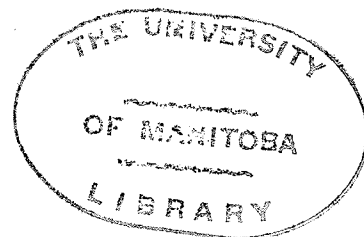
Name	Grade in 1955-56	Days absent 1955-56	Days absent 1956-57
G ₂	6	29	44
G ₅	6	78	182
G ₆	6	40	35 (school-leaving permit granted Feb./57)
G ₁₀ *	7*	52	67
G ₁₂	6	8	71
G ₁₄	6	37	74
G ₁₈	6	60	85 (placed in institution April,/57)
G ₁₉ *	7*	76	72 (school-leaving permit granted March/57)
G ₂₃	6	41	91
G ₂₄	6	unknown	108
B ₂	6	20	34
B ₃ *	7*	92	56 (placed in institution Feb./57)
B ₅	6	6	57 (school-leaving permit granted April/57)
B ₆	6	unknown	55

*These students were repeating Grade 7 in 1956/57.

in Grade VII in 1956-57. It contains three students who were repeating Grade VII. In every case where the student remained in school for the whole school year, the absences increased, in most cases rather drastically. Three students were granted school-leaving permits during the year, as noted on the right hand side of the table. Their attendance is calculated only until the day that they were officially withdrawn from school. The same situation holds for G18 and B3 who were committed to detention homes during the year. They continued to attend school regularly but as it was not possible to get the exact attendance, no attendance is recorded for them in this table after the date of committal.

Teacher Personality

As stated at the beginning of this chapter, the tables, comments and comparisons present only a partial picture of the school background of the forty students in relation to their attendance. There is no doubt but that the teaching personnel do have a dynamic influence on school attendance. It is not the purpose of this study to go into any detail concerning this matter but at the same time, in order to give some evidence that teacher personality and teaching method do present very important factors toward school attitude of the students, and thereby school attendance on their part, the following paragraphs are submitted.



It is to be noted that the opinions expressed do not necessarily refer to the staff of Aberdeen School nor to any particular Junior High School teachers - they are simply general statements which could refer to any grade level of teaching.

The teacher who is unduly severe or unduly demanding, or who has little natural warmth for children, might so condition the child, early in his career, to the unpleasant aspects of school that he is never able to appreciate those pleasurable experiences which are found in abundance in so many classrooms. If such child, as a result of home conditions, enters school with a good degree of security and stability, he would not likely have his attitude toward school permanently distorted by association with this type of teacher. However, if the child enters school with a poorly developed sense of trust and marked insecurity, then it is impossible to estimate the damage that may be done.

The teacher who feels a need to ridicule his students might contribute to the development of an attendance problem without realizing it. This is particularly true with pre-adolescent children who have difficulty in accepting ridicule from adults. "School life is what the teacher makes it; for the individual teacher has it within his power to mold a child's attitude."¹ The author of this

¹Russell J. Fornwalt, "Toward an Understanding of Truancy," op.cit., p. 91.

statement mentions many examples of teacher ridicule. Such humiliating tactics as calling a boy "a big dope," tongue-lashing a student in front of the class, hitting a student across the face, demoting a pupil for causing a disturbance in class, can make the classroom a source of irritation rather than inspiration. Such ridicule can create enough anxiety in the child that he may wish to avoid the adult and the classroom altogether.

The teacher who is too permissive, too indecisive, and too inconsistent creates for the child, especially the child who has little ability to control his own impulses, an anxiety-producing environment. The child's inability to find in his environment the controls which he requires may cause him to remove himself from such a situation.

Many teachers are so busy planning lessons, marking tests and examination papers, making reports, doing detailed clerical work, attending meetings, and engaging in extra-curricular activities that they simply do not have time to make a study of the causal factors of their truants. Nor do they have time to give individual academic help on an understanding basis to those students who are on the verge of absenting themselves from the classroom because of failure to meet the standards of the class or of the school. These teachers often take enough time only to report absentees to a higher authority and leave it at

that. This course of action may also be the result of the teacher's philosophy on truancy. It may be definite as far as the legal aspect is concerned but it may be vague concerning the contributing causes. Sympathetic understanding by the teacher of student problems relating to school and home could understandably prevent some students from absenting themselves from school and could help other absentees to improve their attendance.

Recapitulation of Findings

The school factors involved in problems of attendance as shown in this chapter are largely of an academic nature, with teacher personality playing a minor role. The academic factors causing absence from school are listed below.

1. The question of mental ability seemed to enter the picture at one level only - those with I.Q.'s in the 80-90 range. These "slow-learners" were unable to cope with those students of normal or superior intelligence, all being in the same classes, and lost interest in the academic work.

2. Academic retardation is one of the major, if not the major, school factor entering into the attendance problem. Twenty-six of the thirty-one students in regular classes were retarded from one to three years in their

grade placement. All surveys in this field point out the same conclusion. As one would naturally assume from this, a great majority of students with attendance problems have repeated one grade or more.

3. Only five of the forty students received "clear" promotions at the end of the year, a clear indication of the result of absenteeism on scholarship.

4. The "progressive nature" of absenteeism tends to indicate that the sooner one begins to cope with the problem in the elementary school, the better chance of improvement before the student reaches the junior high level with a much less "personal touch" from the numerous teachers who see the students only 30 to 40 minutes per day.

5. The personality of the teacher can be an important influence on children's attitudes and attendance. The teacher with little natural warmth for children; the teacher who ridicules students; the teacher who is too permissive and too inconsistent; the teacher who is too busy to give sympathetic consideration to the student who is having difficulties - all play a part in conditioning the child toward a distorted attitude to school, especially the insecure child who comes from a problem-filled home.

Although various aspects of the academic field

have a bearing on attendance, the one aspect that appears most often is that of academic retardation with the accompanying feeling of failure, lack of achievement, and loss of interest in matters pertaining to school.

CHAPTER V

NEGATIVE FACTORS OF THE HOME ENVIRONMENT

It is generally recognized that home influences on children, particularly in their younger years, are dynamic factors in determining their development and outlook. But the family pattern has changed considerably in the present century. Parents are now more aware of the needs and drives of their growing children. Parent-child relationships have changed as a result. Parents have developed a new concept of their responsibilities to their children. The role of the parent has developed and changed in proportion to the development of the awareness of the child's needs - physical, psychological, social, mental, and emotional.

Unfortunately, along with this change for the better have come other changes in the family pattern which often produce detrimental effects and are responsible for many of the difficulties encountered by the children. Divorce and separation rates have risen. More mothers than ever before are gainfully employed outside the home, usually for economic reasons but occasionally for non-economic reasons. Although hours of labour per working day are less than in previous times, parents often find amusements or other activities outside of the home

which tend to prevent close supervision of their growing children. The increasing number of desertions of families by one parent indicates one of the many causes of social ills in such homes. In other homes the habits of the father, and often the mother as well, are of such an immoral nature that they contribute directly to the downfall of their offspring.

This chapter will survey some of the negative factors and influences in and around the homes of the forty students being studied. The significant factors and trends can be recognized in the figure and series of tables which show the results of the investigation. The figure and tables will appear in the following order:

Figure 1. Street Distribution of Families

Table 10. Economic Status of Family

- " 11. Type of Dwelling
- " 12. Physical Aspects of Home
- " 13. Family Size
- " 14. Sibling Rank
- " 15. Parental Role
- " 16. Families Known to Social Agencies
- " 17. Parental Interest in School
- " 18. Parent-Child Relationship
- " 19. Disciplinary Practices
- " 20. Family Moral Standards

21. Changes of Residence

22. Number of Schools Attended

Place of Residence

The map of the Aberdeen Junior High School District with its boundaries as they were for the school year 1956-57 is shown in Figure 1. The home of each boy is represented on the map by a colored red circle; the home of each girl is shown by a colored green square. There are only 15 red dots and 23 green squares, as one boy and one girl lived such a distance outside of the district boundaries that it was not possible to indicate their place of residence on the map.

Two facts appear to stand out concerning the location of the homes of the forty students considered in the study. First, there is a clustering of dots and squares in the fifteen-block area bounded by Salter Street on the west, Derby Street on the east, Stella Avenue on the north and Sutherland Avenue on the south. Seven of the sixteen boys (44 per cent) and seven of the twenty-four girls (29 per cent) live in this area. These fourteen students constitute 35 per cent of the students in the investigation.

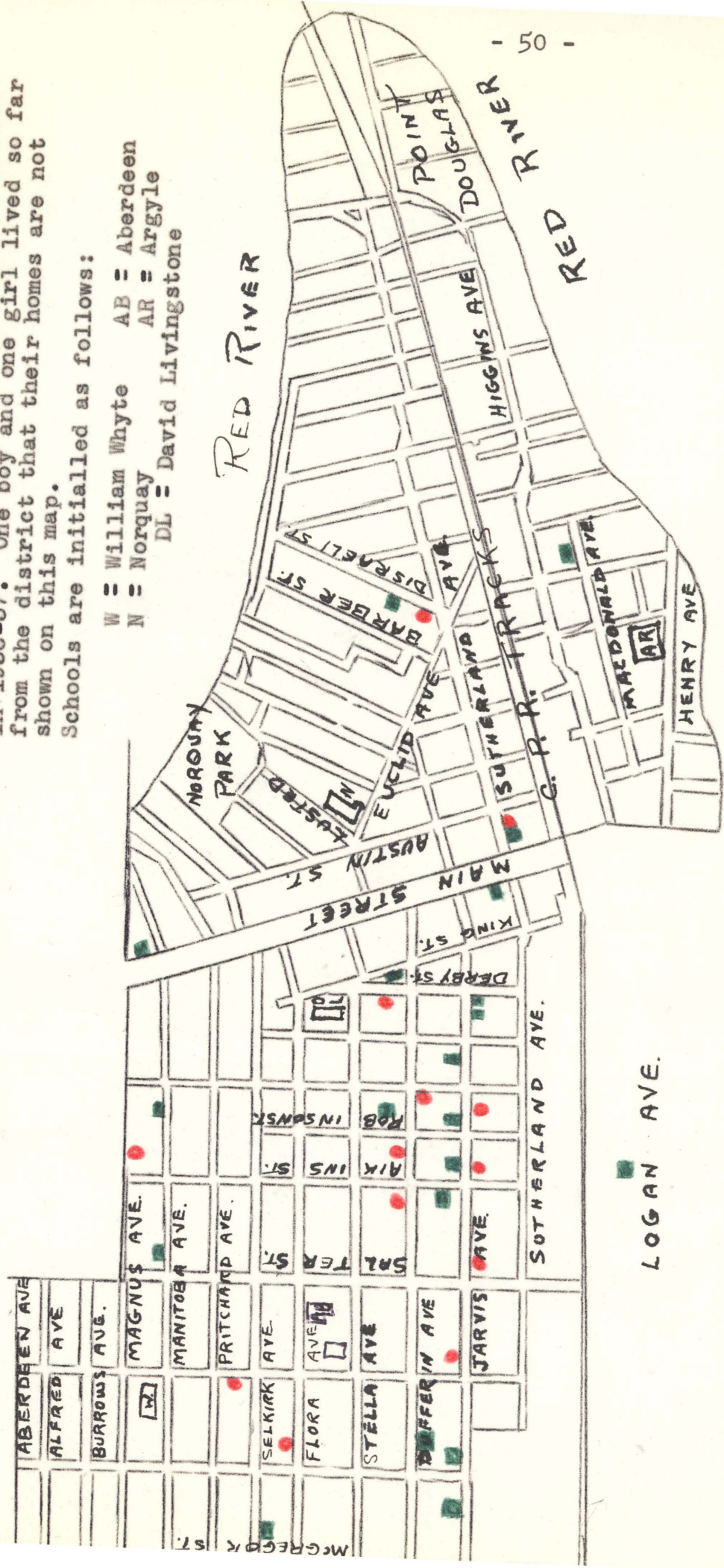
As there are 150 street blocks in the whole area, it is significant that 35 per cent of the students with problems in school attendance live in an area which con-

Red circles represent homes of boys;
 green squares represent homes of girls.
 The map is that of the district from which
 Aberdeen School drew its junior high students
 in 1956-57. One boy and one girl lived so far
 from the district that their homes are not
 shown on this map.

Schools are initialled as follows:

- W = William Whyte
- N = Norquay
- AB = Aberdeen
- AR = Argyle
- DL = David Livingstone

REDWOOD AVE.



PACIFIC AVE.
 RUPERT AVE.

Fig. 1.--Street Distribution of Families

stitutes only 10 per cent of the district served by the Aberdeen Junior High School. This percentage shows a marked increase and perhaps a more accurate picture if one excludes, for the basis of comparison, the six students whose homes are outside the boundaries of the district. The computation would then show that the fourteen students living in the fifteen-block area represent 41.2 per cent of the attendance problems residing within the school boundaries. It also seems significant that the small fifteen block area is one which is given special consideration by the Public Welfare Department of the City of Winnipeg. For the year 1956-57 one worker from the Department was assigned to this section of the city although the district he served was slightly larger than the fifteen blocks mentioned here.¹

The second fact which appears to stand out is that, excluding the clustering of cases already referred to, the remaining homes are scattered throughout the district and beyond it. The two homes which are not shown in the figure are on Selkirk Avenue west and Logan Avenue west.

Eleven of the forty places of residence (37.5 per cent) are located on Jarvis Avenue; four (10 per cent)

¹ This information was made available to the Visiting Teacher by a worker at the City Welfare Department.

on Dufferin Avenue; and three (7.5 per cent) on Selkirk Avenue; no other street or avenue contains more than two. The general picture is that of a central cluster surrounded by scattered units.

Economic Factors

Table 10 shows the analysis of the forty students with prolonged absences in relation to the economic level of the home. In order to make the analysis as objective as possible, only three economic levels were used. "Below average" includes all those who were receiving financial assistance, during the year of the study, either from the City Welfare or the Provincial Welfare Department. Added to this group were two other families where, although one of the parents was employed, the amount of money available for family needs was much less than if they had been able to receive assistance from the Welfare Department. Also included in this group was one family of thirteen children (see G6 in Appendix on summary of information on girls) in which case the father was earning \$300.00 per month, yet was unable to provide adequate food and clothing for the children.

The term "above average" includes those families which appeared to have accumulated sufficient resources to put themselves in comfortable circumstances to the extent

that unemployment would not mean an immediate request for financial assistance.

The "average" status includes those families "in between" the two categories just mentioned - families with the ability to live from daily earnings but on the verge of dependency much of the time.

TABLE 10
ECONOMIC STATUS OF FAMILY

Economic Status	Number of Boys	Number of Girls	Total
Above average	--	3	3
Average	4	2	6
Below average	12	19	31

The economic condition of the families is evident from the statistics. Only three families, or 7.5 per cent of the total, were in comfortable circumstances, while thirty-one families, or 77.5 per cent had to be supported for the most part, and quite continuously, by public agencies. Reliable data regarding the economic status of the general population of Winnipeg are not available for comparison but it can safely be assumed that such data would

not even come close to disclosing so high a degree of dependency and marginality, especially in a year of better-than-normal employment as was 1956-57.

Table 11 contains information on the type of residence of the forty students. The majority appear to live in city-owned dwellings. Many of the "rented rooms"

TABLE 11
TYPE OF DWELLING

Type	No. of Boys	No. of Girls	Total
Owned by Parents	1	3	4
Rented house or suite	3	6	9
Rented rooms	4	5	9
City-owned	8	10	18

were financed from public funds also. However, it is questionable whether this table portrays any definite trend. The number of dwellings owned by the parents is small (10 per cent.) It could be that there is less interest shown by parents in their children and their environment when they

live in rented quarters, but this sampling has not been large enough nor detailed enough to do more than mention it as a possibility for further investigation on a much wider basis.

Physical Aspects of Home

New light is shed on the economic and social status of the families of our absent children by consideration of the physical aspects of their homes (Table 12). The first part of the table deals with the amount of accommodation. "Ample room" is applied to the home in which there is adequate space (not more than two children to a bedroom), good light and ventilation; "average" applies to the home in which the average number of children per bedroom is between two and three; "crowded" applies to the home in which there are more than three children per bedroom. Amount and kind of light, and amount and kind of ventilation in most cases was relative to the average number of persons per room but this was not always the case. In order to keep as close as possible to an objective analysis, the homes were designated as accurately as possible by the number of persons per room. It was also necessary to take into account the total number of people in the home. For example, the home occupied by B₂ (see summary of information on boys in Appendix) is designated

as "crowded" in spite of the fact that the home comprises two bedrooms and the family consists of only one boy and his mother; but this mother is living in a common-law arrangement with another man, and her sister occupies the second bedroom; therefore B₂ of necessity sleeps on a couch in the large kitchen-dining-room-living-room. Actually he has no bedroom at all; for this reason this home and other homes with somewhat similar arrangements are designated as crowded.

TABLE 12
PHYSICAL ASPECTS OF HOME

A.			
Accommodation	No. of Boys	No. of Girls	Total
Ample room	nil	3	3
Average	3	6	9
Crowded	13	15	28
B.			
Cleanliness	No. of Boys	No. of Girls	Total
"Spotless"	nil	3	3
Average	9	12	21
Dirty	7	9	16

The second part of Table 12, a report on the cleanliness of the home, is much more subjective. No factors were taken into consideration other than the clean and tidy appearance and the number of children. In considering all of the homes, only two categories were used at first - "spotless" and "extremely dirty". When as many homes as possible were placed in these two categories, there were twenty-one homes left which did not fit under either heading because they were far from "spotless" and yet a good effort was made to keep them clean. The heading "average" was made for this group. It is doubtful that these "average" homes would be termed average in comparison to what would be considered average in a cross-sectional survey of the city or of the country as a whole. Perhaps the following headings would have given a more accurate description: "exceptionally clean," "fairly clean," and "extremely dirty."

Social Factors

Size of family (Table 13) seems to have a direct bearing on school attendance. Only six students (15 per cent) are from homes of two children or less. Twenty-three students (57.5 per cent) are from homes of five or more children. The average number of children per family in this study is 5.37 while the average size of family

TABLE 13
SIZE OF FAMILY

No. of children in family	No. of Boys in study	No. of Girls in study	Total No. in study
1	1	1	2
2	1	3	4
3	4	3	7
4	2	2	4
5	3	5	8
6	2	4	6
7	-	1	1
8	1	-	1
9	-	1	1
10	1	2	3
11	-	-	-
12	-	1	1
13	1	1	2

Average number of children in families of
16 boys comprising study 5.1

Average number of children in families of
24 girls comprising study 5.6

Average number of children in families of
40 students comprising study 5.37

for all of Canada is 1.7¹.

Punke discovered more absences occurring in large families,² but Phillips found little or no variation as the size of the family increased.³ However, it could well be that the average size of family in this study is considerably greater than in the studies of Punke and Phillips. Even in this study it would appear that family size, though significant, is only one of many factors associated with the problem of attendance.

Sibling rank, as indicated in Table 14, does not show any significant trend in any direction. Research by Punke and Roberts also found sibling position relatively unimportant in relation to absences.⁴

Further evidence to show that a number of factors in the home are responsible for non-attendance at school is supplied by Table 15, indicating the parents' role. No

¹Statistics from the Canada Year Book, 1956, p.169, show approximately 5,300,000 children in approximately 3,200,000 homes, for an average of 1.7 children per home.

²Harold H. Punke, "Sociological Factors in Absence from School," op.cit., pp. 288-299.

³A. J. Phillips, "Absenteeism in Canadian Schools," op.cit., p. 56.

⁴Harold H. Punke, op.cit., p. 290.
John L. Roberts, "Factors Associated with Truancy," op.cit., p. 434

totals are shown because of many duplications of category;

TABLE 14
RANK AMONGST SIBLINGS

Status	No. of Boys	No. of Girls	Total
Only child	1	1	2
Oldest	5	8	13
Youngest	1	6	7
"In Between"	9	9	18

for example, "mother employed" and any one of the four categories immediately following it, could refer to the same boy

TABLE 15
ROLE OF PARENT

Role or Occupation of Parent	No. of Boys	No. of Girls
Both parents employed	2	6
Neither parent employed	7	10
Father employed	2	4
Mother employed	5	1
Father deceased	4	3
Father separated or divorced	6	8
Father in custody	-	4
Father incapacitated	1	1

or girl in the study. The overwhelming evidence from this table appears to be that the father has been removed from the home by death, divorce, incarceration, or incapacitation (committal to hospital in the latter case), in the case of eleven boys (61 per cent) and in the case of sixteen girls (67 per cent).

Punke found no appreciable difference in school absence as related to the death of the father.¹ Roberts calculated that in 45 per cent of the homes investigated in his study, the father had been removed by separation, death, or divorce.² It seems reasonable to expect a number of disruptions in the home after the removal of the father from it. These disruptions are of greater significance and of more prolonged duration when the removal is by separation, divorce, or incarceration. Twelve girls, 50 per cent of the total number in this investigation, are from homes where there is no father because of one of the three foregoing factors.

In the case of each family in the study, social assistance of some form or other was either requested by the family, or granted or forced upon them because of home

¹ Punke, op.cit., pp. 284, 285.

² Roberts, op.cit., p. 433.

conditions. The social agencies referred to in Table 16 are City Welfare, Provincial Welfare, Children's Aid Society, Family Bureau, Family Allowances, Juvenile Court, Family Court, and Department of Veterans' Affairs.¹ The Social Service Department of the various hospitals was used rather extensively by some of the families but this is not shown in the table because the information was not obtained on whether the family was registered (usually at the Out-patient Department) simply for hospital treatment or for social service as well. The registration of one family with the Society for Crippled Children and Adults is not shown in the table. It should also be noted that the registrations with social agencies covers a long period of time. Usually not more than two or three agencies were active with a family at any particular time. The forty children constituting the study often had no connection with the agency involved but the fact that some other member or members of the family were involved usually had an influence, either for better or worse, on all family members.

A more detailed picture of the particular social agencies which were active with the families will be given in a later chapter. This table emphasizes, among other factors, the number of times social assistance was in-

¹Registrations with agencies were obtained from the Confidential Exchange Branch of the Department of City Welfare.

volved. A striking example is that twenty-five of the

TABLE 16
 NUMBER OF SOCIAL AGENCIES INVOLVED
 WITH FAMILIES OF CASE STUDIES

Number of Social Agencies	Number of Boys' Families Involved	Number of Girls' Families Involved	Total Number of Families Involved
0	0	0	0
1	3	5	8
2	3	4	7
3	4	5	9
4	3	5	8
5	3	4	7
6	nil	1	1

families, or 62.5 per cent, were, or had been, active with three or more agencies.

Psychological and Moral Pattern

In order to study the relationship between parental interest in school and attendance, an analysis was made in terms of degree of interest shown by the parents. The degree of interest (Table 17) was rated "good" when at least one parent displayed definite interest in the child's progress and general welfare at school. A "fair" rating was given when some interest in the pupil was evident. A

"poor" rating was assigned to those parents who showed very little interest or none whatever.

In spite of the admitted subjectivity of such an analysis, it is the author's firm belief that "as the twig is bent, so the tree will grow," and that the figures shown

TABLE 17
PARENTAL INTEREST IN SCHOOL

Degree of Interest	Boys		Girls		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Good	nil	0.0	1	4.2	1	2.5
Fair	6	37.5	6	25	12	30
Poor	10	62.5	17	70.8	29	67.5

in the table are reasonably valid. Much of the information for this analysis was obtained on the first visit to the home. Some of the parents' comments were rather alarming in view of present-day interest shown in schools and in the academic progress of children. Three mothers did not know what school their child was attending. Two others were so certain their children attended David Livingston School that it took some time to convince them otherwise. The majority of mothers knew the name of the principal but very few could

name even one member of the teaching staff. Quite a number of mothers did not know the grade placement of the child.

It was difficult to interview many fathers on the matter of interest in school. In more than half of the homes there was no father. In the others, he was usually at work or away at the time of visitation. Of those fathers who were interviewed, the following quotation is typical of the general lack of interest shown: "I don't know what school she goes to and I don't know where she is, but she can't be too far away because her overshoes are here by the door!"

Another factor in the family picture is that of parent-child relationships, as shown in Table 18. A "wholesome" relationship between parent and child was considered to be one of affection and kindness; a "fair" relationship implied mutual indifference in attitude; an "unwholesome" relationship meant lack of affection, much quarrelling, and perhaps open hostility.¹

The relationship of mutual indifference appeared to be the dominant attitude on the part of both parents. The small number of cases considered, particularly with the father figure, plus the high degree of subjectivity involved

¹This definition of terms is taken from Sheldon and Eleanor Glueck, One Thousand Juvenile Delinquents - Their Treatment by Court and Clinic, Harvard University Press, 1939, p. 73.

in analyzing all cases, tend to detract from the validity of this table, however.

TABLE 18
PARENT-CHILD RELATIONSHIP

Relationship	Father and Son (6 relationships considered)		Mother and Son (16 relationships considered)		Father and Daughter (9 relationships considered)		Mother and Daughter (24 relationships considered)		Total (55 relationships considered)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Wholesome	-	0	4	25	2	22	5	20.8	11	20
Fair	4	67	11	69	6	67	13	54.2	34	62
Unwholesome	2	33	1	6	1	11	6	25	10	18

Table 19 on Disciplinary Practices of the Parent is, like the foregoing table, largely subjective in its analysis and therefore open to criticism. However, it is based on the findings of a number of interviews with the parent or parents and with the student. It is included for this reason and also to compare in a general way with Table 18 on parent-child relationships. The statistics appear to indicate that the parent with an attitude of mutual indifference -

the largest percentage in Table 18 - becomes the parent with unsound disciplinary methods - the largest percentage

TABLE 19
DISCIPLINARY PRACTICES OF
EACH PARENT

Quality of Discipline	Father with boys (5 cases considered)		Mother with boys (16 cases considered)		Father with girls (8 cases considered)		Mother with girls (24 cases considered)		Total (53 cases considered)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Sound	1	20	3	18.7	nil	0.0	1	4.2	5	9.4
Fair	1	20	6	37.5	2	25	8	33.3	17	32.1
Unsound	3	60	7	43.8	6	75	15	62.5	31	58.5

in Table 19. "Sound" discipline means "consistent and firm control of the child by the parent, but not so strict as to arouse fear or antagonism."¹ "Fair" discipline refers to control which is indefinite - sometimes strict and sometimes lax. "Unsound" discipline refers to extremely lax or extremely rigid control on the part of the parent, giving on the one hand unrestrained freedom of action, and on the other, restriction to the point of rebellion.

In spite of the questionable validity of the tables on parent-child relationships and disciplinary practices,

¹The definition of terms is from Sheldon and Eleanor Glueck, op.cit., p. 74.

the tables do present additional pieces of evidence in the structure of familial inter-relationships. They also point up the observation that there is no task so difficult nor so important as that of being a good parent. The percentages of mediocre and unwholesome practices by parents demonstrate a greater need of guidance clinics to provide assistance in the fundamentals of child-rearing for perplexed, harassed, distraught, and sometimes illiterate parents.

Associated closely with any consideration of parent-child relationships is that of the moral standards of the homes in which problem children are reared. This information is found in Table 20. "High" moral standard refers to a home where there is no delinquency and where there are definite indications of high ideals. "Fair" standard refers to the home in which ideals are not so high but there is no delinquency on the part of any immediate family members other than the student being considered. "Low" standard refers to the home in which there is delinquency or criminality on the part of the parents or siblings.¹

A word of explanation is in order regarding the designation of the home of G₈ (see Summary of Information on Girls in Appendix) as low moral standard in spite of the

¹The definition of terms are again from Sheldon and Cleanor Glueck, op.cit., p. 79.

fact that no member has been known to the courts. This home was given "low" standing for three reasons. The father

TABLE 20
FAMILY MORAL STANDARDS

Moral Standard	Boys' Homes		Girls' Homes		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
High	2	12.5	2	8.3	4	10.0
Fair	5	31.25	5	20.8	10	25.0
Low	9	56.25	17	70.9	26	65.0

in this home has lived common-law with the mother since 1945 when he "exchanged" with G₈'s father his own wife and five children for this woman and her four children. The two families, as far as can be ascertained, have lived amicably, visiting back and forth every few weeks. (The other family lives 60 miles from Winnipeg.) The husbands sometimes return to their first home, to the extent that G₈'s mother is not certain of the paternity of the six children born to her since 1945. In addition to this, evidence was available that G₈'s house was used for illegal sale of liquor and, reputedly, for purposes of prostitution. Notwithstanding the fact that no member of G₈'s family had

a court record, this home was perhaps the one with the lowest moral standards of all forty families.

It is interesting to note how closely the percentages of this table compare with those of the Gluecks' in their investigations of the moral standards in the homes of one thousand delinquent children.¹ They discovered that 10.7 per cent (compared to 10.0 per cent in this study) lived in homes with high moral standards; 18.9 per cent (25.0 per cent here) lived in homes with fair standards; and 70.4 per cent (compared to 65.0 per cent here) lived in homes with low standards. Roberts found the general pattern of the home to be slightly better, with the families described as stable and harmonious in fewer than 40 per cent of the cases.

Factors associated with unhealthy emotional family climate in the other 60 per cent included working parents, indifferent or ineffective fathers or mothers, or both; domineering fathers or mothers; and parents who fought, drank, or were sexually promiscuous.²

It is to be noted, however, that the terms of reference were not the same in Roberts' investigation.

In a study of 1500 truants in New York City, O'Leary found many complex patterns of family problems.³ Poor rela-

¹ Glueck, op.cit., p. 79.

² Roberts, "Factors Associated with Truancy," op.cit., p. 433.

³ O'Leary, "An Analysis of 1500 Investigations," as reported in Children Absent from School, op.cit., pp. 17-18.

tions with parents accounted for 14.6 per cent of the truants' problems, and lack of parental control accounted for another 35.1 per cent. Home problems of one kind or another were involved as part, at least, of the difficulty, in each of the 1500 cases.

No doubt the extent of formal education of parents plays some role in the rearing of children. It had been the intention of the author to include a table on the educational background of the parents of the forty students, but two important factors prevented this. Not all parents were asked for this information. Of those who did give their educational background, the information in a number of cases did not coincide with the information given to other social agencies. It was quite apparent, however, that the number of years spent in school had been limited in most cases and there were some who were illiterate. As an example, four mothers who requested school-leaving permits were unable to write anything other than their signature on the application form. It would be a reasonable assumption that the incidence of illiteracy is noticeably higher among this group of parents than in the general population.

Home and School Mobility

The interruptions and resulting lack of interest that come from moving from one home to another and from

one school to another are pointed up in Table 21 on change of residence and in Table 22 on changes of schools. The information for the tables was made available from the record cards of the students. In the "unknown" category are those who had no changes noted on their cards and whose parents were not certain of the number of changes. The tables refer, of course, only to changes of home and school while residing within the Winnipeg School District. The numbers would be higher if consideration was taken of each change of residence

TABLE 21
CHANGES OF RESIDENCE SINCE
STARTING SCHOOL

No. of changes of residence	Boys	Girls	Total
nil	1	1	2
1 or 2	2	2	4
3 or 4	3	5	8
5 or 6	5	6	11
7 or 8	1	4	5
9 or 10	-	3	3
11 or 12	-	1	1
unknown	4	2	6

and of school while a resident of some place other than Winnipeg.

TABLE 22
NUMBER OF SCHOOLS ATTENDED

Number of Schools	Boys	Girls	Total
2	4	2	6
3	2	2	4
4	2	3	5
5	3	4	7
6	1	9	10
7	-	1	1
8	-	-	-
9	-	1	1
unknown	4	2	6

Average number of schools attended by 12 boys
(excluding the 4 unknown numbers) 3.58

Average number of schools attended by 22 girls
(excluding the 2 unknown numbers) 5.1

Average number of schools attended by 34
students (excluding the 6 unknown numbers) 4.56

No statistics have been found on school and home mobility elsewhere but it would appear that the number of changes listed here is considerably greater than the number for the general population.

Recapitulation of Findings

The salient points of the study of the home environment of the forty students indicate that, generally speaking, the parents and homes must be characterized as unwholesome and underprivileged.

The economic condition of the families was very poor, forcing them to live, in most cases, in areas of low-rent city housing, crowded tenements with poor neighbourhood services and facilities. Less than 10 per cent of the families lived in clean healthy surroundings. More than 90 per cent were either receiving financial assistance or were on the verge of dependency. Only 10 per cent were in the process of purchasing their own homes.

A variety of social factors played an important part in the problems of the forty families. Size of family seemed to be related directly to school attendance. Almost 60 per cent of the students were from homes with five or more children. The position or rank of the particular child in relation to his siblings does not appear to be significant. Some were the oldest in the family, some the youngest, some "in between", and two were only children.

More than 60 per cent of the problem children were from homes where there was no father figure. In the great majority of cases the father was absent due to separation,

divorce, or incarceration. Of the homes in which there was a father as well as a mother, both parents were employed in eight instances.

In every one of the forty families there had been assistance of one kind or another from social welfare organizations. More than three social agencies had been active with 62 per cent of the families.

Home conditions were unwholesome on the psychological side also. The lack of interest in school matters pertaining to the children was simply appalling in almost 70 per cent of the families. Parent-child relationships were unfavourable to a healthful home environment. Removal of the father from many of the homes added extra responsibilities to the already overburdened mother. Disciplinary practices of the parents were relatively sound in less than 10 per cent of the cases. In almost 60 per cent of the families the practices were unsound in that the parent was extremely lax or unreasonably rigid in control.

The moral standards of the families were very poor. In 65 per cent of the homes there were low moral standards as reflected in delinquency or criminality on the part of parents or siblings. In only 10 per cent was there evidence to indicate high ideals and moral decency. In 25 per cent of the homes the moral standards were not high but there

was no known evidence of delinquency on the part of parents or siblings. The tables presented would portray even a worse picture if they could show those cases in which delinquent activities have escaped official recognition.

The educational standards of the parents were below average. The statistics on the subject were found to be invalid but it was quite evident that standards were far from adequate. Some had no formal schooling whatever; a few were illiterate.

Occupation of rented quarters was responsible for much mobility. Twenty families had moved more than four times from the time the child started to school. Nineteen of the children had attended from five to nine schools. Time required in moving and in getting oriented to the new school had taken its toll in loss of interest on the part of both child and parent.

The total picture is one of extremely poor economic conditions, "fatherless" families, social inadequacy, lack of interest, unwholesome psychological atmosphere, low moral standards, questionable educational background, and high mobility. These are the negative influences which formed a large part of the home environment of the forty students during the formative years of their lives.

CHAPTER VI

TYPICAL CASE STUDIES

The six case studies which follow will point up the many difficulties which the forty problem students encountered at home and at school. The studies will, in addition, give some idea of the scope of the work of the visiting teacher or school social worker.

Basis of Selection

Each case was selected in order to show typical aspects and results common to many students with problems of attendance. The case of G₁₉ was selected to show the value of granting a school-leaving permit.¹ The case of G₁₅ gives some evidence of improvement after a change of school program. An investigation in which the visiting teacher was unsuccessful in getting positive results is the case of G₁₁. On the other hand, a case study that produced excellent results is that of G₁₂. The case of B₃ is included because he became a psychological and psychiatric study. Lastly, the case of B₆ shows the co-operation of a social agency in working with a boy and his family and maintaining

¹As indicated in Chapter I, the girls are known by the letter G and a number; the boys by the letter B and a number. Statistical information on each student is available in the Appendix under the heading, "Summary of Information on Girls (Boys)."

close liaison with the visiting teacher until a placement was carried out.

The question, "What is the job of the visiting teacher or school social worker?" is often asked by lay people and professional experts. The visiting teacher attempts to help children who are unable to adjust to the school or home situation. Their problems may manifest themselves in such symptoms as non-attendance, inability to learn, extreme shyness, or hostile acts such as stealing and fighting. The six cases selected from the forty will show how the visiting teacher coordinates his efforts with those of the school personnel and with those of other agencies, in an attempt to accomplish the desired goal.

The case of G₁₉

G₁₉ was a big robust girl of 14 years, repeating grade 7, partly because of the fact that she had been absent 76 days the previous year. Her mental ability was average. She was the fourth oldest of a family of twelve. Her father was confined in gaol because he consistently refused to support the large family. The family of necessity received assistance from the City Welfare Department.

G₁₉'s prolonged absences had started the previous year at approximately the time she reached her fourteenth birthday. Information from the school principal, the former

visiting teacher, the probation officer at the Juvenile Court, and the counsellor at the Family Court was to the effect that the three older sisters had attended school regularly until their fourteenth birthday and then their mother simply removed them from school in spite of court action taken against her concerning two of them.

Many absences of three to five days duration in the fall of 1956 resulted in a number of home visits and interviews by the visiting teacher, as well as telephone calls to the mother and to G₁₉. The mother gave all kinds of excuses - illness, lack of clothing, necessity to have G₁₉ to babysit while she was at City Welfare for her half-monthly issue, embarrassment at having no money to pay the school caution fee for books, and the like. The worker from City Welfare and the school nurse visited the home at the request of the visiting teacher. There was no evidence of illness. The family was well cared for financially, compared to other families of similar size who were receiving assistance. There was no need for G₁₉ to be kept home as an older sister who was temporarily unemployed was able to tend the one pre-school child -- seven of the children were in school and all the younger ones attending very well. The consensus of Welfare worker, nurse and visiting teacher was that the mother was simply keeping G₁₉ at home

so she (the mother) could have some spare time to visit friends and neighbours.

As a result of these investigations, a charge was laid against the mother under the Compulsory School Attendance Act. She pleaded guilty in court and was remanded one month to see how she could improve her daughter's attendance at school. The judge did not wish to fine the mother because she was already receiving public assistance, and he did not care to detain her because of the number of children at home. After one month, in which attendance was quite good, the case was closed at court.

In January, 1957, G₁₉'s mother notified the visiting teacher that her daughter had run away from home. The fact that she would not contact the police made G₁₉'s exit look as though it had been pre-arranged. The Welfare worker visited the home to acquaint the mother with the fact that financial assistance was available only to those children residing at home. G₁₉ was back at home the following morning. However, she did not return to school, so a charge of habitual truancy under the Juvenile Delinquent's Act was laid against G₁₉.

The judge, after being made aware of all the evidence that was available, gave G₁₉ a choice of either school or committal to a home for delinquent girls. G₁₉ chose the former but her attendance was good for only three weeks. The visiting teacher counselled her at school concerning

the necessity of attendance in order to pass her grade. This girl at such sessions always showed interest in school but maintained her mother needed help at home.

A final visit concerning G₁₉'s whereabouts in March of 1957 evoked the information from the mother that the older daughter, who had previously been able to help at home, was now gainfully employed, that she (the mother) was ill much of the time due to pregnancy, and that she now had a real need for G₁₉ at home.

The whole matter was again discussed informally by the visiting teacher with the school principal, Welfare worker, probation officer and school nurse. There was unanimous agreement that a school-leaving permit be given in order to allow G₁₉ to work at home. The permit was granted in March, 1957.

G₁₉ worked at home for the next six months. She then obtained work in a sewing factory where she is still employed (as of June, 1958). She lives at home, helps with the work there and contributes financially to the upkeep of the family. She appears to be quite happy with her lot and expresses no desire whatever to return to school nor to embark on an evening school course.

The case of G₁₅

The case of G₁₅ gives evidence to show that a change

of academic program, along with other factors, can offer adequate stimulation to improve one's attendance at school. G₁₅ lived in a comfortable suite with her nine-year old brother and her mother who worked in a factory. Her father worked on the Dew Line in the far north so was absent from the home for periods of six to twelve months.

G₁₅ often absented herself from school. Sometimes this was due to illness but more often she simply stayed at home to play records or else she spent the day sitting in restaurants near the school. Sometimes she had companions with her and sometimes she spent the whole day by herself. G₁₅ divulged no reasons for her absence other than complete lack of interest in academic subjects. She was of good average ability, yet she had very poor grades.

The visiting teacher had numerous interviews with G₁₅ and with her mother. It appeared that the mother made only a token effort to keep her daughter in school. The mother did not take too kindly to the suggestion that she might wish to relinquish her job for the welfare of her family. The father's financial contribution was more than enough to keep the family in moderate circumstances. Finally, when G₁₅'s lack of attendance reached serious proportions in April and May of 1957, the visiting teacher, after full discussion of the situation with the principal and home-room

teacher, presented G₁₅ and her mother with the following suggestions:

1. transfer to a different school and a different course for the following year;
2. mother remain at home rather than continue to work;
3. notification to father of the seriousness of the situation, particularly that unless improvement were forthcoming quickly, authoritative action would have to be taken through the court;
4. two informal interviews with a female probation officer at Juvenile Court.

Although G₁₅ had never been at the Juvenile Court, she took rather kindly to the friendly counselling service offered by the probation officer. The two interviews took place in the office of the probation officer. No official record of this sort of "informal probation" is kept at the court because no official "charge" of any kind is made. All necessary arrangements for the interviews had been made by the visiting teacher and probation officer.

G₁₅'s father returned home the following month. He decided to obtain work in Winnipeg rather than return to the far north. He was able to persuade his wife that it was unnecessary for her to work. He showed a keen interest

in his daughter's welfare. The family agreed that a change to a different school would be worthwhile, so in September, 1957, G₁₅ enrolled in the terminal course at the Sisler High School.

The terminal course was a new venture in school curriculum in Winnipeg, designed primarily for students who were making extremely slow progress in the regular academic classes and yet were of normal intelligence. Some of the better features of the terminal course were that it was a two-year course with twice as much time devoted to home economics; some commercial subjects such as typing were offered; it was a junior high school curriculum but as there were both junior and senior high school classes in the school, it was possible for the students to mingle with students of their own age; the teachers of the course were very carefully selected and made themselves aware of the students' previous problems and offered counselling services in which they showed a keen interest and a broad understanding of the students' needs.

G₁₅ has just completed one year in the terminal course. Her interest in school has changed completely for the better. Her teachers are well satisfied with her academic results. At the request of herself and other students, a half-hour of typing instruction was given during

the noon recess. She was absent 43 days but this was due to illness. The Sisler school is three times as far from her home as the Aberdeen School. It is her intention now to attend school for at least one more year in spite of the fact that the compulsory provisions of attendance end when she reaches her sixteenth birthday on September 10th, 1958.

So many influences entered the situation regarding G₁₅'s attendance at school that it is practically impossible to say which factor, more than any other, caused the change in attitude which resulted in improved attendance and academic results. Was the friendly counselling of the probation officer responsible for the changed attitude? Was it the return of her father to the home? Was it the mother's relinquishing her employment? Did the possibility of legal action enter into it? Was it the new course in the new school with different teachers? It is quite possible that all factors played their part. In the opinion of G₁₅ herself it was the change to the terminal course with subjects taught at a level which she was able to comprehend, that made it possible for her to see the value of better attendance and renewed interest in school.

The case of G₁₁

The case of G₁₁ points out the fact that unless there is some co-operation from some member of the family

it is almost impossible to achieve any worthwhile result. This family always gave the impression of wanting to cooperate but they simply seemed unable to put their words into actions.

G₁₁ first came to the visiting teacher's attention in October, 1956. She had been absent eight consecutive mornings. Her father, an automobile salesman, could not be reached. Her mother worked every morning at two different liquor commission stores. Mrs. G₁₁ felt that lack of interest and fear of October examinations was all that kept her daughter away from school. G₁₁ didn't like being with people and her mother's efforts to get her to join a church group or the Y.W.C.A. had been to no avail.

For the next two months the visiting teacher held weekly interviews with G₁₁, in an effort to get at the root of her problems and to rouse her interest in group activity. Both efforts brought negative results. G₁₁ did little more than pay lip-service to her difficulties. It was quite apparent to the visiting teacher that the proper base from which to start proceedings was a psychiatric examination. But it was impossible to enlist the co-operation of either parent. The father would do nothing unless his wife gave her full co-operation. The mother felt there was no longer a problem because G₁₁'s attendance was quite commendable for these two months.

In order to see how long the good attendance would last, no further contacts were made with G₁₁ or her parents for six weeks. At the end of that time, in February, 1957, it was found that G₁₁ had been absent from school almost every morning since the opening of the second term in January. Consultation with the mother at home regarding the seriousness of the situation brought forth this remark: "G₁₁ stays awake most of the night worrying about school the next day and this naturally leaves her so tired that she needs the morning at home for rest." A detailed explanation to Mrs. G₁₁ of the psychiatric service available at the Child Guidance Clinic of Greater Winnipeg, or the services of a private psychiatrist if the family desired it, brought forth a positive answer. Mrs. G₁₁, it seemed from the interview, at last realized the necessity of help for her daughter. But the terms on which she expected the examination to be carried out were such that they could not be met. Mrs. G₁₁ would have only a female psychiatrist and her daughter was not, under any circumstances, to know that she was undergoing psychiatric diagnosis. She was to be told only that she was having a medical examination. Two later interviews with Mrs. G₁₁ and one with her husband in an effort to try to establish a more co-operative basis from which to start psychiatric proceedings, only seemed to emphasize the fact that mother as well as daughter was in need of psychiatric assessment.

Neither mother nor father would modify their terms. Neither would they consider referring their daughter to a medical doctor because "He told us two years ago that G₁₁ is in good health." As there was no further change in attitude on the part of the parents, and as G₁₁'s attendance was only fifty per cent for the following two months, a charge of habitual truancy was laid at the Juvenile and Family Court. The case was heard in May, 1957. G₁₁ pleaded guilty and promised to return to school. She attended well during the month of June, but, as was to be expected, she did not pass her final examinations.

The good attendance record continued during the month of September but in October G₁₁ reverted to her old habit of being a "fifty per center." Four times the members of the teaching staff discovered that G₁₁ had gone to school but had spent the whole morning in the girls' washroom. The parents were again approached on the basis that "spotty" attendance was only symptomatic of some deeper problem and that further help was needed. Rather than submit G₁₁ to a psychiatric examination the parents tried first to enroll her in a private business college since she showed an interest in typing. No college would accept her, so the parents then tried to find employment for her, hoping to get a school-leaving permit if she were to become gainfully em-

ployed. When they could find no employment whatever, they transferred G₁₁ to a parochial school since they came to the conclusion at this time that it must be G₁₁'s school environment that had caused her to lose interest.

G₁₁'s attendance at the parochial school was worse than in the public school. The fact that the parochial school had a female visiting teacher made plans for a psychiatric examination appear brighter, since a statement had been reached with the male visiting teacher in the former school. The female visiting teacher made good progress in getting much more co-operation from the parents, and in a short time all was in readiness. However, at the last minute the parents again withdrew from having anything to do with a psychiatric examination. Since G₁₁ was at this time only a few months from her sixteenth birthday and since no further co-operation of any kind seemed to be forthcoming from her parents, she was granted a school-leaving permit to work at home and for friends and neighbours. While she gives the outward appearance of being quite content doing this, it seems that she has many personality problems which, if not given any attention in the near future, will have a permanent effect on her ability to live out a happy and wholesome life.

The case of G₁₂

The case of G₁₂ is one in which prolonged counselling

by the visiting teacher plus the co-operation of the teacher, the principal, the school nurse, and the psychologist resulted in helping an emotionally disturbed girl make a much happier school adjustment.

G₁₂, an only child, was referred in November, 1956, by her classroom teacher. Reasons for referral were for poor social and personal adjustment and frequent absences. G₁₂ seemed unhappy and used questionable excuses for absences and for other incidents at school. She stayed away from home economics classes because the food she ate there made her ill. She stayed away from school because she was scared of some girls in her class. She had trouble controlling her temper when someone annoyed her. She stopped playing the alto horn in the school orchestra because she found it "revolting to use it after a boy." She told her teacher she was bored with life and didn't care what happened to her.

The first interview with G₁₂ revealed a host of family problems which were later substantiated by visits to the home, interviews with parents, and contacts with the worker at the Family Court. G₁₂ lived with her mother in one large, dirty room on the second floor of a large rooming house. All the family furniture and possessions were in this room, leaving barely enough floor space to walk into it. The parents had separated one year before. The Court had awarded custody of G₁₂ to the mother because the father was an alcoholic.

However, G₁₂ preferred her father and often went to see him, without her mother's permission, to tell him of her difficulties. He was unable to do much for her because of only casual employment and the refusal of her mother to talk to him. The mother was a neurotic. She talked constantly and very loudly of what she would do to G₁₂ if she didn't attend school better and make better marks. The mother worked in a wholesale in order to support herself and daughter. Her husband was unable to make the necessary monthly payments which had been awarded by the Court.

According to G₁₂, her mother "blasted" her so much for non-attendance and for poor marks in examinations that she found solace in the supreme calm of the room after her mother went off to work. A check of the school records showed that G₁₂ was one of the brightest students in the class and had only one failure in her October examinations - a mark of 47 in English. As it was the only time she had ever failed an examination since starting to school, her mother kept scolding and ridiculing her every day. All the roomers, of whom there were many in the house, heard all the quarrels between mother and daughter. When G₁₂ would try to explain that her marks weren't too bad, her mother would scream and swear at her and hit her, until they would conclude the fracas with violent epithets. This state of affairs con-

tinued for such a long period of time that G₁₂ pleaded with her father to place her in "a home". Eventually her father took her to a probation officer at the Juvenile Court and requested same, but the expense of placement in any type of institution was more than he could bear, so the matter was forgotten as far as he was concerned.

After as careful an investigation of the school and home conditions as seemed necessary, the visiting teacher started a plan by which it was hoped to build up G₁₂'s ego to the state where she would feel herself the equal of her schoolmates. It was easy to get help for this at the school. The principal and classroom teacher went out of their way to remark on some good work she had accomplished. The school nurse had her examined by the doctor to assure her she was in good health. But the task of getting G₁₂'s mother to see that her daughter was doing reasonably well was difficult indeed. The mother simply would not listen for any length of time without interrupting with remarks on how dumb her daughter was and the reason for this was that she took after her wayward father.

Finally an interview with G₁₂'s father at the school was arranged. He appeared to be realistic and sensible and showed interest in his daughter's welfare but seemed inadequate to do much because of the serious rift between him-

self and his wife. He displayed knife and can opener wounds on his hands, arms and face, inflicted by his wife during temper tantrums. In this interview with the father, and two succeeding ones, the desirability of maintaining a wholesome interest in his daughter was emphasized, and his services were enlisted in trying to get her to see that her school achievement was much better than even she thought it was.

It was hoped to seek help from the probation officer to give further counselling to the mother concerning her daughter's abilities but this was not possible because the mother knew nothing of her husband and daughter's request to the Court for placement. The father had asked that it be kept confidential as he knew that his wife would never have given permission for such a request.

G₁₂'s attendance, instead of improving, got worse for the months of December, January, and February. The efforts of father, school personnel, and visiting teacher seemed to be offset by the violent reprimands of the mother. The visiting teacher continued to counsel G₁₂ once a week. Her attitude to her mother was well summed up in this statement, "I have to take from my mother all the abuse that my father would have had to take, plus the ridicule she heaps on my anyway." Her attitude to school was that she had

now been absent more than 30 days so she couldn't pass anyway, according to what her classmates told her, "so I just want to truant so I will be placed in reform school so I can get away from everyone." Further efforts were made by principal and visiting teacher to show that she was not doomed to failure. Finally, an individual test of mental ability was administered to prove to G₁₂ that she was not a moron as her mother had so often told her. The psychologist spent considerable time discussing with G₁₂ the positive results of regular attendance and change of attitude to one of success rather than failure.

G₁₂'s attendance began to improve in March and April of 1957. She surprised even herself by passing all Easter exams but one major subject and one minor subject. But, what was much more important, her attitude changed for the better. Even though she still talked of failure in her interviews with the visiting teacher, she was in a much happier mood and would talk jokingly of the days she spent quietly at home when she should have been at school. Interviews were terminated in the first week of June by which time G₁₂ seemed to have reached the point where she was prepared to meet alone the challenge of final examinations.

This student passed the examination in every subject in June, 1957. She proceeded to grade eight for the

1957-58 term. The visiting teacher kept in touch with her attendance, academic standing, and interest in school through brief contacts with the principal and teacher. No further counselling service was offered nor did any seem to be required. The visiting teacher interviewed her only twice during the full year, in September to congratulate her on her showing of the previous year, and in June of 1958 to congratulate her again on her improvement in general attitude and interest, attendance, and academic achievement.

In the school year 1956-57, G₁₂ had absented herself for 71 days; in 1957-58 this number was reduced to seven and one-half days, all due to illness. She passed all final examinations in June of 1958. Her marks were above 74 in all but one subject. But her mother was still "beefing" over a mark of 47 in mathematics at Easter. In G₁₂'s opinion, her mother's attitude had improved, but only slightly, during the year. G₁₂ was able to visit her father briefly almost every day this year. This she seemed to enjoy. She felt that her attitude to school had changed simply because the visiting teacher, teacher, and principal had finally convinced her that more benefits and enjoyment were available from school if one took an interest in it and attended regularly.

The case of B₃

The case of B₃ is an interesting psychological and psychiatric study of a boy with extremely poor attendance stemming from multiple factors in the home environment. This boy had good average ability and was always well liked by his classmates. He attended elementary school without any difficulty but absences began when he transferred to junior high school. He came to the attention of the visiting teacher in September, 1956, when he was repeating grade seven. He had been known to a different visiting teacher the previous year when he had been absent 92 days. Steps had been taken towards a psychiatric study, but the mother had decided against it at the last minute. After the visiting teacher made three calls at the home in September, 1956 the mother and boy became convinced that additional help was needed. A full psychological and psychiatric investigation was completed in the following six weeks. During this time the visiting teacher worked in a minor capacity, keeping himself and the school informed of the action being taken at the Child Guidance Clinic where the diagnosis was being done and case work carried on; calling at the home periodically to try to enlist B₃'s interest in school; arranging for a transfer to another school when this action was recommended by the Clinic team of psychiatrist, psychologist,

clinical psychologist, and psychiatric social worker; and arranging for transfer of school data to the institution where B₃ was later placed.

B₃'s most traumatic experience had been the death of his father in 1954. Following this he was nervous, tense, and became upset easily at school as well as at home. His mother continually reminded him of his father, which would increase the reaction of emotional upset and crying. His mother would take him to school but he would run home. In the winter of 1955, nine months before the clinical study was begun, he was transferred to a different school at the request of his mother, in the hope that a change of school atmosphere would bring improvement. But the situation only got worse. His mother always had excuses to offer for his absences. She seemed to be extremely overprotective. The whole difficulty appeared to be centered at home. The family moved to Toronto in June of 1955, hoping that such a move would change the situation. No change was forthcoming so they returned to Winnipeg two months later.

The home situation lent itself to the type of problem B₃ developed to be. The house was extremely untidy, dirty, disorganized, and not at all comfortable. The mother showed no aptitude for any work at home. The place always showed signs of neglect. The two bedrooms and kitchen were filthy

The corners were full of crumbs, dust and garbage. The table and sink were always found full of dirty dishes.

B₃'s mother seemed very fond of him. She herself had attended school only spasmodically due to constant moves. At the age of 15, and in grade four, she had to stay at home and look after younger siblings while her mother worked. Her parents had separated as her father was a drunkard and provided nothing for the family. She later worked in a dress factory. B₃ had two sisters, one older and one younger. The older one was pregnant at 14 years and married at 15. The younger one was beginning to exhibit similar behaviour patterns. The father, who had emigrated to Canada from Austria at the age of 10 years, had been an extremely demanding and domineering man. He exerted stern discipline at home and was waited on hand and foot. He had joined the Canadian Army in the second war but was later discharged due to a heart ailment. He received a partial pension from the Department of Veterans' Affairs. He was employed in a shoe store in Winnipeg but was a semi-invalid the last two years of his life and worked part-time at repairing shoes in a little shop he made in the back porch of the home.

The psychiatrist at the Child Guidance Clinic interviewed B₃ and his mother. A summary of his impressions follows. He found B₃ to be well developed, and of good

intelligence. He tended to be immature, sensitive, and to be subject to feelings of inferiority. A great deal of situational depression was present following the father's death. There was a strong tendency to fantasy and a possibility of homosexual trends.

The psychiatrist found B₃'s mother to be the dramatic type, dependent and looking for someone to lean on. At the end of the interview she stated, "I'm glad its all in somebody else's hands now." She seemed rather hopeless about the future. She was worried about her daughters as much as about her son. The only way she knew of trying to get some results out of B₃ was by stirring up his guilt feelings and arousing his anxiety.

The psychiatrist referred B₃ to the clinical psychologist for personality tests. Three tests were administered at three different times. The following short summary gives some indication of the psychologist's findings from the Draw a Picture Test, the Symonds Picture Story Test, and the Rorschach ("ink-blot") Test.

The records of the tests suggested specific problems of adjustment at home and at school in addition to a rather generalized immaturity. B₃ was not functioning at his intellectual capacity. His range of interests was restricted considering his age, and he reflected lack of stimulation from his environment. He did not appear to possess much

creativity or originality in his thinking. At times he resorted to fantasy as compensation for real life dissatisfaction. Adventure, trouble with police, false accusations, and happy endings were recurrent themes in his fantasy.

His adjustment appeared basically introversive in nature. He seemed uncertain of the future and somewhat suspicious of other people. His emotional reactions seemed to be under tenuous control. He attempted to cope with his anxieties through intellectualization. His identification appeared masculine but immature. Inferiority feelings may have been augmented by sibling rivalry.

The results of findings of the clinic team of psychiatrist, psychologist, clinical psychologist, psychiatric social worker and visiting teacher were pooled and discussed at length at a clinic conference. The consensus was that institutional placement for B₃ might be advisable because of his need for adult support, his own immaturity, and because he appeared to possess the potential for improved adjustment. However, one further trial adjustment period was recommended first with a change of school for B₃ and a continuation of casework with mother and boy by the psychiatric social worker.

Neither of the short term suggestions worked. B₃ attended the new school in erratic fashion, averaging less

than two days per week in January and the first half of February, 1957. Neither he nor his mother kept appointments with the social worker at the Child Guidance Clinic. B₃ joined a street gang of boys and became engaged in such activities as breaking and entering. As a result of this he was placed in the Hugh John Macdonald Memorial Hostel for two years. A social worker from the Department of Veterans' Affairs then took charge of casework, particularly along the line of future planning, for B₃.

While at the Hostel, B₃ continued to attend a public school. His attendance has been good although the actual figures were not obtained for 1957-58. His adjustment to living in the Hostel has been good. It appears that, with a continuation of some supervision from an outside source when he leaves the Hostel, there is a fairly good possibility of adequate adjustment for B₃ to become a worthwhile citizen.

The case of B₆

The case of B₆ highlights the advantage of having close liaison with a community agency when the disposition of an agency case depends upon school attendance.

B₆ was the oldest of six children. The family emigrated to Winnipeg from Europe in 1953. They lived in East Kildonan until February, 1957. At that time the mother

obtained a legal separation from her husband who was living in a common-law arrangement with another woman. The mother did cleaning work in various homes in order to finance her family. Although B₆'s attendance had been fairly good in East Kildonan, he started to truant the third week after he transferred to the Aberdeen School. He joined a small gang of boys on his street and they all began staying away from home as well as from school.

In May of 1957, B₆ and three of his companions were apprehended by the police for theft of bicycles and breaking and entering a grocery store in the country. B₆'s mother, a conscientious, hard-working woman, paid his fine and asked that he be placed on probation to the Court as she could not manage him at home. He made weekly visits to the probation officer and reported on his progress at school and his conduct at home. At the same time the visiting teacher, at the request of the Court, checked B₆'s attendance and gave counselling service to him at the school. One of the stipulations of the Court was that he must attend school every day.

B₆ attended school practically every day until the end of June. He kept his appointments with the probation officer at the Court and with the visiting teacher at the school. He obtained a provisional pass to grade eight. He

kept reasonable hours and was at home every evening by nine o'clock. All appeared to be going well.

However, during the summer vacation B₆ became involved for a second time in breaking, entering and theft. Again the Court was lenient. After detaining him for two weeks, they released him under the same conditions as in May; namely, that he keep good hours and report to the probation officer and visiting teacher at pre-arranged times. This time the results were the opposite to what they had been in May and June. B₆ kept none of his appointments. He did not attend school and ran away from home. After getting involved in an escapade with a stolen motorcycle, he was sent to the Portage la Prairie Home for Boys for eighteen months.

B₆'s adjustment and progress in the controlled environment of the Portage institution has been quite commendable. According to the report received by the probation officer in early June of 1958, there was every indication that he would pass his final grade eight examinations. However, what will happen when he is released from the Portage institution, likely at Christmas, 1958, only the future will tell.

In presenting these six typical cases, the chief

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purpose has been to bring to light the many negative factors, the majority of which seem to stem from the home and neighbourhood environment, that enter into the problems of non-attendance of each child being studied.

CHAPTER VII

EFFORTS OF VISITING TEACHER AND SOCIAL AGENCIES TO PROMOTE BETTER ATTENDANCE

Function of the Visiting Teacher

The visiting teacher or school social worker, through counselling and/or case work service, can help a problem child to function more adequately as a person in relation to those people with whom he lives and works during the school day. The function of the visiting teacher is to help the child who indicates that he is having difficulty in his use of the school experience by such behaviour as truancy, poor achievement, deviant behaviour, stealing, and so forth. The visiting teacher gives this service through working with the child and the parent, as well as with school personnel and with community agencies. Because of his background and training in social casework, and because he is part of the school staff, the visiting teacher is in a position to interpret the program and policies of community agencies to principals and teachers and, in turn, to interpret school policies and practices to community agencies. This type of liaison service was utilized in helping many of the forty children brought to the attention of the visiting teacher.

Co-operation of the Community Agencies

The social agencies of the community play a very important role in the work of trying to improve home conditions and promote better school attendance. Every family represented by each of the forty students was or had been active with one or more social agencies. While it was more beneficial for the visiting teacher to work with the child and his family on the aspects of his problem that related directly to his school difficulties, many of the difficulties were frequently symptoms of deeper underlying problems involving aspects of the home and neighbourhood which other agencies were more specifically oriented to handle. For this reason it was necessary to work co-operatively with the workers of other agencies in order that the best possible results be obtained. Sometimes the nature of the case was such that the social agency assumed the full responsibility for it, but usually the effort put forth was a coordinated one with the visiting teacher and worker from one or more agencies working on a co-operative basis.

Table 23 gives an indication of the involvement of the forty families with the various social agencies. The table does not include the social service departments of the various hospitals. Also excluded are the number of students known to the departments of the Child Guidance Clinic. Natur-

ally they were all known to the visiting teacher department, but many were known to the psychology department, and two were known to the psychiatric department. Three other girls

TABLE 23
NUMBER OF FAMILIES KNOWN TO
PARTICULAR SOCIAL AGENCIES

Name of Agency	Families of Boys	Families of Girls	Total
Children's Aid Society	7	15	22
City Welfare	11	18	29
Department of Veterans' Affairs	1	1	2
Family Allowance	2	3	5
Family Bureau	3	5	8
Family Court	10	11	21
Juvenile Court (Truancy)	2	6	8
Juvenile Court (Other Misdemeanour)	10	14	24
Provincial Welfare	4	5	9

and two boys had undergone a psychiatric diagnosis at the request of the social agency which was working with them.

The evidence from the table shows that the families required social assistance from four particular agencies to

a larger degree than from others. City Welfare was active in almost 75 per cent of the cases; Juvenile Court for misdemeanours other than truancy in 60 per cent of the cases; Children's Aid Society in 55 per cent; and Family Court in $52\frac{1}{2}$ per cent of the families.

The method of working with the forty students and their families is shown in Table 24. Agencies had been active or were active with the 16 cases which the visiting teacher carried alone, but this single method was selected either because it appeared that no additional agency help was required or because it appeared that improvement in attendance could be brought about through the assured co-operation of the student and/or parents. In some of these 16 cases, valuable information was given to the visiting teacher by the agency worker - information giving details concerning home conditions which was of great help in planning the most beneficial method of approach to the solution of the family problem.

In 24 of the 40 families the approach to the solution of the problems concerning attendance was a co-operative venture in which an agency worker, in addition to the visiting teacher, would either visit the home or request the parent or child, or both, to attend for an interview in the agency office. The amount of work carried out by the agency worker depended, of course, on the nature of the home difficulties

and the amount of work accomplished by the visiting teacher. In two cases the agency took over all of the casework load concerning the family as well as the student. The visiting teacher merely supplied the weekly record of school attendance and kept the agency informed of difficulties as they arose at school. In the majority of cases, however, the

TABLE 24
METHODS OF WORKING WITH THE FORTY FAMILIES

Method	Number of Boys	Number of Girls	Total
Visiting teacher only	8	8	16
V. T. and Children's Aid Society	3	2	5
V. T. and City Welfare	1	3	4
V. T. and Department of Veterans' Affairs	0	1	1
V. T. and Family Allowance	1	1	2
V. T. and Family Court	0	0	0
V. T. and Juvenile Court	1	3	4
V. T. and Provincial Welfare	0	2	2
V. T. and two or more agencies	2	4	6

work was shared by agency worker and visiting teacher, each

focusing his attention on those aspects of the problem with which his agency was best qualified to work.

Of the two boys involved in a multiple-agency plan of treatment, the agencies which coordinated their efforts were City Welfare, Department of Veterans' Affairs, Juvenile Court and Child Guidance Clinic, (the latter not shown in the table) in the case of B₃ (see summary of information on Boys in appendix); and City Welfare, Children's Aid Society, Provincial Welfare, and Juvenile Court in the case of B₁₃. In the case of the girls, G₅ and G₁₉ will serve as examples. Four agencies - City Welfare, Children's Aid Society, Juvenile Court, and the Winnipeg General Hospital (Social Service and Psychiatric Departments - not shown in Table 24) coordinated their resources in an effort to bring about family adjustments in order to permit G₅ to obtain a reasonably wholesome adjustment at home and at school. Workers from City Welfare, Juvenile Court and Family Court pooled their resources with the Visiting Teacher in an effort to be of assistance to G₁₉.

Mention should be made of the close liaison maintained with the Family Allowance Branch of the Federal Department of Health and Welfare. The Visiting Teacher Department makes use of the services of this department on a fairly large scale regarding attendance of children

at school. The Family Allowances Branch offers four specific services to the Visiting Teacher Department. It is able to get new addresses of families who have moved and cannot be found. It gives the correct birthdate of children whose age is questioned. It mails to parents, at the request of the Visiting Teacher, a warning letter notifying them of the necessity of keeping their children in regular attendance at school in order to qualify for family allowance payments. Upon receipt of a written request it will stop the monthly payment of allowance to a family where no effort whatever is made to send a child to school, or where the child has been granted a school leaving permit in order to become gainfully employed. In many cases this service was considered to be routine and therefore is not shown in any table. However, in the case of the boy and girl where the Family Allowances Branch is shown to have worked in cooperation with the visiting teacher, the branch was responsible for the four specific services mentioned here plus a visit to each home by their investigator to make certain that conditions were such that the child had to seek employment and was actually employed.

It must be emphasized that cooperation from all community agencies was of the highest order. The services of the Family Allowances Branch is mentioned simply because

people generally are not aware of them.

The number of visiting teacher contacts with the social agency workers is shown in Table 25. More than sixty per cent of the contacts were by telephone communication. A few of the contacts were by way of conferences held in the office of the social agency. This was usually the procedure when more than one agency was involved. At such conferences all parties would be brought up to date on what had been accomplished, and a new or additional plan of working with the family would be formulated. The remaining contacts were with the agency worker, either at his office or in the office of the visiting teacher at the Aberdeen School. No data was kept on the length of contact. Conferences were always more than one hour in duration, but other contacts varied from a few minutes' discussion on the telephone to an hour's interview in the office.

Visiting Teacher Casework with
Students and Parents

The casework or counselling of the visiting teacher with the students and their parents is shown in Tables 26 and 27. Again no exact time analysis is available because the length of contact was not recorded. In the case of student interviews, however, an average of thirty minutes each would be fairly accurate. Only in a few cases of

necessity were students detained more than one class period. Casual contacts of only a few minutes' duration were not recorded. The great majority of student interviews took

TABLE 25

NUMBER OF VISITING TEACHER CONTACTS
WITH SOCIAL AGENCIES

Number of Contacts with Agency	Boys	Girls	Total
nil	8	5	13
1 - 2	5	5	10
3 - 4	1	7	8
5 - 6	2	2	4
7 - 8	0	2	2
9 - 10	0	1	1
11 - 12	0	1	1
13 or more	0	1	1

place in the school but most parent interviews were at home. Four fathers were interviewed in the school. Two of them did not live at home. The other two went to the school to avoid the interruptions of younger members of the family at home. Five mothers were interviewed at school for the same reason. Many others would have preferred an interview in

the office of the visiting teacher but they were unable to make the necessary arrangements for the care of the children at home. The average time for each parent interview would be between 30 and 45 minutes.

TABLE 26
NUMBER OF INTERVIEWS WITH STUDENTS

Number of Interviews	Number of Boys	Number of Girls	Total
1 - 2	2	1	3
3 - 4	6	2	8
5 - 6	5	10	15
7 - 8	2	1	3
9 - 10	1	2	3
11 - 12	-	2	2
13 - 14	-	2	2
15 - 16	-	2	2
17 - 18	-	2	2

Authoritative Attendance Procedures

A picture of the more authoritative procedures used by the visiting teacher is contained in Table 28. The visiting teacher service operates under the authority of the School

Attendance Act since all visiting teachers or school social

TABLE 27

NUMBER OF VISITING TEACHER
CONTACTS WITH PARENTS

Number of Contacts	Number of Parents		
	Boys	Girls	Total
1 - 2	4	1	5
3 - 4	6	7	13
5 - 6	4	8	12
7 - 8	2	3	5
9 - 10	0	2	2
11 - 12	0	3	3

workers are sworn in as school attendance officers.

The "types" of authoritative procedure vary from extremely "mild" letters to extremely serious court charges.

In order of seriousness they are as follows:

1. Letter #1, requesting the parent to improve the child's attendance;
2. Letter #2, asking the parent's cooperation in improving attendance and requesting a reply from the parent as to the reason for the child's absence;
3. Letter #3, a registered letter requesting the parent to either get the child attending a school within three days or legal action will be taken unless a reasonable excuse is given

for the child's absence.

(The Visiting Teacher Department is responsible for the foregoing letters.)

4. Warning letter sent to the parents by the Family Allowance Branch, requesting the regular attendance of the child in order that the monthly payment of allowance be maintained.
5. Withdrawal of Family Allowance cheque for one month or until the child returns to regular attendance.
6. "Informal probation" at Juvenile Court. In this case the probation officer, at the request of the visiting teacher, counsels the student regarding the advantages of regular school attendance and the probable consequences of poor attendance. This is done in a friendly manner similar to part of the work of the Big Brother movement in the United States. No charge is laid at court when success follows such counselling.
7. Court action against a student already on probation for some other misdemeanour. Regular school attendance is one of the requirements of any school age child on probation. If attendance is not maintained, the student is required to appear before the judge of the juvenile court and give reasons for same. If his reasons are not adequate, and if improvement in attendance is not immediate, he may be officially charged as "unsatisfactory on probation." This procedure is carried out by the court with the visiting teacher supplying the necessary attendance statistics.
8. Official court action against the parent. In this procedure the visiting teacher, as an attendance officer, formally charges the parent or parents with failure to comply with the compulsory provisions of the School Attendance Act. The case is heard before the judge of the Juvenile Court. A conviction may lead to a warning or a fine or a period of detention for the parent.
9. Official court action against the child. In this procedure the visiting teacher, with his authority

as an attendance officer, formally charges the child as an habitual truant under the Juvenile Delinquents Act. A conviction under this Act may lead to a period of probation or supervision under the probation officer of the court, or an adjournment of the case for a period of weeks or months. In either case the whole matter may be closed if there is satisfactory improvement. However, in cases where attendance gets worse and repeated attempts at probation or supervision bring only negative results, and where the offender may already be known to the court for misdemeanours other than truancy, or where the offender commits other misdemeanours while on probation or under the supervision of the court, there is the possibility that the offender may be referred to a social agency for apprehension by that agency if home conditions warrant same, or the court may commit the offender for a period of time to an institution, either the Hugh John Macdonald Memorial Hostel on Mayfair Avenue in Winnipeg or the Manitoba Home for Boys at Portage la Prairie.¹

Table 28 shows the number and variety of authoritative attendance procedures used by the visiting teacher with the forty students. In fourteen cases, none of these measures was used. This does not imply that fourteen students returned to regular attendance without the use of more formal measures. In these cases, as in all forty cases, the decision as to the type of procedure to use depended on many factors, such as age, ability, interest, home conditions, co-operation from the student and from the parents,

¹Copies of letters 1, 2, 3; the Family Allowance letters; and the two types of formal charge laid at the Juvenile Court, are contained in the Appendix.

and information from social agencies. In a number of cases a school-leaving permit was granted because of gainful employment available for the student. The only alternative with some of these cases would have been the use of authoritative steps.

Certain other figures from the table which might lead to faulty conclusions will be pointed out. Numerous measures were often used with one family. For example, in the case of G₂₂ (see Summary of Information on Girls in Appendix), warning letters No. 2 and No. 3 were sent by the visiting teacher; a warning letter was sent by the Family Allowances Branch at the request of the visiting teacher; the visiting teacher laid against the mother a legal charge of failure to comply with the provisions of the School Attendance Act; and later the visiting teacher found it necessary to lay a charge of habitual truancy against the daughter. No formal charges were laid against boys nor the parents of boys. It must be made clear that this does not mean that girls are therefore worse offenders than boys. It simply indicates that, in the case of five girls, one or more of the following factors were of paramount importance:

1. They still had 1, 2 or 3 years of schooling before reaching the age of sixteen years.

2. They had no offer of gainful employment and in

three cases showed no interest in work.

3. They had engaged in delinquent practices other than truancy. In two cases they carried on their delinquent practices during school hours.

TABLE 28
TYPES OF AUTHORITATIVE ATTENDANCE PROCEDURES

Type of Procedure	Number of Students		
	Boys	Girls	Total
Nil	7	7	14
Letter #1	0	1	1
Letter #2	6	8	14
Letter #3	5	9	14
Family Allowances Warning Letter	6	13	19
Withdrawal of Family Allowance	0	2	2
Informal Probation	0	1	1
Court action against student already on probation	3	1	4
Formal charge against parent	0	3	3
Formal charge against child	0	5	5

4. Their parents showed no co-operation nor interest

so far as attendance of the child at school was concerned.

5. Other social agencies in the community recommended legal action in order to get the student out of an unwholesome family situation.

It should be noted also that three boys were already on probation and were returned to court on charges of unsatisfactory probation without the necessity of laying a charge of truancy. As will be shown in the next table, more boys than girls received school-leaving permits, and also more boys moved from the city during the course of the year.

Disposition of the Forty Cases,
June, 1957

The results of the efforts of school personnel, social agency, and visiting teacher in their attempt to improve school and home conditions and thereby promote better school attendance or make other provision for the child, are indicated in Table 29.

Of the forty children who became chronic attendance problems during the school year 1956-57, only twenty-five were still in school at the end of the year. Three of these were attending from institutions where they had been placed by the court.

The ten students who received school-leaving permits

to work had reached the age of fifteen years, and in most cases, a few extra months, at the time the permit was granted. Three boys had railroad jobs, one other was a

TABLE 29
DISPOSITION OF THE FORTY CASES, JUNE, 1957

Disposition of Case	Number of Students		
	Boys	Girls	Total
Granted school-leaving permit to work	6	4	10
Granted temporary permit to September, 1957	0	1	1
Moved from city	3	1	4
Placed in detention home	1	2	3
To repeat present grade	4	7	11
To continue in special education class	1	3	4
Promoted to next grade	1	6	7

messenger boy with a telegraph company, one worked in a leather goods store, and the sixth one was employed in a stationery store. One girl was employed in a sewing factory. One other tried three different positions doing household work but did not have the ability to take any responsibility. She spent the rest of the year at home and received some instruction in home-making from the social

agency involved with the family. Due to extremely poor background and limited mental ability, the possibility of gainful employment is remote. The other two worked in their own homes for the remainder of the school year. One was the second oldest of thirteen children; the other, the fourth oldest of twelve children.

Seven students were able to achieve a promotion to the next grade as a result of the final examinations in June, 1957. Eleven were required to repeat the grade, due to a combination of poor attendance and poor achievement. Those from the special education classes continued in their present placement as do all students of such classes. It was not possible to contact the four students who moved from the city, but it is very doubtful if any of them would have been promoted had they remained in Winnipeg. Of the three students placed in detention homes during the year, one passed and two failed their grade.

In attempting to indicate in this chapter the coordinated efforts of visiting teacher and social agency worker in the improvement of school attendance, one important aspect of the work has been omitted. This is the amount of work carried on with the family by the community agency. It was not possible to get accurate data on the number of interviews held by the agency with the children

and their parents, nor on the amount of inter-agency communication. However, some indication of the part played by the community agencies can be gained from the realization that nine agencies participated in the effort; seven of these agencies provided a worker to work directly with the visiting teacher on a co-operative "teamwork" basis; two or more agencies combined and co-ordinated their efforts with those of the visiting teacher department in the case of six families. The results of these efforts simply cannot be measured objectively. But the willingness of agency workers to offer their services in a plan to improve home conditions of children who have many problems, would seem to be a step in the right direction towards a co-ordinated teamwork approach to combat juvenile delinquency.

CHAPTER VIII

FOLLOW-UP STATISTICS

In June of 1958 all students still living in the city of Winnipeg were contacted in order to ascertain the progress they were making whether in school or in the employment field. The contact was personal in all cases except the four who were in detention homes. The probation officers of the Juvenile Court supplied the necessary information regarding the latter. The results of this follow-up appear in Tables 30 and 31.

In June, 1957, twenty-five of the forty students

TABLE 30

ACADEMIC RESULTS OF STUDENTS STILL IN
SCHOOL, JUNE, 1958

Result	Number of Students		
	Boys	Girls	Total
Promoted to next grade	2	5	7
To repeat present grade	1	2	3
To continue in Special Education	1	1	2

were still attending school. One year later this number was reduced to twelve, of whom four were residents of custodial institutions. Three of these were committed in

1956-57, and the fourth was placed in the Portage la Prairie Home for Boys in the fall of 1957. The academic results would seem to indicate that either the students had put forth a greater effort during the year or else the students with more scholastic interest and ability had remained in school. At least a greater proportion was successful in passing final examinations than was the case one year ago.

TABLE 31
RESULTS OF FOLLOW-UP -- JUNE, 1958

Results	Number of Students		
	Boys	Girls	Total
Gainfully employed	8	9	17
Moved from City during present or previous year	3	3	6
Still in Detention Home	2	2	4
Attendance improved ¹	1	5	6
Attendance worse than previous year	1	1	2
Out of school for miscellaneous reasons ²	1	4	5

¹The four students in detention homes of necessity have good attendance. When this is taken into consideration, a total of three boys and seven girls improved their attendance during the year, but the six students shown as having improved attendance did so on a "voluntary" basis.

²Because of the variety of "results" with five students, they were placed in the miscellaneous category. They will be discussed individually in the comments on the table.

What is the present situation regarding the forty problem students of two years ago? Twenty-eight of them have left school, either because they moved from the city, reached the age of sixteen, received a school-leaving permit to enter the employment field, or, in the case of five, left for miscellaneous reasons which will be outlined later. Of the seventeen known to be employed, fifteen are working outside of the home; two girls are helping to tend their siblings at home. Five of the six boys who were given school-leaving permits more than fourteen months ago are still making satisfactory progress at the job for which the permit was granted. The sixth one has had four different jobs in the meantime and is presently delivering telegrams for a telegraph company. Of the four girls granted permits one year ago, one is still employed in the sewing factory; one other who was working at home has been employed for ten months in a sewing factory; one is still helping at home because of the large number of children in the family; the fourth is at home because of lack of ability to do much more than the menial tasks of the household. The all-important factor regarding the seventeen of the gainfully employed students is that only four have participated in any known delinquent acts since they left school.

The six students who moved from the city have not been contacted. Two went to Alberta, three to Ontario and one to eastern Manitoba. Whether they are employed is questionable but it is fairly certain they are not attending school.

It is interesting to note that of the eight students who remained in the Winnipeg schools, six improved their attendance in 1957-58 over the preceding year. However, one should not become unduly encouraged over this result, since two of the six made only slight improvement, their attendance having been so poor the previous year that it could still be comparatively poor in spite of improvement, and it is questionable that any of the other thirty-four students would have improved in attendance had they been left on their own. The four students in detention homes naturally had good attendance but not necessarily of their own volition. It is impossible to give clearly the reasons why attendance did improve. Two of the cases, G₁₂ and G₁₅, were fully discussed in the chapter on case studies and various reasons for improvement were noted there. In the case of two other girls, G₁₇ and G₂₁, academic improvement in school and more stable conditions at home certainly were the greatest factors in bringing about a much happier and more successful year. In the case of G₃ and B₈ there was no recognizable improvement in either school or home, yet there was a slight improvement in attendance.

The two students whose attendance got worse during the year failed their grade in June of 1958. One of these might be granted a school-leaving permit in the coming year in order to retain a factory position which she secured in July. The other might well be referred to a child-placing agency because of the factor of apparent neglect of the boy by his mother, a factor which came to light late in the school year.

Four girls and one boy were out of school for "miscellaneous" reasons. The boy returned to the city in the fall of 1957 after spending some months on a farm. He was then committed to the Portage Home for Boys because of nine charges of theft. One month later he was transferred to the School for Mental Defectives at Portage la Prairie. Two girls were excused from school for medical reasons. One, nearing her sixteenth birthday, was given permission to work at home and for neighbours after a transfer to a parochial school brought no improvement and the parents offered no co-operation so far as further help was concerned. The fourth girl was excluded from school because of poor attendance and extreme behaviour in two different schools which tried to help her during the year.

By way of summary, it is rather gratifying to note that at least twenty-three of the forty students -

the seventeen who are presently gainfully employed and the six who improved their public school attendance in the school year 1957-58 - were well worth the time and effort spent with them and their parents in spite of the fact that any positive results a year and a half ago seemed very remote indeed. It is to be noted that, in many cases, the positive results were not obtained by enforcing the compulsory Attendance Act but, on the contrary, by giving the student official permission (that is, through the school-leaving permit) to be excused from school when a full appraisal of the school and home situation seemed to warrant such action.

Whether these students will continue to "get by" as responsible citizens only the future will tell. However, by the same reasoning, only the future will show whether the other seventeen students will become responsible citizens or remain irresponsible as some of them appear to be at present.

CHAPTER IX

SUMMARY OF FINDINGS

The purpose of this thesis, as stated in Chapter I, was to indicate the factors and influences of the school and the home which tended to interfere with, or prevent, regular attendance in a junior high school. A detailed study was made of the academic problems at school and the family problems at home. Various methods of working with students and their families were outlined. An attempt was made at follow-up, almost two years after the study began, in order to ascertain the present situation regarding each student. The more important results of these findings, in summary form, will now be set forth under three headings:

1. School factors affecting attendance;
2. Home factors affecting attendance;
3. Methods of dealing with factors of attendance.

School Factors Affecting Attendance

1. Academic retardation, as shown by the number of years behind proper grade level and number of grades repeated, appears to be the most important school factor influencing lack of attendance. This same conclusion was reached by four other investigators who did research

on the topic, as reported in Chapter III.

2. The effect of mental ability does not appear to show any definite trend as far as attendance is concerned except for one group, the slow learners. A significant trend towards poor attendance is noted for those students in the 80-90 I.Q. area who are unable to achieve at a rate and level similar to their classmates with normal or superior intelligence.

3. Enforced transfer from school to school, necessitated by family moves, is responsible for loss of interest which is evident in increased number of absences.

4. The personality of the teacher can have a dynamic influence on children's attitude and attendance. This is especially true for the emotionally insecure child from an inharmonious home.

Home Factors Affecting Attendance

1. The size of family has a direct bearing on incidence of truancy. This conclusion is borne out by other investigators who discovered more illegal absences from large families.

2. Sibling position in the family, as far as this study is concerned, is relatively unimportant.

3. The research shows more girls than boys with serious attendance problems. Whether this trend is

typical of all Winnipeg junior high schools is questionable. Much more research is necessary before any definite trend on sex distribution can be made. It is to be noted that all other studies referred to in these chapters show the majority of truants to be males.

4. Homes below the average economic level produce many problems which contribute to delinquency. Such problems as overcrowding in homes, forced mobility, crowded neighbourhoods, and dependency on social welfare assistance - all enforced due to poor financial status - cause multiple family problems, one of which is irregular school attendance.

5. A majority of the problem children are from "fatherless" homes.

6. Unwholesome psychological atmosphere in the home accounts for deviant behaviour on the part of the children. Inadequacy of mothers and fathers for family responsibilities is painfully apparent. The disciplinary attitudes and practices of parents reflect unwholesome parent-child relationships. The appalling lack of interest in the child's welfare by the parent makes for all the greater emotional deprivation.

7. The family moral standards are very low in the majority of cases. A high incidence of delinquency and/or

criminalism on the part of parents or siblings is further evidence of disruption in the family life.

8. The educational standards of the parents are below average. Many parents of the forty case studies experienced very little schooling.

Methods of Dealing with Attendance Problems

1. There does not appear to be any one method of dealing with children with attendance problems. The type of approach depends almost entirely on the aspects of the particular case.

2. Co-operation of school personnel is of great benefit in making school a happier and more satisfying place for the individual student who has been absenting himself from classes. The principal, guidance counsellor, home room teacher, and school nurse - each occupies a unique position in relation to assistance that can be offered by the school.

3. A co-operative approach by visiting teacher and social agency worker produces good results in some cases. Information made available by the agency is of significance in the visiting teacher's approach to the family.

4. Counselling or casework techniques, used by either visiting teacher, agency worker, or guidance counsellor,

are instrumental in focusing attention on those aspects of the situation which have to be dealt with in order to bring about a solution.

5. The use of authoritative attendance procedures is necessary in some instances in an attempt to get some positive results. The time at which authoritative procedures should be initiated depends on the particular case. The various types of authoritative procedure, arranged in order of severity, are shown in the appendix. Perhaps the most beneficial results of authoritative procedures are when they are used with parents who stoutly refuse to send their child to school although the child himself might be bright academically and interested in school. Extreme caution and serious forethought should precede any drastic authoritative measures used directly against the child.

6. The reasons for prolonged unlawful absence can be due to social and personal maladjustment as well as home and school difficulties. In these cases, what is required is not so much an attendance program which assures attendance, even by force if necessary, but rather a program which will deal with the symptoms causing the absence after such symptoms are more fully diagnosed and understood. In such cases the services of the Child Guidance Clinic and specific social agencies can be of benefit to the individual student, his family, the school, and even-

tually to society in general.

7. The use of the school-leaving permit is beneficial for students who are getting no benefit from school and who have the opportunity to obtain gainful employment.

CHAPTER X

CONCLUSIONS

A study of all the factors relating to lack of attendance of students in a junior high school gives evidence of certain implications which in many cases are corroborated by the findings of other students of research in a similar field. Some of the general implications, or conclusions, of this study are enumerated here for the sake of convenience.

1. The causes of non-attendance must be studied in relation to the individual student and his problems.

2. There is usually a myriad of school and home difficulties having a direct bearing on the problem of school absences.

3. This study tends to prove that the problems of the home have a lot more to do with the causes of poor attendance than have the problems arising at school.

4. There is ample evidence to show that the homes of most truants are poor economically, emotionally, psychologically, and morally. Growing up in a family atmosphere that is not conducive to the development of emotionally well-integrated children who are taught to obey legitimate authority can limit the capacity of a

child to adapt himself to the rules enforced by a non-parental authority.

5. Academic retardation appears to be the most serious school factor causing students to stay away from school.

6. The best approach to improving attendance seems to be a co-operative one involving the teacher, the principal, the visiting teacher, and the family. The guidance counsellor, the school nurse, and the visiting teacher usually become the key personnel in this teamwork approach.

7. Forcing the child to school is not at times in his better interests. The value of the school-leaving permit to give the student "legal" permission to withdraw from school and obtain employment has been demonstrated many times.

8. Many truants - probably the great majority - are not and never become delinquents, but many delinquents first manifest their difficulty in truancy. If the truant can be understood and can be given help soon enough, more serious trouble might often be avoided.

As research continues into the difficulties of home and family living, it becomes apparent that the home can contribute more than the school, in either a positive or a negative way, towards producing better or worse

citizens for future generations. This writer is inclined to agree with the following statement by the Gluecks who, after identifying the many crucial factors of family life, go on to say:

All this suggests that the community must somehow break the vicious circle of character-damaging influences on children exerted by parents who are themselves the distorted personality products of adverse parental influences. This can be done only through intensive instruction of each generation of prospective parents in the elements of mental hygiene and the requisites of happy and healthy family life. ... It is futile to treat the child apart from the family that contributes to make him what he is.¹

¹ Sheldon and Eleanor Glueck, Delinquents in the Making, New York: Harper and Brothers, pp. 196-7.

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APPENDIX

SL

Name	Grade 1956-57	Age Dec. 1956	Intelligence Quotient		No. of Years of Accel'n (A) or Retarda- tion (R) (Students of regul- lar classes only	Grades Repeated	Examination Results, June, 1957 F = Fail P = Pass PP = Prov. Pass C = Continue in same class (i.e. Sp.Ed.) SLP = School Leaving Permit	Days Absent 1955-56	Days Absent 1956-57	Econ- omic Status of Family AA = above average A = average EA = below average
			Indi- vidual Test	Group Test						
G ₁	Sp.Ed.	14	78		Sp.Ed.	I & II, then Sp.Ed.	C	Unkn	46.5	BA
G ₂	7	14		83	R ₂	I & II	SLP	29	44	BA
G ₃	Sp.Ed.	14	67		Sp.Ed.	I, then Sp.Ed.	C	56	51	BA
G ₄	Sp.Ed.	14	63		Sp.Ed.	3 yrs in I, then Sp.Ed.	SLP	120	158	BA
G ₅	7	13		119	R ₁	II	F	78	182	A
G ₆	7	15	92		R ₃	3 yrs in I II	SLP	40	35	BA
G ₇	8	14		108	R ₁	VIII	F	Unkn	98.5	BA
G ₈	Sp.Ed.	14	77		Sp.Ed.	I, IV	C	13.5	109	BA
G ₉	8	13		85	nil	nil	Transfer to Terminal Crse	61	102	BA
G ₁₀	7	13		78	R ₁	I	P	52	67	BA
G ₁₁	8	14		86	R ₂	I, II	F	16	84	AA
G ₁₂	7	12	115		nil	nil	P	8	71	BA
G ₁₃	9	15		89	R ₁	I	F	21.5	61	AA
G ₁₄	7	12		84	R ₁	I	P	37.5	74	BA
G ₁₅	8	14		96	R ₁	I	Transfer to Terminal Crse	74	74	AA
G ₁₆	Sp.Ed.	14	83		Sp.Ed.	unkn.	C	Not in school	69.5	BA
G ₁₇	8	13		111	nil	nil	P	91	74	BA
G ₁₈	7	13	82		R ₁	V	P	60	85 (to Apr 30/57)	BA
G ₁₉	7	14		93	R ₂	V, VII	SLP	76	72 (to Mh 19/57)	BA
G ₂₀	8	13		108	nil	IV	F	110.5	110	BA
G ₂₁	8	14		94	R ₁	VII	F	32.5	70.5	BA
G ₂₂	9	13		114	A ₁	nil	F	34	121	A
G ₂₃	7	13	108		R ₁	I	P	41	91.5	BA
G ₂₄	7	13		108	R ₁	VII	F	Unkn	108.5	BA

SUMMARY OF INFORMATION

Type of Dwelling OP = owned by parents R = rented house RR = rented rooms C = city-owned house	Accommodation in home AR = ample room A = average C = crowded	Cleanliness of home S = spotless A = avge D = dirty	No. of Children in Family	Rank amongst Siblings C = Only child O = oldest Y = youngest M = middle position	Role of Parent BE = both empl. NE = neither " FE = father " ME = mother " FD = father deceased FS = father separated or divorced FC = father in custody FI = father incapacitated	No. of Social Agencies Involved with each Family	Parental Interest in School G = good F = fair P = poor	Parent-Child Relationship		Discipline Practiced S = so F = fa U = un Father-daughter Mother-daughter Father-daughter
								W = wholesome F = fair U = unwholesome	Father-daughter Mother-daughter	
C	AR	A	5	O	NE FD	L	F		F	
R	A	A	6	Y	FD	4	F		F	U
R	A	A	3	O	FE	3	P	F	F	
C	C	D	7	M	NE FD	5	P		F	
R	A	S	5	M	FS	3	P		F	U
C	C	D	13	M	FE	3	P	U	U	
C	C	D	6	O	NE FC	5	P		U	U
C	C	D	10	M	NE FS	2	P	F	F	U
OP	C	A	9	O	BE	1	P	F	F	
RR	C	A	4	M	NE FS	4	P		W	U
OP	AR	S	2	Y	BE	1	F	W	W	
RR	C	D	1	C	FS	1	P		U	Unkn
OP	AR	S	4	M	BE	1	F	F	W	U
RR	C	D	6	M	FE	4	F	F	F	F
R	A	A	2	O	FE	4	G	W	W	F
RR	C	D	5	O	BE	2	P	F	F	
C	C	A	3	M	ME FS	2	P		F	
C	C	D	5	O	NE FC	5	P		U	
C	C	A	12	M	NE FC	3	F		F	
C	A	A	2	Y	NE FC	3	P		U	
RR	C	A	3	Y	BE FS	2	P		F	
R	C	A	5	Y	BE FS	5	P		U	
C	C	D	6	O	NE FS	4	P		F	
R	A	A	10	Y	NE FI	6	P		W	

RE

GIRLS

Primary es nd r ound Mother- daughter	Moral Standards of Family H = high F = fair L = low	No. of Changes of Resi- dence	No. of Schools Atten- ded	No. of Social Agencies Involved (includes past as well as present)	Method of Working with Families V.T. = visiting tchr only V.T. + 1 = V.T. + one social agency V.T. plus = V.T. plus two or more agencies	No. of Visiting Teacher Inter- views		Type of Authoritative Action Taken #1, #2, #3 = letters from V.T. F.A. = Family Allowance Warning C.A. = Court action against student already on probation	Dis Jun SLP sc in M = fr D = de R = gr Sp. co pr P =
						with stu- dent	with par- ent		
S	H	Unkn	Unkn	1	V.T. + 1	5	3	nil	
F	F	8	6	4	V.T.	12	7	nil	
U	L	6	6	3	V.T.	3	2	#1, #2	
U	L	4	4	5	V.T. plus	6	5	#2, #3	
U	L	9	5	3	V.T. + 1	14	11	#3, F.A., Charge against parent and child	Te
U	L	6	7	3	V.T. + 1	6	4	nil	S
U	L	4	5	5	V.T. + 1	5	5	F.A.	
F	L	7	6	2	V.T. + 1	14	9	#3, F.A.	S
U	L	nil	2	1	V.T.	6	6	#2, F.A.	
F	L	7	6	4	V.T.	5	3	F.A.	
U	H	2	3	1	V.T. + 1	18	9	Charge in Court against child	
U	L	7	5	1	V.T. + 1	16	8	nil	
F	F	4	5	1	V.T.	2	3	nil	
U	L	6	6	4	V.T. + 1	5	5	F.A. #2	
F	F	4	4	4	V.T. + 1	9	8	#2, #3, Child charged in Court	P. C
F	F	Unkn	Unkn	2	V.T. + 1	5	5	F.A.	
U	L	6	4	2	V.T.	4	3	nil	
U	L	11	6	5	V.T. plus	16	12	#2, #3, F.A., C.A.	
F	L	5	6	3	V.T. plus	18	11	F.A., #3, Parent and child charged	SI
U	L	2	2	3	V.T. + 1	8	5	#3, F.A.	F
U	F	6	6	2	V.T.	5	4	nil	F
U	L	10	9	5	V.T. plus	12	6	#2, #3, F.A. Charge against parent & child	F
F	L	9	3	4	V.T.	6	4	F.A.	F
U	L	4	6	6	V.T. + 1	9	6	F.A., #2, #3	F

GIRLS

No. of Schools Attended	No. of Social Agencies Involved (includes past as well as present)	Method of Working with Families V.T. = visiting tchr only V.T. + 1 = V.T. + one social agency V.T. plus = V.T. plus two or more agencies	No. of Visiting Teacher Inter-views		Type of Authoritative Action Taken #1, #2, #3 = letters from V.T. F.A. = Family Allowance Warning C.A. = Court action against student already on probation	Disposition June, 1957 SLP = school leaving permit M = moved from city D = placed in detention R = repeat grade Sp.Ed. = continue in present class P = promoted	Results of Follow-up, June, 1958 GE = gainfully emp. M = moved from city D = detention at home AI = attendance improving AW = attendance worse MI = out of school for miscellaneous reasons
			with student	with parent			
Unkn	1	V.T. + 1	5	3	nil	Sp.Ed.	GE
6	4	V.T.	12	7	nil	SLP	GE
6	3	V.T.	3	2	#1, #2	Sp.Ed.	AI
4	5	V.T. plus	6	5	#2, #3	SLP	GE
5	3	V.T. + 1	14	11	#3, F.A., Charge against parent and child	Temp. SLP	GE
7	3	V.T. + 1	6	4	nil	SLP	MI
5	5	V.T. + 1	5	5	F.A.	D	D
6	2	V.T. + 1	14	9	#3, F.A.	Sp.Ed.	GE
2	1	V.T.	6	6	#2, F.A.	R	MI
6	4	V.T.	5	3	F.A.	P	GE
3	1	V.T. + 1	18	9	Charge in Court against child	R	MI
5	1	V.T. + 1	16	8	nil	P	AI
5	1	V.T.	2	3	nil	R	GE
6	4	V.T. + 1	5	5	F.A. #2	P	MI
4	4	V.T. + 1	9	8	#2, #3, Child charged in Court	P. to Term. Course	AI
Unkn	2	V.T. + 1	5	5	F.A.	M	M
4	2	V.T.	4	3	nil	P	AI
6	5	V.T. plus	16	12	#2, #3, F.A., C.A.	D	D
6	3	V.T. plus	18	11	F.A., #3, Parent and child charged	SLP	GE
2	3	V.T. + 1	8	5	#3, F.A.	R	M
6	2	V.T.	5	4	nil	R	AI
9	5	V.T. plus	12	6	#2, #3, F.A. Charge against parent & child	R	M
3	4	V.T.	6	4	F.A.	P	AW
6	6	V.T. + 1	9	6	F.A., #2, #3	R	GE

SUMMARY OF

INI

Name	Grade 1956-57	Age Dec. 1956	Intelligence Quotient		No. of Years of Accel'n (A) or Retarda- tion (R) (Students of regu- lar classes only)	Grades Re- peated	Exam Results, June, 1957 F = Fail P = Pass PP = Prov. Pass C = Continue in same class (i.e. Sp. Ed.) SLP = School Leaving Permit	Days Absent 1955-56	Days Absent 1956-57	Econ- omic Status of Family AA = above ave A = ave BA = below ave	Type of Dwelling OP = owned by parents R = rented house RR = rented rooms C = city- owned house	Accom- moda- tion in home AR = ample room A = ave C = crow- ded	Clean- liness of home S = spot- less A = ave D = dirty	No. of Chil- dren in Family	Rank amongst Siblings C = only child O = oldest Y = youngest M = middle position	Role of Parent BE = both empl. NE = neither " ME = mother " FE = father " FD = father deceased FS = father separated or divorced FC = father in custody FI = father in- capacitated
			Indi- vidual Test	Group Test												
B1	9	15	107		R1	I	SLP	21.5	40 (to Feb 27/57)	BA	R	C	A	3	M	NE FD
B2	7	13	94		R1	IV	F	20	34	A	R	C	D	1	C	FS ME
B3	7	14	108		R2	VII	PP	92	56 (to Feb 20/57)	A	C	C	D	3	M	FD ME
B4	8	14	No tests		R1	II	F	Unknown	33	BA	C	C	A	10	M	NE FI
B5	7	15	98		R3	I, V	SLP	6	57 (to Apr 20/57)	A	OP	C	A	4	O	FE
B6	7	14	99		R2	V, VI	PP	Unknown	55	BA	C	C	A	6	O	BE FS
B7	8	15	105		R2	V, VI	SLP	52	35.5 (to Dec 13/57)	BA	RR	C	A	3	M	FD ME
B8	Sp. Ed.	14	67	Sp. Ed.	Sp. Ed.	II, then Sp. Ed.	C	34	61	BA	C	C	D	13	M	NE
B9	8	14	89	R1	R1	IV	F	92	85.5	BA	C	C	D	3	O	NE
B10	8	15	95	R2	R2	I, VII, then Sp. Ed.	SLP	35	40	BA	R	A	A	8	M	NE
B11	8	15	100	R2	R2	VIII	SLP	89	31	BA	RR	C	A	2	O	FS ME
B12	Sp. Ed.	15	84	Sp. Ed.	Sp. Ed.	I, V then Sp. Ed.	Moved from City	91.5	35 (to Feb 28/57)	BA	C	A	A	4	Y	FS ME
B13	Sp. Ed.	14	57	Sp. Ed.	Sp. Ed.	3 yrs. in I. Sp. Ed. af- ter II	Moved from City	50	31 (to Oct 28/57)	BA	C	A	D	6	M	FD NE
B14	8	14	No tests	R1	R1	VI, VIII	F	Unknown	62	BA	RR	C	D	5	O	NE FS
B15	9	15	111	Normal	Normal	nil	SLP	34	30	A	R	C	A	5	M	BE FS
B16	Sp. Ed.	14	70	Sp. Ed.	Sp. Ed.	I, II, then Sp. Ed.	Moved from City	32	103	BA	C	C	D	5	M	FE

INFORMATION

RE

BOYS

Dispo June/	Type of Authority Action Taken	No. of Visiting Teacher Inter-views	Method of Working with Families	No. of Social Agencies Involved (includes past as well as present)	No. of Schools Attended	No. of Changes of Residence	Moral Standards of Family	Disciplinary Practices	Parent-Child Relationship	Parental Interest in School	No. of Social Agencies Involved with each Family	Role of Parent
SLP = scho lvg. M = from D = in R = grad Sp.Ed cont pres P = p	#1, #2, #3 = letters from V.T. F.A. = Family Allowance Warning C.A. = Court action against student al- ready on probation	with stu- dent with par- ent	V.T. = visiting tchr only V.T.+1 = V.T.+ one social agency V.T. plus = V.T. plus two or more agencies	(includes past as well as present)			H = high F = fair L = low	S = sound F = fair U = unsound Father- son Mother- son	W = wholesome F = fair U = unwhole- some Father- son Mother- son	G = good F = fair P = poor		BE = both empl. NE = neither " ME = mother " FE = father " FD = father deceased FS = father separated or divorced FC = father in custody FI = father in- capacitated
M	nil	3 2	V.T. + 1	3	3	3	F	F	W	F	3	NE
C	nil	3 2	V.T.	2	2	nil	L	U	U	P	2	FS
M	#2, #3, F.A., C.A.	7 8	V.T. plus	6	6	5	L	U	F	P	5	FD
M	nil	4 5	V.T.	3	unkn.	unkn.	F	S	W	F	3	NE
O	#2, F.A.	7 7	V.T.	1	5	3	H	S	F	F	1	FE
O	#3, C.A.	9 7	V.T. + 1	4	unkn.	unkn.	L	F	W	F	3	BE
M	nil	1 3	V.T. + 1	2	5	6	F	F	F	F	2	FD
M	#2	2 2	V.T. + 1	5	4	5	L	U	F	P	5	NE
O	#2, #3, F.A.	6 5	V.T.	4	2	5	L	U	F	P	4	NE
M	nil	6 3	V.T. + 1	4	2	2	L	U	F	P	4	NE
O	nil	5 4	V.T.	1	unkn.	unkn.	H	S	W	F	1	FS
Y	#2, #3, F.A.	6 4	V.T.	4	3	3	L	F	F	P	4	FS
M	C.A.	4 5	V.T. plus	5	2	2	L	U	F	P	5	FD
O	#3, F.A.	6 5	V.T.	1	unkn.	unkn.	F	F	F	P	1	NE
M	nil	4 4	V.T. + 1	3	5	8	L	U	F	P	3	BE
M	#2, F.A.	4 3	V.T.	2	4	5	F	U	F	P	2	FE

MATION

RE

BOYS

Parental Interest in School G = good F = fair P = poor	Parent-Child Relationship W = wholesome F = fair U = unwholesome Father-son Mother-son	Disciplinary Practices S = sound F = fair U = unsound Father-son Mother-son	Moral Standards of Family H = high F = fair L = low	No. of Changes of Residence	No. of Schools Attended	No. of Social Agencies Involved (includes past as well as present)	Method of Working with Families V.T. = visiting tchr only V.T.+1 = V.T. + one social agency V.T. plus = V.T. plus two or more agencies	No. of Visiting Teacher Interviews with student with parent	Type of Authoritative Action Taken #1, #2, #3 = letters from V.T. F.A. = Family Allowance Warning C.A. = Court action against student al- ready on probation	Dispos'n June/57 SLP = school lvg. permit M = moved from city D = detention at home AI = attendance improving AW = attendance worse MI = out of school- for miscellan- eous reasons	Results of Follow-up, June, 1958 GE = gainfully emp. M = moved from city D = detention at home AI = attendance improving AW = attendance worse MI = out of school- for miscellan- eous reasons
F	W	F	F	3	3	3	V.T. + 1	3	nil	SLP	GE
P	U	U	L	nil	2	2	V.T.	3	nil	R	AW
P	F	U	L	5	6	6	V.T. plus	7	#2, #3, F.A., C.A.	D	D
F	F	S	F	unkn.	unkn.	3	V.T.	4	nil	R	GE
F	F	U	H	3	5	1	V.T.	7	#2, F.A.	SLP	GE
F	W	F	L	unkn.	unkn.	4	V.T. + 1	9	#3, C.A.	P	D
F	F	F	F	6	5	2	V.T. + 1	1	nil	SLP	GE
P	F	U	L	5	4	5	V.T. + 1	2	#2	Sp.Ed.	AI
P	F	U	L	5	2	4	V.T.	6	#2, #3, F.A.	R	GE
P	F	U	L	2	2	4	V.T. + 1	6	nil	SLP	GE
F	W	S	H	unkn.	unkn.	1	V.T.	5	nil	SLP	GE
P	F	F	L	3	3	4	V.T.	6	#2, #3, F.A.	M	M
P	F	U	L	2	2	5	V.T. plus	4	C.A.	M	MI
P	F	F	F	unkn.	unkn.	1	V.T.	5	#3, F.A.	R	M
P	F	U	L	8	5	3	V.T. + 1	4	nil	SLP	GE
P	F	U	F	5	4	2	V.T.	4	#2, F.A.	M	M

LETTER # I

The report from your school for the last month shows that your SON/DAUGHTER, NAME, has not been attending school regularly as required by the School Attendance Act. No reasonable cause has been given in the report for this absence. If there is any good reason, kindly so state on the reverse side of this letter and return.

If there is no good reason, give us your assurance that this child will be kept in regular attendance so that it will not be necessary to apply the compulsory provisions of the Act.

LETTER # II

In spite of the fact that we have drawn your attention to the matter of irregular attendance of your CHILD/REN, NAME, we note that attendance remains unsatisfactory.

Kindly be advised that if your child/ren does not attend regularly from now on, we will be compelled to take action against you in accordance with the provisions of the School Attendance Act.

We would like to have some explanation regarding the irregular attendance of your child.

LETTER # III

Re: Child's name
b. Birthdate

Take notice that unless you cause your SON/DAUGHTER, NAME, to attend some school within three days from the receipt by you of this notice and to continue in regular attendance throughout the period during which HE/SHE, is required by "The School Attendance Act" to attend school regularly, or make satisfactory provisions for the education of such person hereinbefore named during that period, you will be liable to prosecution under "The School Attendance Act." R.S.M., c. 186, Sch. A; R. & S., S.M. 1943, c. 42, s. 17.



DEPARTMENT OF
NATIONAL HEALTH AND WELFARE

IN YOUR REPLY REFER TO
OUR FILE No. General

Mr. Walter Green,
369 Lindsay Street,
Winnipeg 9, Man.

138 Portage Avenue East,
Winnipeg 1, Manitoba,
August 15, 1958.

Dear Sir:

Re:	<u>Name</u>	<u>Birth Date</u>
	John Doe	January 1, 1945.
Parents or Guardians:	Annie and John Doe	
Address:	679 Michigan Ave., Winnipeg, Man.	
Name of School:	Aberdeen	

Information has been received to the effect the above-named child/children is/are not attending school regularly. It is requested the lower portion of this form be completed and one copy returned to this office. Please mark with an "X" in the appropriate square below.

Particulars: We have been advised that this child is not attending school. Is he lawfully absent?

Yours very truly,

for C. B. Howden,
Regional Director,
Family Allowances.

Regional Director of Family Allowances,
Department of National Health and Welfare,
138 Portage Avenue East,
Winnipeg 1, Manitoba.

1. ATTENDANCE SATISFACTORY or LAWFULLY ABSENT
2. ATTENDANCE UNSATISFACTORY - for month(s) of _____

3. REMARKS:

(Date)

Visiting Teacher or
School Attendance Officer.



PROVINCE OF MANITOBA

Information and Complaint

THE JUVENILE DELINQUENTS ACT 1929

CANADA
PROVINCE OF MANITOBA
EASTERN
JUDICIAL DISTRICT

The Information and Complaint of Walter Green, Visitor^{Teacher} School Board of
Winnipeg, on behalf of Her Majesty the Queen
of Winnipeg in the Province of Manitoba, taken this 26th.

day of August 1958, who says that he is informed and verily believes that
John Doe between the 1st. day of June, A.D. 1958 and the
John Doe a child, ~~did~~ on or about the 30th. day of
June A.D., 1958, at the City of Winnipeg in the said
Province, commit a delinquency, in that he was an habitual truant

contrary to the form of the statute in such case made and provided.

Sworn before me the day and year first above mentioned. INFORMANT

JUDGE, P.M. OR J.P.

ADDRESS

CHILD'S HISTORY

Case No. _____ Date _____ 19__

Name _____ Address _____

Date of Birth _____ Place of Birth _____

School or Occupation _____ Grade _____ Previous Delinquencies _____

FATHER { Name _____
Nationality _____
Religion _____
Occupation _____
Date of Immigration _____

MOTHER { Name _____
Nationality _____
Religion _____
Occupation _____
Date of Immigration _____

Other Members of Family _____

Other Information _____

Court Action _____

Information or Complaint on Oath

CANADA
Province of Manitoba } The Complaint of
..... }
JUDICIAL DISTRICT } of the _____ of

In the Province of Manitoba, taken upon oath before me, the undersigned, one of His Majesty's Justices of the Peace or Police Magistrates in and for the said Province of Manitoba, at

this _____ day of _____ in the year of our Lord one thousand nine hundred and _____

Who Saith That he has reason to believe and does believe

that _____
residing at _____ in the Province of Manitoba,

having on the _____ day of _____ A.D. 19 _____,

been notified with respect to his child _____ in the

form Schedule "A" to "The School Attendance Act" and amendments thereto, and

being the parent of and having the legal charge or control of such child, viz.:

residing at _____ in the Province of Manitoba,

did between the _____ day of _____ A.D. 19 _____,

and the _____ day of _____ A.D. 19 _____,

at _____ School District in Manitoba,

unlawfully neglect to cause such child, being a person of compulsory school age as

provided under Section 3 of "The School Attendance Act," to attend some school

or to make satisfactory provisions for the education of such child, the said child not

having been excused from such attendance by "The School Attendance Act," contrary

to the form of the Statute made and provided.

Taken and sworn before me the day and }
year at the place first above mentioned. }

J.P.

P.M.