

appear that income levels were still insufficient to cover the costs of education, that fear of education was still a real issue, or that education was not valued or recognized as a route for economic improvement. The expenditures for clothing, school supplies and lunches are discussed below.

The data on school enrollment and attendance are presented in Table 3.5. Since the regulations of the WE and T Program stipulate that participant families have to enroll all school-age children, it was not surprising that the number of children enrolled for the participant families, 96.8 per cent, was indeed higher than for the applicant families, 84.7 per cent. Chi square analysis showed this to be a significant difference at the 5 per cent probability level. Only four children of participant families were not enrolled, and they were older children, aged 14 to 16, and had only completed three or four years of schooling. It seemed that there would have been great social pressures placed upon these children were they forced to enroll at the appropriate grade level. In the absence of any special remedial programs for these older but undereducated students, the future for their education and subsequent employment appears bleak indeed. The children of the applicants who were not enrolled were not quite as old, aged 12 to 16, but the same problem would exist for them, and on a significantly greater scale.

TABLE 3.5.—*School enrollment and attendance data for applicants and participants, calendar year 1966*

	Applicants		Participants	
	Number	Percentage of total	Number	Percentage of total
Enrollment:				
Enrolled.....	105	84.7	121	96.8
Not enrolled.....	19	15.3	4	3.2
Total.....	124	100.0	125	100.0
Attendance:				
Number of school days.....	16,667		19,380	
Number of days absent.....	1,101	6.6	988	5.1

The difference in the rate of absenteeism, 6.6 percent for the applicant children, and 5.1 percent for the participant children was significant using the "t" test. However, in a typical school year of 170 days, the difference 1.5 percent, would be about two days, and it seems improbable that two days would make a significant difference pedagogically. While it does indicate that the children of the WE and T participants attend school significantly more statistically than the children of applicants, whether the difference is significant pedagogically is another matter. The small difference could suggest that the truancy laws were being fairly rigorously enforced for all enrolled students. This would have been a reasonable thing for local education administrators to do in order to minimize losses of state aid due to absences. This aid is allocated on the basis of average daily attendance, but capital outlays have to be made on the basis of enrollments. Thus a dichotomous situation may have existed; students who were enrolled may have been vigorously encouraged to attend while students who were not enrolled may not have been strongly encouraged to enroll in order to keep the absentee rate low.

The fact that attendance for the children of the applicant families was not greatly different from that of the participant families seemed to indicate that the costs associated with attending school were not very great. Additionally, applicants for the WE and T Program might have been trying to make a good impression upon local officials in order not to hurt their chances of admission to the WE and T Program. The hypothesis that school attendance would increase was accepted, due to both increased enrollment and attendance. However, the pedagogically and developmentally significant effect is predominantly one of increased enrollment.

Consumer Durables

Consumer durables for this study included: television sets; refrigerators and freezers; stoves; washing machines; radios and phonographs; sewing machines; and all kinds of furniture and household furnishings. The hypothesis was that participants would spend more than applicants for consumer durables and that the difference would be relatively greater than the difference in income. No hypotheses were made for the different kinds of durables, however, for it was