

AN ABSTRACT OF THE THESIS OF

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(Name) (Degree) (Major) omics

Date Thesis presented-----August 1, 1940-----

Title-----AN ANALYSIS OF THE ATTITUDES OF TWO HUNDRED HIGH SCHOOL-----
-----STUDENTS TOWARD CURRENT SOCIAL PRACTICES-----

Abstract Approved:-----

(Major Professor)

The Problem

This study represents an attempt to survey a sample of opinions and attitudes of high school students toward current activities and current social practices. Behavior is influenced by attitudes, and authorities recognize that correct attitudes formed during early childhood and adolescent years contribute much to the learning of correct behavior in present day as well as future life.

A review of the literature which is concerned with studies in this field at the secondary level of education shows that little research has been completed. The need of more information concerning the attitudes of adolescents has been expressed by teachers and leaders in the field of Home Economics. The adolescents, themselves, have been interested in knowing how other adolescents feel about topics related to everyday living and what the majority of attitudes are in the many situations and relationships discussed in the classroom.

The primary purposes of this study are to determine areas in which emphasis is needed in teaching homemaking to high school students, gather information which will help teachers promote conscious participation in family and social life, and to help the individual in self-improvement through a better understanding of the attitudes of high school students.

Scope

The scope of this study is limited to attitudes of high school students toward activities and relationships in everyday living. The information which has been gathered by the writer deals with social and family activities. Students were asked to express their attitudes toward selected phases of the following relationships: adolescent boy-girl, parent-child, preschool child-adolescent child, work and play activities, and evidences which point toward traits of honesty,

dependability, initiative, independence, and cooperation.

Securing the Data

A questionnaire in tentative form was first checked by experienced teachers, then submitted to specialists in the field of Child Development. After revision it was tested by a group of high school students. Suggestions and criticisms of these groups were incorporated in the final revision of the questionnaire.

Two hundred students, one hundred boys and one hundred girls, in three of the high schools in San Francisco, California, were selected as subjects. All students were enrolled in junior and senior courses in the high schools.

Since these questionnaires were filled out by an unselected group of students, it is the belief of the writer that the students included in this study are representative of the adolescent population of San Francisco.

Results

The results of the questionnaire seem to indicate the following:

Background of Students Included in the Study

1. The subjects represent a cosmopolitan group with varied racial backgrounds.
2. The majority live in homes undisturbed by divorce.
3. Small family groups are most common, with a large percent of "only" children in the group.
4. The percentage of subjects having younger brothers or sisters at home is less than 30%.
5. The majority of mothers do not have occupations outside of the home.
6. The largest percentage of the occupations among the fathers and mothers who are employed, falls under the general headings of clerk or saleswoman and laborer or domestic worker.
7. The family incomes of 44% of the families fall below \$2,000 a year, with 26% of the girls and 15% of the boys indicating that they did not know the family income. With a large percent of families below \$2,000, money management might well be stressed in home economics courses.
8. Three times as many boys contribute to the family income as do girls.
9. Sixty percent of the girls earn from five to ten dollars monthly.
10. Forty-eight percent of the boys earn from ten to twenty dollars monthly, while 13% earn more than thirty dollars a month.
11. Only 38% of the girls and 49% of the boys have allowances.
12. Forty-five percent of the girls who have no allowance ask for money as they need it, whereas only 10% of the boys use this method of obtaining money. Eighty percent of the boys earn their spending money.

13. Girls spend the largest percentage of their allowance for school expenses, while boys spend their largest percentage for entertainment.
14. The backgrounds of the boys and girls included in this study appear to be similar as shown by the results. It would seem, therefore, that comparisons between sexes would tend to be real sex differences rather than differences in background.

Boy-Girl Relationships and Activities

1. Both sexes prefer to study alone.
2. Boys and girls also prefer to go to shows on nights other than school nights.
3. Shows, school parties, dances, and sports are the favorite social activities of the majority.
4. There was little participation in going to public dances or to hotels to dance.
5. Both sexes were decidedly unfavorable in their attitude toward having a chaperone along when they attend various social functions.
6. The opinions of both sexes indicate that each one enjoys participation with his own sex in social activities and sports. The girls' responses indicated their desire to participate with boys in group activities, but the boys' responses were considerably lower toward group activity participation. Students preferred to go on week end trips with friends of their own sex or with families of their friends.
7. Both boys and girls expressed unfavorable opinions toward telling and listening to "shady" stories. About 50% of the boys tell stories of this kind, but very few girls engage in this practice.
8. Neither sex was favorable toward accepting expensive gifts from a member of the opposite sex, and very decidedly dislike going with anyone who demands expensive entertainment.
9. More girls enjoy "double" dates than do boys, and the percentage of boys who preferred "single" dates was higher than that of the girls.
10. Girls prefer to go with older boys and enjoy entertaining them at their homes instead of going out when the girls' parents are at home.
11. Boys prefer to go with younger girls, but do not enjoy having their girl come to a family dinner at their home. About one-third of the boys were favorable toward being entertained in a girl's home when her parents are absent.

Family Relations

12. Girls tend to prefer to work with and confide in their mothers, and boys with their fathers, although to a somewhat less degree.
13. Girls are not inclined to be as independent as boys concerning the purchasing of their clothes, 76% of the girls preferred to have mother help while only 55% of the boys expressed this preference. The girls were also more favorable toward having a friend along when they shop than were the boys.

14. Both sexes enjoy vacations with their own families.
15. The opinion of the majority of students was favorable toward home responsibilities.

Adolescent-Preschool Child Relationships

16. Since there was a high percentage of "only" children and of small families, the number of students participating in activities with young children was small.
17. Many more girls than boys had relationships with preschool children. Girls especially enjoyed the contacts with the children less than two years of age.

Social Customs

18. Going to cocktail parties and bars met with decided disapproval from both boys and girls.
19. Boys did not approve of seeing girls smoke and very much disliked to see their mothers smoke. Girls did not express an opinion as decidedly unfavorable toward smoking, about 60% did not care one way or another.
20. Neither sex was particularly interested in art and opera. Only about one-fourth of the group reported participation in these activities.

Practices in the Home

1. The majority of students consider their home successful and feel that they are doing their share to make it a success.
2. Sixty-five percent of both boys and girls indicate that their families are openly affectionate, 67% of the girls like this as contrasted with 56% of the boys.
3. Students appear to decide many problems for themselves, but go to their parents for advice on major decisions.

Attitudes Toward "Petting"

4. Although 20% of the girls think "petting" is fun and 40% of the boys like to go with girls who "go in" for petting, they are very much of the opinion that they do not want to marry a boy or a girl who is known as a "petter."

Attitudes Toward Obedience

5. Students feel that, on the whole, they are obedient, but 37% of the group do indicate that they give their parents the impression they agree with them and then do as they please.
6. Girls more often than boys find one of their parents waiting up for them at night when they come home after an evening's entertainment.
7. Practically all students have school home work, and the majority of their parents insist that it be completed.
8. Less than half of the parents help students with difficult school subjects.

9. Common social courtesies are, on the whole, usually observed by students when in the home. More than half of the boys and girls do, however, report that they sometimes talk back to their parents.
10. Figures tend to show that boys are more prone to apologize for what they do not have or cannot do than are girls.

Students' Evaluation of their own Reactions or Practices in Selected Situations

1. The majority of students at least attempt to be dependable, punctual, and reliable in figures and statements.
2. Responses indicate that students like to work, and prefer to be given enough detail that they may proceed independently.
3. Students do not consider routine duties unpleasant and appear to welcome constructive criticism.
4. Both boys and girls indicate that, in general, they can work well with people and without undue friction.
5. The responses to casual social contacts with people indicate that boys are, in general, a little less socially inclined than girls.

Activities

1. The most popular active sports for girls are dancing, hiking, tennis, swimming, and roller skating.
2. The most popular active sports among boys are swimming and fishing.
3. Practically all common sports that are not highly specialized have participants among both boys and girls. The only exceptions are billiards and pitching horseshoes. These activities appeal more to boys than to girls.
4. Both sexes are interested in watching ball games of all kinds.
5. Walking is popular with both sexes.

Social Activities

6. Boys appear to be less active in most of the selected social activities, and they particularly dislike tea parties.
7. Picnics are checked as the most popular of the social activities.
8. The solo activities which boys and girls seem to enjoy most are listening to the radio, reading, and making and collecting articles.

Reading Preferences

9. Reading preferences of the girls with reference to topics are in order of their popularity: humor, mystery, romance, cartoons, funnies, and adventure.
10. Boys' reading preferences in order of popularity are: cartoons, funnies, humor, adventure, mystery, and news.

Types of Entertainment

11. Movies are the form of entertainment chosen by both (about 90%) of the boys and girls. Next in order of frequency of participation are as follows: for the girls, plays, musical comedies, and vaudeville; for the boys, musical comedies, vaudeville, plays, and burlesque.

Responsibilities at Home

12. Both boys and girls help with house cleaning and the care of their own room.
13. A larger percentage of the girls help with meal planning and preparation than do boys, and the boys help to a lesser degree.
14. Many activities in the home are done by both boys and girls; girls assume responsibilities in the house and the boys those outside of the house.

Jobs Held for Pay

15. Of the jobs held for pay, more girls take care of children, do National Youth Administration (N.Y.A.) work, and are employed in stores.
16. Boys find work at miscellaneous jobs, distributing circulars, delivery service, and in markets.
17. More boys hold remunerative jobs involving house work than do girls.

Mate Selection

1. Both boys and girls consider health as a desirable characteristic in their fiancée or fiancé, but 9% more of the girls than the boys consider it necessary. Only 3% of the combined group were of the opinion that it would make no difference.
2. All but 3% of the boys were of the opinion that beauty was either a desirable (46%) or a necessary (16%) characteristic, and 35% did not care.
3. Sixty-five percent of the girls expressed the opinion that they did not care whether their fiancé was handsome or not. Only 6% considered it necessary.
4. Neatness is a characteristic considered desirable or necessary by 93% of the girls and 95% of the boys.
5. Of the girls, 63% thought good manners were a necessary characteristic in their fiancé, 36% considered it a desirable trait. The percentage of boys (53%) who considered good manners a necessary trait was lower than that of the girls, and 6% higher than the girls who considered it a desirable one.
6. A sense of humor is considered by the majority of both boys and girls as being a very desirable characteristic.
7. Family background does not seem as important to the students as health, beauty, appearance, and good manners. Only 25% of all the subjects considered a good family background necessary.
8. Girls more than boys consider common interests a desirable characteristic in a mate. Both sexes in a majority express the

- opinion that it is desirable for their future mate to have one or two "outside" interests.
9. Nineteen percent of the girls and 13% of the boys consider dancing a necessary characteristic of their future mate, but the majority think it desirable or do not care whether he or she has this characteristic or not.
 10. Both boys and girls express very unfavorable opinions toward their fiancée or fiancé drinking frequently, swearing, and smoking, but almost half of them would not care if they drank occasionally.
 11. Eighty-eight percent of the girls think that being fond of children is a desirable or necessary characteristic of their future mate, and only 78% of the boys have this opinion.
 12. Over half of both sexes desire a mate whose intelligence is above average, only 1% of each sex would dislike it.
 13. Unselfishness and loyalty are considered desirable by both boys and girls, and they do not like jealousy in a person they might choose as a mate.
 14. Demanding expensive entertainment received very unfavorable opinions from both boys and girls.
 15. That the fiancée or fiancé like the same people and belong to the same church as they do is considered a very desirable characteristic by both boys and girls. They also desired that their prospective mate be liked by their own parents.
 16. Both boys and girls were decidedly in favor of having their future mates within five years of their age, ambitious, a good manager, and one who makes them feel and act their best.
 17. Fifty-eight percent of the girls and 52% of the boys did not care whether or not their prospective mate was sparing in criticism, only 2.5% would very much dislike it.
 18. The girls do not care whether or not their fiancé can cook, but 91% of the boys are of the opinion that it is desirable or necessary.

Data on the attitudes and the activities of high school students as herein presented give but a glimpse of the total situation. These data do not give final answers to like situations in the behavior of all adolescents. It is the writer's hope that the results in this study have revealed factors which add to and help give a better understanding of adolescent behavior in social and family living.

Suggestions for Further Study

The writer feels that the chief value of a survey is to point the way to further study. An almost endless number of important problems could be investigated. The following are suggested:

1. A study of factors in the lives of students who contribute to the family income.
2. A study similar to that of the writer in which the questionnaire is given to students (1) before homemaking had been taught to them in high school, and (2) after at least one year of high

school work in homemaking, and (3) a follow-up study to determine whether there is a carry over from the learning program.

3. Objective measurement studies of some of the specific attitudes and an analysis of conditions which influence their development and change.
4. A more detailed study of the parent-child attitudes in relation to finance.
5. Further surveys of similar nature to the present ones (1) in other sections of the country, (2) with specific environmental characteristics, and (3) in non-coeducational schools.

AN ANALYSIS OF THE ATTITUDES
OF TWO HUNDRED HIGH SCHOOL STUDENTS
TOWARD CURRENT SOCIAL PRACTICES

by

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A THESIS

submitted to the
OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF SCIENCE

August 1940

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ACKNOWLEDGEMENTS

The writer wishes to express her deep appreciation and gratitude to Dr. Vera Brandon, who has given so generously of her time, for her guidance, criticisms, and encouragement during the preparation and writing of this thesis; to May Workinger and Mary Fraser for their encouragement and assistance throughout this study, and to Dr. Clinton for his helpful suggestions in the writing of this thesis.

Further acknowledgement is made to the principals and teachers of the three high schools for their assistance in securing the data, and to the students who participated in furnishing the information for this study.

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CHAPTER I

INTRODUCTION

AN ANALYSIS OF THE ATTITUDES
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CHAPTER I

INTRODUCTION

The Problem--Its Importance

For years leading educators have been advocating that education should be usable for living, not only for later life but should enrich the students' present living. The development of the boy and girl as a worthy member of the home was one of the seven objectives in secondary education formulated by the committee on organization of secondary education.¹

The family as an organized unit of society has existed in one form or another from the time of earliest record. Changes in structure and relationships came slowly. The family of ancient times was patriarchal in character. This characteristic was still evident in the Colonial families, but the changes in the economic and social life of the colonists began to undermine the old family pattern.

Today, the ideal family is considered by authorities

¹Mc Ginnis, Dr. Esther, "Development of the Boy and Girl as a Worthy Member of the Home," Home Economics News, vol. 1, No. 7, p. 73

in that field to be a group of individuals who work and play together, for the development of each member.

More leisure time gained from the application of science and invention in the homes of the early Americans resulted in more rapid changes in the home and family life. Girls began to go to school, to learn the theoretical principles and practices of housewifery. This home economics education which began with skills soon reached out to include other phases of homemaking.

"Today in our country studies of population, of housing, of city planning, of health, of nervous and mental adjustment, of security, of education, indeed of almost all social, psychological and economic problems include consideration of family life..... Home life is the major concern of every individual."²

The inadvisability of limiting the definition of the "best way" of family life is aptly expressed by Winona Morgan. She said at a research round table discussion:

"that there is no 'best way' of family life and that such standardization would be most undesirable. The point was also made that there are two ways of looking at research: (for family life) one, that it should never concern itself with values; and the other that values should be considered if we are ever to go beyond the enumeration stage. The group agreed that finding out the facts concerning family behavior is a first step, research need not end there.....It was suggested that

²Laws, Dr. Gertrude, "Morale in Family Life," Practical Home Economics, vol. xviii, No. 1, Jan. 1940, p. 12

research workers interpret their findings as tentative and that we should not look to research studies for final answers."³

"Family success cannot be defined in static terms. It is always relative and like all human undertakings never complete."⁴

"Qualities needed by all members of the family, no matter what the physical or material organization of the home may be, have to do with people, not things, how to work, how to play, in fact live with people with a minimum of soul-wearing tension and a maximum of harmony. Training for living together in families implies the development of social attitudes and an understanding of people."⁵

A family based on the philosophy of cooperation in which each member shares in the responsibilities for living together, where each is given responsibility and allowed to work without unnecessary adult interference and direction would do much for the development of each individual.

There have been many more studies of attitudes toward family and social relationships at the college level than at the secondary level.

Since the adolescent stage of development is full

³Morgan, Winona L., "Research Round Table on the Family and its Relationships," Journal of Home Economics, vol. 30, No. 10, Oct. 1938, p. 502

⁴Groves, Ernest R., Brooks, Lee. M., Readings in the Family, Lippincott, Chicago, 1934, p. 483

⁵Goodspeed, Helen C., "The Relationships in the Modern World," Practical Home Economics, vol. xv, No. 6, June 1937, p. 199

of adjustments, would it not be an advantageous place to make a study of the attitudes of the students in order to guide them more wisely? The attitude of adolescents to their present-day home conditions and their relationships in the home is of great significance in determining their attitudes toward their own homes and their relationships in later life. Both parents and teachers should be aware of the attitudes of youth toward the family and society, so they can more intelligently instruct and help them in their immediate needs.

Homemaking is essentially a subject which interprets and applies the sciences and arts for the development of the individual and home living. In an article on the evaluation of homemaking education, Ivol Spafford says:

"General education, against which home economics must be evaluated, is concerned with orientation in an ever-changing social world, to the end that individual and group living may be increasingly enriched and improved."⁶

There is need for more information about the family life and improved methods of teaching it. Dr. Mildred Tate has said:

"We need more actual subject matter, that is, factual material. At the same time, we need more effective methods of teaching....."

⁶Spafford, Ivol, "Contribution of Home Economics to General Education," Journal of Home Economics, vol. 27, No. 10, Oct. 1935, p. 500

We need more reliable information concerning the relationship between home and community background and interests, attitudes, abilities, and social behavior patterns of entering students. This should help in guidance of the individual student in terms of her own particular situation."⁷

In recent years great advancement has been made in the fitting of the curriculum to the needs, limitations, and interests of students. The attitude of the adolescent toward relationships of family life and of society are being studied, and the interpretation and guidance can do much to assist in forming healthy, happy attitudes. That there is a carry-over of homemaking training into the home is shown by a study made by Norma Albright:

"That statements made by parents of girls who have taken home economics in University School of Ohio State University, are evidence of some carry-over from the home economics work in school into the girl's home."⁸

The writer felt that the attitudes of high school students toward current social practices was the place to start a study of home living, and therefore made an investigation of the attitudes of high school boys and girls toward certain current social practices.

⁷Tate, Mildred Thurow, "Research Round Table on the Family and its Relationships," Journal of Home Economics, vol. 31, No. 10, Oct. 1939, p. 550

⁸Albright, Norma, "Study of Values Carried Over in Home Economics," Journal of Home Economics, vol. 31, No. 5, May 1939, p. 297

The Purpose of the Study

The purpose of this study is (1) to determine where emphasis shall be placed in teaching a course of family relationships, (2) to promote conscious participation in family and social life, and (3) to help the individual student in self-improvement through a better understanding of the attitudes of high school students.

It is hoped that this study will answer, in part at least, the following questions:

1. What are the attitudes of high school students toward
 - a. family relationships?
 - b. their associates, both boys and girls?
 - c. their leisure activities?
 - d. traits of honesty, dependability, initiative, self-reliance, and cooperation?
 - e. mate selection?
2. What are some of the factors in the background of high school boys and girls which affect their attitudes?
3. What activity attitude responses are common with both boys and girls?

Methods of Procedure

Home economics, from the standpoint of a course in home living as it is taught in San Francisco high schools, reaches only a few students. One of the teaching objectives of the writer is to develop the course so that it

will answer some of the needs and in time reach more students.

Before the study was undertaken, the methods of gathering data for a survey were considered. Among those commonly used are: (1) written opinions or expressions of attitudes in an essay form, (2) personal interviews, (3) checking statements on attitude scales, and (4) the questionnaire. The questionnaire was chosen as the best one to secure the desired information on attitudes of students toward current social practices. It made it possible to obtain the opinions of a large group.

The Subjects

The subjects were chosen from three high schools in San Francisco in widely separated areas so that a fair sampling of high school population would be represented. Teachers in these schools cooperated with the writer in giving the questionnaires, which took one class period to complete.

Number of Subjects

Two hundred questionnaires were completed, one hundred by boys and one hundred by girls. The distribution among schools was such as to give a fair sampling of expression of opinion.

Limits of the Study

It would be impossible in one study to survey all attitudes held by high school students. The writer has, therefore, limited the field to a study of a sample of the attitudes as held by these high school students toward relationships as adolescent boy-girl, parent-child, preschool child-adolescent child, their attitudes toward play and work activities, evidences of traits of honesty, dependability, initiative, independence, and cooperation.

Selection of Material

The selection of the information desired was made because of the importance of these data in promoting better relationships in society and home living. The material deals with activities and relationships both familiar and interesting to the student. Evidence of their interest is shown in class by the questions they ask and by discussions of relationships in their everyday lives.

Construction of the Questionnaire

The questionnaire was organized (see Appendix) as follows: Section I dealt with the background and activities of the home, Sections II and III with attitudes

toward current practices and relationships, family members and friends; Section IV, attitudes toward character traits as dependability, honesty, initiative, independence, justice, patience, egotism, and cooperation; Section V, activities of play, entertainment, responsibilities at home, and types of jobs held outside the home; Section VI, expression of opinion on mate selection.

The questionnaire was constructed in words that the student could understand and arranged to facilitate ease in checking. Positive and negative questions could be checked and a key for use in expressing a degree of enjoyment was supplied. An effort was made to encourage free responses. To further stimulate frank expression of opinions, the papers were unsigned and there was no opportunity for discussion among students.

It cannot be assumed, however, that the replies would always correspond to the person's actual situation. Answers to questionnaires are but speech responses to a situation, they can express only what one thinks he would do in a given situation, or what he thinks is his opinion of what he would do. This was kept in mind during the formulating of the questionnaire and in the interpreting of the responses.

CHAPTER II
A BRIEF REVIEW
OF THE DEVELOPMENTS AND TRENDS IN HOMEMAKING EDUCATION
LEADING TO THE ATTITUDE STUDY

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OF THE DEVELOPMENTS AND TRENDS IN HOMEMAKING EDUCATION
LEADING TO THE ATTITUDE STUDY

The present-day conception of the scope of home-making education is an outgrowth of many years of practical experience, thought, research, and diligent work on the part of women of long vision in the needs of training of girls for home and family participation.

A few educators through the centuries have advocated education for girls that they might care for their homes and families more efficiently. Father Fenelon in 1681 wrote, "Nothing is more neglected than education of girls. ...the custom and caprice of mothers frequently decide everything."¹

In the eighteenth century Rousseau advocated that girls have education for home management.² Up to the Colonial days the general practice was for girls to get their training for homemaking from their mothers by assisting with the work for the family. But in the

¹Williamson, Maude, "The Seeds of Homemaking Education," Practical Home Economics, vol. 32, No. 4, Apr. 1940, p. 101.

²Ibid., p. 101.

nineteenth century specific education preparing girls for their home and family responsibilities began to appear. Early in this century formal domestic training was beginning to appear in schools and seminaries. In 1814, Emma Hart Willard included domestic education when she planned for the establishment of her seminary at Troy, New York. She stated that housewifery might be greatly improved by being taught not only in practice but in theory. She was unable to carry out her idea but she was able to teach the principles of efficient management through the organization of her dormitories.³

About 1830, Mary Lyon emphasized the importance of training girls for homemaking, but she felt that the home should be primarily responsible for it. The Seminary had as its chief characteristic Biblical instruction and the development of personal religion.⁴ Mary Lyon, in her plans for establishing Mt. Holyoke Female Seminary (1836) said, "Endeavors have been made to organize a school and form a family that from day to day illustrate the precepts and spirit of the gospel."⁵

³Groves, Ernest, The American Woman, Greenberg, New York, 1938, p. 355.

⁴Bevier, Isabel, Home Economics in Education, Lippincott Co., 1938, p. 84.

⁵Ibid., p. 84.

In a day when higher education for women was opposed on the grounds of its bad results on family life, it was a wise arrangement to have as a basic principle in seminary life the observance of the principles of family life in service and domestic duties as a part of the daily program.

Catherine Beecher, a contemporary of Emma Willard and Mary Lyon, made domestic education an important part of her school. Her significant contributions to the education of young women are the importance of the scientific basis as a preparation for an intelligent study of the home, and the independence of women.⁶ She wrote a treatise on domestic economy for young girls at school and at home which became the first text book of its kind. "It was based on her belief that the proper education of man decides the welfare of an individual but when a woman is educated the interests of a whole family are secured."⁷ Her concept of the benefits derived from such education permeates the homemaking training of today.

Many factors were involved in the maturing of homemaking education. Science, invention, and improved techniques made it necessary that there be a means of dissemination of information for their use applicable to the

⁶Bevier, op. cit., p. 109.

⁷Groves, op. cit., p. 355.

home. This helped to advance an interest in classes to teach them. More leisure resulting from the use of new inventions and the application of improved techniques resulted in opportunities for more social contacts. These increasing social experiences tended to raise the standard of the home and to lessen the drudgery of it.

Science applied in various fields of home life also had its influence. The application of science to the health and physical care of children, first established as a means of preventive medicine, led to interest in social and psychic problems of children. From this start we have the development of all types of courses dealing with children and parental education.

A third factor in the development of homemaking education was the effort to conserve domestic interests in the family. From small beginnings in this field grew definite instruction in colleges and universities for broader knowledge of social and family life.⁸

This training is being extended into the secondary level, due to the recognition of the needs of the many who never reach college, some of whom marry upon graduation or soon after.

⁸Groves, op. cit., pp. 354-366.

The importance of the training for conscious participation in family and social relationships and the development of the individual in this democracy of ours, has been expressed by many educators. Brunner in an address at Oregon State College at the Fiftieth Anniversary of the School of Home Economics, February 20, 1940, said:

"Home economics has pushed steadily forward over the span of half a century, and the horizons stretching ahead are as broad and attractive as ever--perhaps more so. For home economics as many other vocational subjects began with immediate technical skills....It now frequently conceives its functions as education for home and family life....We are at least in the beginning of an earnest effort to practice democracy in our home as well as on election day."⁹

Kipp believes it to be a subject vital to secondary education:

"Family relations is so vital that it seems that every student in high school should take it. While some educators say that it is something to be lived and not taught, the teacher's experience of six years has proved that it does help girls to understand themselves."¹⁰

Training boys and girls as well as men and women to plan for their own welfare and happiness through an understanding of the goals they might set up will lead to a

⁹Brunner, Edmund deS, "Education for Home and Family Life in the Light of Social Trends," Journal of Home Economics, vol. 32, No. 5, May 1940, pp. 285-290.

¹⁰Kipp, Louise, "Reading for Value Received--Teaching a Family Relations Course Through the Use of Books," Practical Home Economics, vol. 32, No. 1, Jan. 1940, p. 5.

more democratic family life. Prevey feels that in the democratic family the individual interests are given an important place. She said:

"The modern home emphasizes not only the group but also the welfare and happiness of the individual. The growth and needs of each person in the family, the development of each personality becomes important....Emotional needs, namely, the need for security, for belonging, for attention and recognition, the need to love and be loved, can probably be best met through family life. Some authorities feel that the satisfaction of these intangible emotional aspects of life is the most important function of our home. The achievement of individual interests and goals, the development of the abilities of all, the encouragement of initiative becomes important in the democratic home."¹¹

Both the tangible and intangible aspects of family and social relationships play an important part in the development of the individual. A satisfying home is not a matter of chance, but a product of understanding and intelligent, well-directed effort on the part of every member, not adults alone. The modern educator recognizes the importance of an education which will give the younger members of the family an appreciation of home life and experiences which will contribute to more constructive home living at all stages.

¹¹Prevey, Esther, "The Democratic Family," Journal of Home Economics, vol. 32, No. 5, May 1940, p. 300.

The writer has attempted this study of attitudes of high school students with the expectation that she will have a better understanding of their activities, the ones most enjoyed, and their attitudes toward current social practices.

CHAPTER III
REVIEW OF ATTITUDE STUDIES
AT THE SECONDARY LEVEL

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It seems strange that for years psychologists as well as home economists have realized the importance of research in those things which make human beings behave as they do, yet have done little research in the field of attitudes of students at the secondary level. There are much more data on this type of study at the college level.

Attitudes, of course, are but one group of the many influences which go to make up the behavior of human beings. Young describes the nature of an attitude as, "an actual predisposition to ways or modes of responses, not to particular acts except as, under special conditions, these express a way of behaving."¹ McCarthy defines attitude as, "an acquired tendency to think and feel in certain definite ways..... they profoundly influence a person's general behavior. They color his beliefs and practices."²

Knowledge, skills, emotional patterns, desires, and

¹Young, Kimball, Social Attitudes, Henry Holt and Co., New York, 1931, p. 8.

²McCarthy, Raphael C., Training the Adolescent, Bruce Publishing Co., New York, 1934, pp. 234-235.

attitudes influenced or controlled by environment all play an important part in individual behavior. None of these factors are an end in themselves, but each is "tied-in" with the others. Attitudes have an important relation to action, and may be studied as a means of developing a better understanding of one phase of human relationships.

Types of Attitude Studies

Studies of attitudes fall into two groups. (1) The survey studies which cover wide ranges of areas are investigatory. They are valuable in determining general trends and help to find areas in which there is need of research. (2) The other is the objective measurement type in which an attitude is measured against a scale to determine the reliability of the attitude.

Survey

A most important contribution from the field of sociology was made by William I. Thomas in his study of social attitudes.³ He made extensive surveys, collected and analyzed the information relating to personalities of the various races, the immigrant and delinquent backgrounds with the view of discovering fundamentals in the

³Young, op. cit.

social human behavior. At Syracuse University, Katz and Allport made an extensive study for the purpose of determining adjustment between organization methods of education and student interests, the results of which the authors hoped to "contribute to a better understanding of what is on the students' minds, which is no less important for the teacher than his understanding of the subject matter taught."⁴ The topics covered in their study included: collegiate adjustment, vocational interests, religious attitudes, moral standards, and racial and national attitudes. Their findings are of value to relate the curriculum and its administration to the needs, the limitations, and interests of the students concerned.

Another example of this type of survey is found in Rowland's study in which she says, "...it is the writer's hope that the study has opened up the field and has furnished a better understanding of the factors which influence behavior of adolescent boys and girls."⁵ Her study is concerned with the students at the secondary level, the interests and relationships of their everyday living.

⁴Katz, Daniel, and Allport, Floyd Henry, Students' Attitudes, Craftsman Press, Inc., Syracuse, New York, 1931, p. iii.

⁵Rowland, Priscilla, "An Analysis of the Attitudes of 200 High School Seniors Toward Adjustments in Family Living," Unpublished Masters Thesis, Oregon State College, 1938.

Another plan that may be employed is the indirect method, in which essays on a definite topic are written by the subjects included in the study. The statements, which are relatively undirected, express the opinions of the subject. The opinions are then classified according to the purpose of the study. Sowers used this method in the first part of a study of parent-child relationships. Students from ten to eighteen years of age wrote essays on the topic of the ideal parent. Statements which expressed opinions about the parent's influence upon family happiness were collected and classified. After this had been done a questionnaire was given to college freshmen and sophomores to obtain their attitudes toward these parental traits. It was found from this study that the students are conscious of the close relationship between their happiness and parental traits.⁶

Objective Measurement

The second group of attitude studies is the objective measurement type. It follows a survey study which has been the means of discovering general trends. This is a more refined technique. Outstanding of the attitude

⁶Sowers, Alice, Parent-Child Relationships from the Child's Point of View, Abstract of Ph.D. Thesis, Cornell University, Ithica, New York, 1937.

studies are those made by Thurstone who, in conjunction with other workers, devised a psychometric scale for the measurement of attitudes. The scale is a series of graded statements about an issue or subject and range from "very much in favor of" the statement to "very much opposed" to it. He feels that there are no right or wrong answers, but merely expressions of opinions.⁷

Another outstanding study is that made by Ojemann who, working with other writers at Iowa State University, devised objective measurements of attitudes. His work in the field of child development is extensive. The field was divided into sections such as intellectual development, emotional development, physical growth, etc. In this study eleven sections were made. The list of generalizations were judged by competent authorities in child development and from these returns a set of scores was compiled. He developed a means of testing and scoring which is of major importance in the field of child development and parent education.⁸

The objective type has great value in assisting in

⁷Thurstone, L. L., and Chave, E. J., Series of Attitude Scales, University of Chicago Press, Chicago, Ill., 1930, and The Measurement of Attitudes, Pamphlet, University of Chicago Press, Chicago, Ill., 1929.

⁸Ojemann, Ralph H., Researches in Parent Education III, University of Iowa Studies in Child Welfare, vol. X, University of Iowa, Iowa City, Iowa, 1935.

the education for the development of attitudes. The survey type, because it covers a much wider range of area, has been chosen for this study.

CHAPTER IV

RESULTS

PART I

CHAPTER IV

Part I

RESULTS

Scope

This study pertaining to the attitudes of high school boys and girls is divided into six parts which include information about their home "set-up" and activities in the home; attitudes toward boy-girl relationships; attitudes toward brothers, sisters, and adult members of the family; attitudes toward current social practices; participation in play activities; and their work responsibilities.

Status of Home Economics in the San Francisco Schools

Home economics in the San Francisco high schools is still, to a degree, quite departmentalized. It is elective except for those few who choose Home Economics as a major. The field is comparatively new for boys with the exception of the food preparation course. For the past few years two high schools have offered a homemaking course, in one school it is coeducational, in the other there are separate classes for boys and girls. There appears to be greater interest where the sexes are separated. This might be due

to the fact that problems may be more freely discussed. The number enrolled in Home Economics courses in the entire school population is small.

The questionnaire was filled out by students taking upper division work, and an equal number of boys and girls were included.

Subjects Included in Study and Analysis of their Background

As has been previously stated, the students attitudes were recorded by means of a questionnaire (see Appendix). Throughout the analysis that follows, the student responses have been converted into percentages to provide a common basis of comparison. Where it seemed expedient, when the percentage includes a decimal less than .5% the round number below that point is used--where the decimal is .5% or more the round number just above is used.

TABLE I

AGE RANGE AND GRADE IN SCHOOL OF SUBJECTS INCLUDED IN STUDY

G=Girls N-100

B=Boys N-100

Responses in %

Grade (10th)		(11th)		(12th)		No
Age	15 16	15 16 17 18 19	16 17 18 19	16 17 18 19	19	
G	1	- 22 16	- -	8 30 21	-	2
B	5 5	3 19 11	5 1	12 26 9	3	1
Number	11	3 68	6	20 86	3	3
%		4 88	8	17 80	3	
Total	5.5	38.5		54.5		1.5

The age range of the students in this study is shown in Table I. Since all subjects were taking upper division work, it would appear that 10% of the boys and .1% of the girls registered in the tenth grade were taking advanced courses; 93% of the entire group were registered in the eleventh and twelfth grades, while 1.5% failed to answer this question.

The ages of the majority of the subjects ranged from 16 years through 18 years, only 2% were below and 1.5% above this range.

TABLE II
NATIONALITY OF SUBJECTS' PARENTS

Nationality	G=Girls		B=Boys		% of Total in Nation- ality Group
	G N-100 No. in Group	B N-100 No. in Group	Total in Group		
American	22	27	49		24.5%
Italian	20	15	35		17.5%
English, Scotch, Irish	13	22	35		17.5%
German and North European	9	5	14		7 %
American and North European	10	2	12		6 %
German	4	5	9		4.5%
Miscellaneous	2	5	7		3.5%
Jewish	5	2	7		3.5%
Scandinavian	3	3	6		3 %
American and South European	0	3	3		1.5%
Greek	2	1	3		1.5%
Czechoslovakian	2	1	3		1.5%
Mexican	1	2	3		1.5%

TABLE II (Continued)

NATIONALITY OF SUBJECTS' PARENTS

Nationality	G=Girls		B=Boys		% of Total in Nation- ality Group
	G N-100 No. in Group		B N-100 No. in Group	Total in Group	
Danish	1		1	2	1%
Russian	0		2	2	1%
German and South European	2		0	2	1%
Jewish-American	2		0	2	1%
Hungarian	0		1	1	.5%
Chinese	0		1	1	.5%
Bohemian	0		1	1	.5%
Maltese	0		1	1	.5%
Polish	1		0	1	.5%
Salvonian	1		0	1	.5%

That San Francisco has a cosmopolitan population is shown in Table II. The parents of only 49 subjects out of the 200, or 24.5%, are American; whereas 74.5% are combinations of American and another nationality or a single nationality other than American. The two groups next in size are Italian and British Isle groups, each with 17.5%. Only two other nationalities occur in groups larger than 5%, German and North European, 7%, and American and North European, 6%, respectively. All other nationalities occur in groups of less than 5%, the total of this heterogeneous group amounts to 27.5%.

The group listed as miscellaneous includes the following combinations: Irish-Spanish, French-Swedish,

Portuguese-English, Canadian-Italian, Irish-French, Swedish-Italian, and Scotch-Cuban.

It would seem that students with such a varied racial background need some assistance in adjusting to the everyday life around them.

TABLE III

STATUS OF STUDENT HOMES WITH REFERENCE TO THE
NUMBER OF STUDENTS HAVING BROKEN HOMES
AND THE NUMBER OF PARENTS CARING FOR STUDENTS

Parents				Students live with		
are di- vorced	not di- vorced	are sep- arated	no ans.	mother	father	neither
Girls 10% N-100	88%	none	2%	8 or 80 %	2 or 20 %	none
Boys 10% N-100	90%	2%	0	11 or 92 %	0	1 or 8 %

TABLE IV

NUMBER OF STUDENTS HAVING STEPPARENT
AND FOR HOW LONG

	Step- father		How long			Step- mother		How long			no ans.
	yes %	no %	Yrs. 1-5 %	Yrs. 6-8 %	Yrs. 9-14 %	yes %	no %	Yrs. 1-5 %	Yrs. 6-8 %	Yrs. 9-10 %	
Girls N-100	8	92	2	0	5	4	94	2 or 50 %	0	2 or 50 %	2
Boys N-100	13	87	3	5	5	3	97	2 or 67 %	1 or 33 %	0 or 0 %	0

In the case of broken homes, (Tables III & IV) it

will be noted that the percentages of divorces in the homes of both boys and girls is the same and that in both cases the child usually lives with the mother. There is little appreciable difference between the sexes in the percentage having stepparents. Two of the boys stated that their parents were separated and also answered in the affirmative as to whether their parents were divorced. The writer assumes these boys meant their parents were separated by divorce.

From these tables it appears that approximately 90% of the subjects live in homes undisturbed by divorce. Cases of poor adjustment, if any, might be called to the attention of the school counselor.

TABLE V

SIZE OF FAMILY AS INDICATED BY SIBLINGS

G N-100
B N-100

Responses in %

	No. of Sisters								No. of Brothers							
	None	1	2	3	4	5	6	Do not know	None	1	2	3	4	5	Do not know	
Girls:																
Living	32	36	15	6	6	2	2	1	33	35	19	5	5	2	1	
Dead	95	4	-	-	-	-	-	1	93	5	1	-	-	-	1	
Boys:																
Living	46	32	12	8	2	-	-	-	40	37	15	4	3	1	-	
Dead	95	5	-	-	-	-	-	-	96	4	-	-	-	-	-	

The trend toward smaller families is indicated in Table V. The larger families occurred in the Italian and Mexican nationality groups. 39% of the students in this survey have no sisters and 37% have no brothers. When boys and girls are considered separately, 32% of the girls and 46% of the boys are "only" children.

Both groups report approximately the same number of families having one or two siblings. A number of responses indicating five or six sisters is to be found among the girls. There were no reports from either group of more than five brothers. This indicates a need for social and perhaps family relationships where the percentage of "only" children is so large.

One of the girls who reported that she didn't know whether she had either brothers or sisters indicated that she had been separated from her family and had no knowledge of them.

A few large families were indicated in Table V, and it will be noted that Table VI shows there are only seven families in which there are more than three siblings at home, while most of the families have only one or two.

Three of the girls and two of the boys were one of a pair of twins, which information was written into the questionnaire voluntarily.

TABLE VI
NUMBER OF YOUNGER AND OLDER
SISTERS AND BROTHERS AT HOME

Responses in %

Girls N-100

PART I

	No. of Sisters							Do not know	% hav- ing sisters
	None	1	2	3	4	5	6		
Older at home	68	21	7	3	-	-	1	-	32
Older--away from home	85	11	3	1	-	-	-	-	15
Younger-- at home	35	33	9	2	-	-	-	1	45

Girls N-100

PART II

	No. of Brothers						Do not know	% having brothers
	None	1	2	3	4	5		
Older at home	68	23	5	3	1	-	-	32
Older--away from home	91	7	2	-	-	-	-	10
Younger-- at home	56	31	10	-	2	-	1	43

TABLE VI (Continued)

NUMBER OF YOUNGER AND OLDER
SISTERS AND BROTHERS AT HOME

Responses in %

Boys N-100

PART III

	No. of Sisters								% hav- ing sisters
	None	1	2	3	4	5	6	Do not know	
Older at home	73	20	7	-	-	-	-	-	27
Older--away from home	87	10	2	1	-	-	-	-	12
Younger-- at home	76	18	5	1	-	-	-	-	24

Boys N-100

PART IV

	No. of Brothers							% having brothers
	None	1	2	3	4	5	Do not know	
Older at home	64	27	7	1	1	-	-	36
Older--away from home	88	11	1	-	-	-	-	12
Younger-- at home	74	20	5	1	-	-	-	26

There are more younger than older siblings; 32% of the girls have older sisters and brothers at home, while the percentages of younger brothers and sisters are 43% and 45% respectively.

The boys (27%) report older sisters and 36% older brothers who are at home. The percentage of younger sisters and brothers is very close, one 24% and the other 26%. This will have a bearing on the attitudes of adolescent boys and girls toward preschool children.

TABLE VII
OCCUPATIONS OF SUBJECTS' PARENTS

Responses in %

G=Girls N-100
B=Boys N-100

FATHER

	Retired	Have own busi- ness	Execu- tive	Clerk	Laborer (Domes- tic, jan- itorial, etc.)	Not liv- ing	Do not know	Unem- ploy- ed
Girls	2	18	4	29	31	11	4	1
Boys	3	18	7	27	32	6	1	6
Total %	2.5	18	5.5	28	31.5	8.5	2.5	3.5

MOTHER

	House- wife						Not stated
Girls	75	-	-	11	9	3	2
Boys	70	-	-	11	12	4	3
Total %	72.5	-	-	11	10.5	3.5	2.5

The occupations as the subjects listed them fell into the groupings as indicated in Table VII. The mothers of 75% of the girls and 70% of the boys are housewives. It will be noted that the percentage of fathers who own their own business is the same (18%) for both sexes. The percentages of fathers whose occupation is that of clerk are approximately the same for both, which is also the case in the occupation of laborer. The combined percentages for these two occupations for all the fathers amount to 59.5%. Only 3.5% of all of the fathers are unemployed. 2.5% indicated they did not know the occupation of their father. It does not seem possible for children not to know the occupation of their fathers but they specifically wrote, "Don't know." This is one of the weaknesses of the unsigned questionnaire as one cannot go back for more information.

Only 21.5% of the mothers are employed and contribute to the family income. They are employed in the largest percent under the same group as the fathers. One half of one percent or one more falls in the clerking or saleswomen group than in the group where manual labor is required. It is the opinion of the writer that the mothers' occupation of the 2.5% who did not state it, is probably day domestic work.

From this survey of occupations it would seem best to teach basic principles and skills so that life might be more pleasant for those who must make the most of their time at home and their leisure.

TABLE VIII
FAMILY INCOMES IN HOMES OF STUDENTS
PARTICIPATING IN THE STUDY

G N-100
B N-100

Responses in %

Incomes of:	Less than \$1000	\$1000 to \$2000	\$2001 to \$3000	\$3001 to \$4000	\$4001 to \$5000	\$5001 to \$10000	over \$10000	Do not know
Girls	8	33	18	5	7	3	-	26
Total %	41			33				
Boys	7	41	28	4	5	-	-	15
Total %	47			37				

In view of the results of the occupational table, the amount of income is of interest. Table VIII reveals that 26% of the girls either do not know or did not want to tell their income. The writer in her experience in the classroom has found students who do not know nor will their parents tell them.

The incomes of 41% of the girls and 47% of the boys fall below two thousand dollars. The groups that have incomes between two and three thousand are next in size

and there are 10% more boys reporting this family income than girls. 5% of the boys report family incomes of between four and five thousand, and none higher; 7% of the girls fell in this four to five thousand group and 3% reported incomes between five and ten thousand.

From this tabulation of the incomes reported, it is evident that wise money management is necessary since only 33% of the girls and 37% of the boys report incomes over two thousand dollars.

TABLE IX

STUDENTS WHO CONTRIBUTE TO INCOME,
THE NUMBER OF HOURS EMPLOYED,
AND THE AMOUNT EARNED

PART I

Students contributing to family income

Contribute to income	Yes	No	No reply
Girls N-100	15	84	1
Boys N-100	45	54	1

PART II

Hours of Student Employment

		No. of hrs. of work per week					No reply
		1-5	6-10	11-15	16-20	over 21	
Girls N-15							
No.	9	3	-	-	-	-	3
%	60	20	-	-	-	-	20
Boys N-45							
No.	11	12	9	4	5*	5	5
%	24	26	20	8	11	11	11

*Over 21 the hours are: 22, 24, 30, 34, 42.

TABLE IX (Continued)

STUDENTS WHO CONTRIBUTE TO INCOME,
THE NUMBER OF HOURS EMPLOYED,
AND THE AMOUNT EARNED

PART III

Students' Monthly Earnings

		\$5.00 or less	\$5.01 to \$10.00	\$10.01 to \$20.00	\$20.01 to \$30.00	Larger contri- butions
Girls	N-15					
	No.	2	9	4	-	-
	%	5	60	25	-	-
Boys	N-45					
	No.	4	10	22	4	6*
	%	9	22	48	9	13

*6 cases earning more than \$30.00 monthly. Two earn \$36.00, one \$40.00, one \$45.00, one \$72.00, one \$100.00.

Only 15% of the girls contribute to the family income and none of them earns more than twenty dollars a month. The largest group, 60%, earned ten dollars or less but more than five dollars. The number of boys who contribute to the family income is 45%. Of those who do, 48% earn more than ten dollars but less than twenty; 13% contribute thirty-six to one hundred dollars monthly. The boy who makes one hundred dollars may support his widowed mother, he has neither a brother nor a sister.

From Table X it will be seen that 49% of the boys have an allowance and only 36% of the girls. Of the girls

TABLE X
STUDENTS' PERSONAL FINANCES

PART I

Methods of Obtaining Students' personal Finances				
	Have allow- ance	Ask for money	Earn	No Reply
Girls N-100				
No.	36	45	16	3
%	36	45	16	3
Boys N-100				
No.	49	10	41	-
%	49	10	41	-

PART II
Analysis of Weekly Allowance and
Number Budgeting Allowance

No. and % receiving varying amounts for weekly allowance							Budget allow- ance	
	Less than \$1.00	\$1.00 to \$2.00	\$2.01 to \$3.50	\$3.51 to \$5.00	over \$5.00	No Reply	Yes	No
Girls N-36								
No.	7	20	4	1	1	3	23	13
%	19	56	11	3	3	8	64	36
Boys N-49								
No.	10	25	6	5	-	3	22	27
%	21	51	12	10	-	6	45	55

who have no allowance, 45% ask for money as they need it and 16% earn it; 3% did not reply. Only 10% of the boys have no allowance and ask for money as they need it, while 41% worked for it.

The amounts of allowance vary, but 56% of the girls

and 51% of the boys had a weekly allowance of one to two dollars. The next largest group with allowance are those students who get less than one dollar a week, the girls 17% and the boys 20%. When the amount of the family income is considered, this table of allowances seems very logical.

Of the boys 5% have from three and one half to five dollars weekly, while only 1% of the girls received this much; but 1% of the girls received over five dollars and no boys were given this amount of allowance.

Can adolescents learn to appreciate money and use it wisely if they do not have to plan its management? The parents will have to be convinced first that it provides training before the 64% of girls and the 51% of boys will be likely to get allowances.

TABLE XI
EXPENSES PAID BY STUDENTS
FROM ALLOWANCE

	School Expense	Enter- tain- ment	Cloth- ing	Thrift	Misc. exp.	No ans.
Girls N-36						
No.	20	7	6	-	6	8
%	56	19	17	-	17	22
Boys N-49						
No.	23	32	12	1	5	10
%	47	65	25	2	10	20

It is interesting to note what expenses are paid out of the allowances given to the thirty-six girls and forty-nine boys. The percentages will add to over one hundred percent because some of the students paid more than one expense out of their allowance. (See Table XI)

The girls spent the largest percent of their allowance for school expenses, 56%, 19% for entertainment, 17% for clothes, and none at all for savings or thrift.

Of the boys 65% spent part of their allowance for entertainment and 47% for school expense. A larger group of boys than girls used part of their allowance for clothing. The percentage of boys who save some of their allowance for thrift was very small (2%).

The question about expenses paid from their allowance was left unanswered by 20% of the boys and 22% of the girls. From the writer's classroom experience it is likely that most of them spend part of it for school lunch, school expenses, and miscellaneous items.

The backgrounds of these boys and girls are similar as shown by the results of this part of the study. It would seem, therefore, that comparisons between sexes would tend to be real sex differences rather than differences in background.

PART II

BOY-GIRL RELATIONSHIPS

PART II

BOY-GIRL RELATIONSHIPS

The first part of this chapter is an analysis of the physical home and economic background of the students who are the subjects of this study. This part has to do with some selected activities which make up part of their everyday life.

Table XII shows how many students participate in each activity and the degree of enjoyment of each one. Whether they participated in the activity or not they were asked to express an opinion about it.

TABLE XII

THE ATTITUDE OF STUDENTS WHO PARTICIPATE IN AND THE AMOUNT OF ENJOYMENT OF SELECTED ACTIVITIES INVOLVING BOY-GIRL RELATIONSHIPS

KEY:

a-like very much	G=Girls
b-like	N-100
c-neither like nor dislike	
d-dislike	B=Boys
e-dislike very much	N-100

*Those who did not participate were not counted.	No. participating in activity in %	Degree of enjoyment in % as expressed by all subjects						
Activities	* No.	No Reply	a	b	c	d	e	No Reply
1. Study with boys								
G	40	4	8	18	47	18	15	14
B	46	3	18	24	34	13	7	4

TABLE XII (Continued)

THE ATTITUDE OF STUDENTS WHO PARTICIPATE
IN AND THE AMOUNT OF ENJOYMENT OF SELECTED
ACTIVITIES INVOLVING BOY-GIRL RELATIONSHIPS

*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all subjects					
Activities	*No.	No Reply	a	b	c	d	e	No Reply	
2. Study with girls									
G	67	1	20	33	35	9	1	2	
B	30	8	15	16	26	23	10	10	
3. Study alone									
G	91	-	46	24	21	7	2	-	
B	85	2	47	25	19	3	3	3	
4. Picture shows on school nights									
G	64	2	10	25	39	15	8	3	
B	45	9	15	14	33	16	9	13	
5. Picture shows on other nights									
G	92	-	49	40	9	1	-	1	
B	93	1	56	26	11	1	1	5	
6. Shows with girls									
G	76	3	34	42	17	2	1	4	
B	59	7	36	17	24	8	6	9	
7. Shows with boys									
G	84	-	33	45	16	4	2	-	
B	93	2	47	34	12	-	1	6	
8. School parties with girls									
G	68	3	24	32	24	8	9	3	
B	44	4	30	17	24	15	7	7	

TABLE XII (Continued)

THE ATTITUDE OF STUDENTS WHO PARTICIPATE
IN AND THE AMOUNT OF ENJOYMENT OF SELECTED
ACTIVITIES INVOLVING BOY-GIRL RELATIONSHIPS

*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all subjects					
Activities	* No.	No Reply	a	b	c	d	e	No Reply	
9. School parties with boys									
G	62	-	31	33	22	9	5	-	
B	56	1	28	24	30	5	8	5	
10. Dates after school with boys									
G	45	3	20	19	33	14	11	3	
B	72	2	37	30	17	7	4	5	
11. Dates after school with girls									
G	77	2	33	36	24	2	3	2	
B	35	8	19	13	32	17	9	10	
12. School games with boys									
G	58	3	26	35	25	5	5	4	
B	87	2	54	30	8	2	-	6	
13. School games with girls									
G	82	1	34	42	18	1	4	1	
B	42	4	25	16	27	17	7	8	
14. School dances									
G	55	5	29	19	27	10	8	7	
B	53	3	29	18	26	18	4	5	
15. Public dances									
G	46	5	15	16	20	32	12	5	
B	46	4	26	16	25	18	9	6	

TABLE XII (Continued)

THE ATTITUDE OF STUDENTS WHO PARTICIPATE
IN AND THE AMOUNT OF ENJOYMENT OF SELECTED
ACTIVITIES INVOLVING BOY-GIRL RELATIONSHIPS

*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all subjects					
Activities	* No.	No Reply	a	b	c	d	e	No Reply	
16. Hotel dances									
G	45	6	36	17	27	9	7	4	
B	27	4	24	8	28	22	12	6	
17. Older person chaperone at hotel dance									
G	15	6	7	12	48	12	16	5	
B	10	9	3	4	20	28	35	10	
18. Outdoor sports with boys									
G	66	-	36	34	21	6	3	-	
B	90	1	71	16	8	1	-	4	
19. Outdoor sports with girls									
G	86	-	52	31	12	1	3	1	
B	40	5	19	20	25	17	11	8	
20. Riding with a girl after party									
G	19	7	1	12	47	18	15	7	
B	52	4	31	22	20	11	9	7	
21. Riding with a boy after party									
G	44	1	8	20	36	18	15	3	
B	53	3	22	23	28	9	10	8	
22. To beach to park after evening party									
G	30	4	5	13	27	23	28	4	
B	44	8	24	21	27	10	7	11	

TABLE XII (Continued)

THE ATTITUDE OF STUDENTS WHO PARTICIPATE
IN AND THE AMOUNT OF ENJOYMENT OF SELECTED
ACTIVITIES INVOLVING BOY-GIRL RELATIONSHIPS

*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all subjects					
Activities	*No.	No Reply	a	b	c	d	e	No Reply	
23. Enjoy expensive entertainment									
G	45	2	26	22	36	9	5	2	
B	36	4	17	19	27	16	17	4	
24. Go with someone who demands expensive entertainment									
G	22	8	12	9	38	21	12	8	
B	14	10	3	3	21	32	31	10	
25. Go with someone who enjoys inexpensive entertainment									
G	67	2	32	33	29	1	3	2	
B	71	1	33	33	23	1	7	3	
26. Go to parties with person who is always "Life of the Party"									
G	49	3	25	22	22	18	9	4	
B	47	3	22	22	29	12	10	5	
27. Be seen with person who is very good looking									
G	66	1	42	30	27	-	-	1	
B	59	-	37	31	26	3	1	2	

TABLE XII (Continued)

THE ATTITUDE OF STUDENTS WHO PARTICIPATE
IN AND THE AMOUNT OF ENJOYMENT OF SELECTED
ACTIVITIES INVOLVING BOY-GIRL RELATIONSHIPS

*Those who did not participate were not counted.	No. participating in activity in %	Degree of enjoyment in % as expressed by all subjects						
Activities	*No.	No Reply	a	b	c	d	e	No Reply
28. Feel awkward when introduced to one of opposite sex								
G	38	14	10	9	33	10	21	17
B	44	9	20	13	37	6	15	9
29. Tell shady stories								
G	17	4	1	3	14	24	51	7
B	52	4	9	9	38	21	18	5
30. Listen to shady stories								
G	23	3	1	5	19	24	46	5
B	52	4	15	15	33	18	14	5
31. Go to parties with person who is always "clowning"								
G	27	4	1	9	19	40	27	4
B	30	7	5	8	36	27	17	7
32. Be center of attention at all parties								
G	18	9	7	16	36	17	15	9
B	14	9	6	8	28	23	26	9
33. Go on "double" dates								
G	69	4	36	21	25	10	4	4
B	44	5	19	28	16	10	19	8
34. Go on "single" dates								
G	66	3	24	40	22	8	3	3
B	54	3	33	29	19	4	10	5

TABLE XII (Continued)

THE ATTITUDE OF STUDENTS WHO PARTICIPATE
IN AND THE AMOUNT OF ENJOYMENT OF SELECTED
ACTIVITIES INVOLVING BOY-GIRL RELATIONSHIPS

*Those who did not participate were not counted.		No. participating in activity in %	Degree of enjoyment in % as expressed by all subjects					
Activities	*No.		No Reply					No Reply
			a	b	c	d	e	
35. Accept expensive gifts from boys								
G	24	4	5	10	30	29	22	4
B	10	9	5	2	33	25	26	9
36. Accept expensive gifts from girls								
G	30	4	4	14	39	21	18	4
B	33	8	6	-	19	35	32	8
37. Go "steady" with the opposite sex								
G	43	1	26	21	22	16	13	2
B	35	4	16	13	35	15	15	6
38. Go on week end trip with "girl-friend's" family								
G	51	2	35	21	30	3	9	2
B	19	6	13	15	27	17	22	6
39. Go on week end trip with "boy-friend's" family								
G	20	5	13	8	29	19	24	7
B	34	6	22	30	20	10	10	8

Girls' Attitudes Toward Activities

Girls enjoy studying alone more than with anyone else, 67% express favorable opinion toward studying with girls and 47% neither liked nor disliked studying with boys

(Table XII, 1,2,3). They prefer going to shows on nights other than school nights and 84% like to go with boys, but they also enjoy going with girls (76%) (Table XII, 4, 5,6,7). Shows, school parties, dances, and sports are among their favorite activities. They go largely with members of their own sex, but 64% enjoy going to school parties with boys, a situation which the boys do not seem to enjoy as much. Three-fourths of the girls expressed liking for going to games with girls. Less than half of the girls go to public dances and 28% expressed dislike for a chaperone.

Next to shows there is a high percentage of participation in sports, 86% of the girls prefer to compete with girls and only 4% dislike it. The opinion is favorable toward sports activities with boys, but only 66% participate and 9% dislike it (Table XII, 18,19).

The girls either do not care or dislike to go riding with a boy after a party (69%), while 78% feel the same way about parking at the beach after an evening party.

Girls express desire to be seen with a person who is good looking, 72% express favorable opinions; while 66% indicate that they do go with such a person. Of course, no girl expressed dislike.

Shady stories, both the telling and the listening to

them, received unfavorable opinions. Girls do not like to go to parties with someone who is always clowning or to be the center of attention at parties (Table XII, 29, 30, 31, 32).

"Double" and "single" dates are both enjoyed, 57% express favorable opinions toward the "double" dates, while 44% were favorable toward "single" dates and 11% disliked them. It is probable that some subjects had favorable opinions toward both, therefore the percentage total is more than one hundred (Table XII, 33,34).

Girls do not express favorable opinions toward accepting expensive gifts from either boys or girls. They are very divided as to their opinion toward going "steady" with a boy with 26% who like it very much and 13% who dislike it very much; 56% are favorable toward a week end trip with a "girl-friend's" family and 43% are unfavorable toward going with a "boy-friend's" family (Table XII, 38, 39).

Boys' Attitudes Toward Activities

The majority of boys, similar to the girls, prefer to study alone and express favorable opinions on that activity, 59% do not care or dislike studying with girls (Table XII, 1,2,3).

Fewer boys go to shows on school nights than girls, and the percentage of favorable opinion is not as high as theirs; but 93% go on nights other than school nights and their expression of opinion on enjoyment is high. The opinion toward going with girls is neither particularly favorable nor unfavorable. Favorable opinion is expressed by 53%, but the expression toward going with boys is 81%, indicating that many more are favorable toward going with their own sex. These same attitudes are expressed toward the following activities: school parties and dances, dates after school, and school games (Table XII, 4-13).

Very few go to public dances and only 42% express a favorable opinion toward this activity. Fewer, still, go to hotels to dance with a correspondingly lowered percentage in opinion of enjoyment, 34% express dislike toward it. They express decided dislike toward having a chaperone go along, 28% dislike it and 35% very much dislike it (Table XII, 15,16,17)

When it comes to participation in sports, boys decidedly prefer to compete with their own sex (90%), and their opinion was 87% favorable toward this. Only 40% participated with girls in sports and 39% express favorable opinion, 25% did not care, and 28% were unfavorable toward this activity.

About 50% of the boys enjoyed going riding with either a boy or a girl after a party and their favorable opinions were in about the same proportion. They were not so favorable toward parking at the beach after an evening party, 17% disliked it and 27% didn't care one way or another.

Sixty-eight percent express favorable opinions toward being seen with someone who was good looking, and only 59% checked this as participation. About the same number of boys and girls said they did not care, while 4% expressed dislike toward this. This may have been due to shyness or lack of either funds or clothes.

The percentage of boys who listened to and told "shady stories" more than doubled the percentages of girls in this group. Fifty-two percent of the boys in each case checked these items on their questionnaire, but they did not express favorable opinions toward this practice of telling such stories. Only 18% enjoyed doing it and 39% disliked it. Thirty percent enjoyed listening to them, while 32% disliked it.

"Double" dates are not enjoyed as much by boys as by girls, in fact their participation is 25% less and 29% dislike them. "Single" dates, although there was only 54% participation, received 61% favorable and only 14% unfavorable responses.

The boys were even more unfavorable in their expression of opinions regarding the acceptance of expensive gifts from either boys or girls, nor were they as interested in "going steady" with girls. The opinions of those who did not care and those unfavorable toward this amount to 65% (Table XII, 37).

They were in favor of going on week end trips with their "boy friend's" family, but unfavorable toward going with a girl and her family.

Both boys and girls like to go with someone who enjoys expensive entertainment, but are very decided about disliking to go with anyone who demands it. (Table XII, 33,34).

TABLE XIII

HIGH SCHOOL GIRLS' ATTITUDES TOWARD BOY-GIRL RELATIONSHIPS

KEY:

a-like very much

b-like

c-neither like nor dislike

d-dislike

e-dislike very much

Girls N-100

Activities	*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all girls					No Reply	
	*No.	Reply	a	b	c	d	e				
Go with older boys	81	1	35	32	25	1	3			4	
Go with younger boys	20	3	4	7	19	32	35			3	

TABLE XIII (Continued)
HIGH SCHOOL GIRLS' ATTITUDES TOWARD
BOY-GIRL RELATIONSHIPS

*Those who did not participate were not counted.	No. participating in activity in %	Degree of enjoyment in % expressed by all girls						
Activities	* No. Reply	a	b	c	d	e	No Reply	
Entertain boy at home instead of going out	69	1	23	34	31	7	5	-
Entertain boys at home when parents are absent	28	3	2	7	29	30	29	3
Get flowers from "date" for special parties	60	1	43	39	11	4	2	1
Go with boys to entertainment or parties when there is no transportation except street cars	71	2	7	27	44	4	6	12

The majority of girls prefer to go with older boys, only 4% express unfavorable opinion toward this (Table XIII). A large proportion, 69%, prefer to entertain boys at home instead of going out, but are not favorable toward doing this when parents are absent. Only 10% express an unfavorable opinion on having to take a street car when going to places of entertainment with a boy. The students who did not reply did not have an opinion or do not go with boys, is the belief of the writer.

TABLE XIV
HIGH SCHOOL BOYS' ATTITUDES TOWARD
BOY-GIRL RELATIONSHIPS

KEY:

a-like very much

b-like

c-neither like nor dislike

d-dislike

e-dislike very much

Boys N-100

*Those who did not participate were not counted.	No. participating in activity in %	Degree of enjoyment in % as expressed by all boys						
Activities	*No.	No Reply	a	b	c	d	e	No Reply
Go with older girls	29	15	14	9	20	24	16	17
Go with younger girls	54	10	24	20	22	11	9	14
Have girl friend to family dinner	23	15	8	15	31	15	15	16
Been entertained in girl friend's home when her parents are absent	40	13	20	14	26	16	7	17

Twenty-nine percent of the boys go with girls older than they, but only 23% have favorable opinions toward it, and 40% dislike it. They prefer to go with younger girls, although only 54% indicated that they did do so, 68% of the expressed opinions are favorable.

Boys are not favorable toward having their girl friend come to a family dinner. Perhaps he does not wish her to see him at home, or his family may "kid" him about

it more than he would like.

The opinions of the boys concerning entertainment in a girl's home when her parents are absent are quite divided, 34% have favorable opinions while 23% are unfavorable, 26% do not care and 17% did not answer.

From the responses of the boys about the activities of going with girls to parties, dances, shows, and games the writer feels that perhaps the reason a large percent of the boys did not reply to the activities in Table XIV is that they do not go with girls at all.

TABLE XV

STUDENTS' ATTITUDES TOWARD
FAMILY RELATIONSHIPS

KEY:

a-like very much

b-like

c-neither like nor dislike

d-dislike

e-dislike very much

G=Girls

N-100

B=Boys

N-100

Activities	*No.	No. participating in activity in %	Degree of enjoyment in % as expressed by all subjects					No Reply
			a	b	c	d	e	
*Those who did not participate were not counted.								
Work alone at jobs around house								
G	87	3	38	27	28	2	1	4
B	82	2	32	37	18	5	1	7
Work indoors with mother								
G	87	5	25	42	21	1	4	7
B	62	2	12	31	32	11	6	8

TABLE XV (Continued)

STUDENTS' ATTITUDES TOWARD
FAMILY RELATIONSHIPS

*Those who did not participate were not counted.	No. participating in activity in %	Degree of enjoyment in % as expressed by all subjects						
		No Reply	a	b	c	d	e	No Reply
Activities	*No.	Reply						
Work indoors with father								
G	38	17	9	25	35	11	4	16
B	64	8	26	22	31	7	4	10
Work indoors with brother								
G	30	23	4	22	32	10	8	24
B	66	20	11	18	32	11	6	22
Work indoors with sister								
G	45	22	9	31	23	6	8	23
B	30	30	5	10	33	12	10	30
Work outdoors with sister								
G	38	24	12	23	25	8	7	25
B	23	34	3	10	32	10	11	34
Work outdoors with brother								
G	27	25	6	21	33	6	9	25
B	38	21	14	24	27	7	5	23
Discuss personal problems with mother								
G	77	3	46	27	16	2	6	3
B	56	2	23	32	17	11	12	5
Discuss personal problems with father								
G	29	13	10	13	35	19	10	13
B	45	7	19	27	23	11	11	9
Seek advice of someone not in family								
G	38	13	12	20	32	16	10	10
B	28	7	5	14	37	17	19	8

TABLE XV (Continued)

STUDENTS' ATTITUDES TOWARD
FAMILY RELATIONSHIPS

*Those who did not participate were not counted.		No. par- ticipa- ting in activity in %	Degree of enjoyment in % as expressed by all subjects					
Activities	*No.	No Reply	a	b	c	d	e	No Reply
Heed criticism of friends								
G	50	7	11	23	33	13	12	8
B	48	7	13	22	32	10	14	9
Go on vacations with family								
G	77	3	51	34	10	2	-	3
B	64	2	38	36	13	2	6	5
Have definite responsibilities at home								
G	80	3	26	39	25	3	4	3
B	76	2	21	37	25	6	6	5
Purchase own clothes unassisted								
G	50	3	34	23	24	13	3	3
B	63	4	40	26	13	12	2	7
Have mother along when purchasing clothes								
G	76	1	28	43	18	3	5	3
B	55	4	19	26	24	14	12	5
Have friend along when purchasing clothes								
G	57	2	14	28	32	15	9	2
B	35	10	11	18	29	18	14	10
Keep car washed and polished								
G	23	17	6	11	24	30	12	17
B	62	5	19	28	26	13	7	7
Keep garage clean								
G	21	17	5	8	28	28	14	17
B	60	5	14	31	23	15	10	7

Both boys and girls work at jobs around the house and show a high percentage of enjoyment in so doing. Girls like to work indoors with their mothers better than with their fathers, while boys prefer working with their fathers.

In Part I, Table VI, the number of "only" children is very large. This is also evident in Table XV where such a low percentage participate in activities of work with brothers or sisters.

The majority of girls, 77%, discuss their personal problems with their mothers; whereas only a little over half, 56%, of the boys confide in their mothers. The reverse is true in relationships with their fathers, although a much smaller percentage go to their fathers with their problems.

Thirty-two percent of the girls and 19% of the boys have favorable opinions on seeking advice of friends. About 50% of both boys and girls respond to the criticism of friends, even though they are very divided as to their opinions about it.

Going on vacations with the family has favorable expressions of enjoyment from both boys and girls. Only 2% of the girls dislike this activity, whereas 8% of the boys dislike it and of that number 6% very much dislike it.

Perhaps the family relationships are unpleasant, or he may become the errand boy, or is not near boys of his own age. Additional research is needed to determine the reason.

The majority of both boys and girls have definite responsibilities at home and over 50% are favorable toward assuming such responsibilities.

Many girls, 50%, purchase their own clothes, but of the entire group, 76% prefer to have their mothers along. Thirteen percent more of the boys purchase their own clothes and 68% are favorable toward this activity. Fifty percent either do not care or dislike to have mother along when purchasing their clothes.

Both boys and girls are very divided in their expression of opinion as to the pleasure of having a friend along when purchasing clothes. Approximately 30% of each group does not care one way or another, 60% of the girls and only 29% of the boys express themselves as favorable toward having a friend along, and 24% of the girls and 32% of the boys express unfavorable attitudes.

About 60% of the boys keep the car washed and polished, but the majority of opinions are either that they do not care to do it or dislike it.

TABLE XVI
HIGH SCHOOL STUDENTS' ATTITUDES
TOWARD PRESCHOOL CHILDREN

KEY:

a- like very much	G=Girls
b- like	N-100
c- neither like nor dislike	
d- dislike	B=Boys
e- dislike very much	N-100

*Those who did not participate were not counted.		No par- ticipa- ting in activity in %	Degree of enjoyment in % as expressed by all subjects					
Activities	* No.	No Reply	a	b	c	d	e	No Reply
Play with child under 2 yrs. of age								
G	37	4	19	25	25	14	13	4
B	16	10	5	7	25	22	30	11
Play with child be- tween ages of 2 and 6 years								
G	33	5	14	25	28	18	10	5
B	15	11	3	7	26	23	30	11
Put child under 2 yrs. of age to bed								
G	33	7	19	22	30	13	9	7
B	4	13	-	2	21	27	37	13
Prepare food for child under 1 yr. of age								
G	29	5	19	17	31	14	13	6
B	4	12	1	1	21	25	40	12

In examining these attitudes of the adolescent toward participation in activities with preschool children, the low percentage of students participating again reveals a high percentage of "only" children (Table VI, Part I), and

and the low percentage of students having younger brothers and sisters (Table V, Part I).

In each activity listed in Table XVI, the girls have much the larger percentages of participation and their opinions are favorable toward these activities. So few boys participate in these activities that the group as a whole would not be sure of their opinions. As indicated in the table, boys opinions are unfavorable.

The percentage of students who did not express an opinion is high. The writer feels this is due to the students who do not have contact with preschool children.

TABLE XVII

BOY-GIRL ATTITUDES TOWARD SOCIAL PRACTICES

KEY:

a-like very much

b-like

c-neither like nor dislike

d-dislike

e-dislike very much

G=Girls

N-100

B=Boys

N-100

*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all subjects					
Activities	*No.	No Reply	a	b	c	d	e	No Reply	
Go to cocktail parties									
G	15	6	9	6	15	30	34	6	
B	15	10	10	2	14	27	35	12	
Go to cocktail bars									
G	16	4	5	7	12	31	39	6	
B	15	8	9	3	11	26	41	10	

TABLE XVII (Continued)
BOY-GIRL ATTITUDES TOWARD SOCIAL PRACTICES

*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all subjects					
Activities	*No.	No Reply	a	b	c	d	e	No Reply	
See girls smoke cigarettes									
G	52	2	3	4	24	23	44	2	
B	59	2	4	4	22	25	42	3	
See boys smoke cigarettes									
G	68	1	8	21	45	13	12	1	
B	73	1	8	14	51	12	12	3	
See father smoke									
G	61	7	11	25	44	5	8	7	
B	61	3	19	21	42	4	10	4	
See mother smoke									
G	19	6	3	4	22	16	50	5	
B	18	5	2	2	15	19	56	6	
Smoke									
G	13	7	6	2	13	8	64	7	
B	33	4	10	11	16	16	42	5	

Since San Francisco serves cocktails at almost all eating places, has many cocktail bars, and many consider that it is very "fashionable" to have cocktail parties, a large number of faculty members of the high school have expressed the opinion that many students participate in these activities.

The number of both boys and girls who do participate in cocktail parties is approximately 15%, and practically

all of them expressed the opinion that they do not care about it one way or another or dislike it. Thirty-five to forty percent of the girls and boys very much dislike this activity.

The questions on attitudes toward smoking, another controversial topic, called forth in almost all subjects an unfavorable response. Students who neither like nor dislike to see boys or their fathers smoke represent approximately 43% to 48% of the total group.

TABLE XVIII

STUDENTS' ATTITUDE TOWARD ART LECTURES,
EXHIBITS AND OPERA

KEY:

a-like very much

b-like

c-neither like nor dislike

d-dislike

e-dislike very much

G=Girls

N-100

B=Boys

N-100

*Those who did not participate were not counted.		No. participating in activity in %		Degree of enjoyment in % as expressed by all subjects					
Activities		* No.	No Reply	a	b	c	d	e	No Reply
Go to art lectures and exhibits									
G		27	6	8	17	32	23	14	6
B		21	7	3	13	21	28	28	7
Go to the opera									
G		31	6	24	19	28	14	9	6
B		22	7	7	11	28	18	29	7

Participation in the selected cultural activities in

Table XVII indicates that only about 24% of the students are interested in art or art lectures. The difference in percentage of the boys and girls is not great, 6%. But of those enjoying opera, 9% more girls than boys attend. Forty-three percent of the girls express favorable opinions toward opera, while only 18% of the boys enjoy it.

PART III

RELATIONSHIPS WITHIN THE FAMILY

PART III
RELATIONSHIPS WITHIN THE FAMILY

TABLE XIX
BOY-GIRL ATTITUDES TOWARD PRACTICES
WITHIN THE FAMILY

G=Girls N-100
B=Boys N-100

Responses in %

	Yes	No	No Reply
Consider home a success			
G	85	14	1
B	87	12	1
Do share to make home success			
G	84	14	2
B	80	18	2
Have specific duties			
G	85	12	3
B	75	22	3
Family openly affectionate			
G	65	33	2
B	65	31	4
Like to have family openly affectionate			
G	67	29	4
B	56	36	8
Decide problems for self			
G	76	22	2
B	82	15	3
Ask parents before deciding problems			
G	78	19	3
B	63	32	5
Ask friend's advice on problems			
G	43	52	5
B	33	60	7

Eighty-five percent of the girls and 87% of the boys consider that their home is successful, and both feel that they are doing their share to make it so. A small number

of the girls (12%) and 22% of the boys do not have specific responsibilities in the home.

A higher percentage of girls like the family to be openly affectionate (2%) than report that their families are this way. The same percentage of boys report that their homes are openly affectionate, but only 56% like to have them so.

Seventy-six percent of the girls report that they decide personal problems, 78% ask their parents advice before deciding, and 43% ask their friends. Although it is possible to follow all these three practices, it is the writer's belief that 76% of the girls and 82% of the boys decide small personal problems for themselves, and that they go to their parents before deciding problems of major importance and to their friends with some of the smaller problems. Further research will be needed to answer this question.

Table XIX reveals the fact that the majority do go to various people for help and advice.

Girls' Attitudes Toward "Petting"

The replies to questions on "petting" were answered in the negative by a great majority. Twenty percent of the girls think it is fun, but not more than 8% think it has

TABLE XX
ATTITUDE TOWARD "PETTING"

Responses in %

PART I

Girls N-100	Yes	No	No Reply
Do you think "petting" is fun	20	79	1
Have you won popularity by "petting"	8	87	5
Like to go with boys who think "petting" essential to date	7	93	-
Think "petting" necessary for popularity	3	94	3
Want to marry boy known for his "petting"	8	89	3

PART II

Boys N-100	Yes	No	No Reply
Do you like girls who "go in" for "petting"	40	50	10
Do you want your girl to be known as a "petter"	9	81	10
Do you think "petting" is necessary for popularity	17	76	7
Want to marry a girl known for her "petting"	7	86	7

won popularity for them, is necessary for popularity, like to go with someone who thinks it essential to a date, or would want to marry a boy who was known for his petting.

The attitudes of the boys are approximately the same

except that 40% of them like girls who do "pet." The percentage of boys who would not want to marry a girl who was known as a "petter" is 7% higher than for girls (79%).

TABLE XXI

ATTITUDE OF STUDENTS TOWARD OBEDIENCE
TO PARENTAL AUTHORITY

Responses in %

G=Girls N-100
B=Boys N-100

	Yes	No	No Reply
Do you obey your parents			
G	98	1	1
B	89	6	5
Seem to agree but do as you please			
G	35	61	4
B	39	56	5
Does either parent wait up for you at night			
G	49	48	3
B	27	67	6

Eighty-nine percent of the boys and 98% of the girls have gone on record as being obedient to their parents. The second statement belies this as 39% of the boys and 35% of the girls indicate that they are only apparently obedient. The writer feels this is more nearly the correct proportion of boys and girls who obey their parents.

About half of the girls find at least one parent up

waiting for them when they get home after being out in the evening, as contrasted with only 27% of the boys' parents.

TABLE XXII
STUDENTS' HOME RESPONSIBILITIES

Responses in %

G=Girls N-100
B=Boys N-100
T=Total %

	Yes	No	No Reply
Keep own room neat			
G	80	20	-
B	71	27	2
T	76	23	1
Keep own clothes neat			
G	95	5	-
B	88	11	1
T	91.5	8	.5
Have school home work			
G	97	3	-
B	91	9	-
T	94	6	-
Have suitable place to study			
G	79	20	1
B	81	19	-
T	80	19.5	.5
Parents help with difficult school work			
G	45	54	1
B	33	63	4
T	44	53.5	2.5
Parents insist on home work being completed			
G	68	31	1
B	76	22	2
T	72	26.5	1.5

Seventy-six percent of all students in this study report that they keep their own room neat, 9% more in the

girls' group than in the boys'.

Ninty-five percent of the girls keep their clothes neat, while 88% of the boys report that theirs are kept neat through their own effort.

Practically all students have school home work, and about 20% do not have suitable studying arrangements at home.

Less than 50% of the parents help the students with difficult school subjects. More girls obtain help than boys, but over 70% of the parents insist on home work being done.

TABLE XXIII

STUDENTS' ATTITUDES TOWARD A SAMPLING OF
CURRENT SOCIAL COURTESIES IN THE HOME

Responses in %

G=Girls N-100
B=Boys N-100
T=Total %

		Yes	No	No Reply
Consult others before using radio				
	G	52	47	1
	B	40	60	-
	T	46	54	.5
Sometimes talk back to parents				
	G	73	27	-
	B	67	31	2
	T	70	29	1

TABLE XXIII (Continued)

STUDENTS' ATTITUDES TOWARD A SAMPLING OF
CURRENT SOCIAL COURTESIES IN THE HOME

	Yes	No	No Reply
If you have easy chair, offer it to older member who enters room			
G	80	16	4
B	75	17	8
T	78	16	6
Share new newspapers and magazines with members of family			
G	98	2	-
B	92	6	2
T	95	4	1
Put things back where they belong after using			
G	82	18	-
B	73	26	1
T	78	22	.5
Tie up phone with extensive phoning			
G	38	60	2
B	23	73	4
T	31	66	3
Help mother and father voluntarily			
G	91	6	3
B	89	11	-
T	90	8.5	1.5
Observe common courtesies, as "Please", "Thank you," "Pardon me"			
G	95	5	-
B	85	15	-
T	90	10	-
Get mother's permission before invit- ing guests to meals			
G	90	9	1
B	88	9	3
T	89	9	2
Talk while someone else is talking			
G	20	80	-
B	27	69	4
T	24	74	2

TABLE XXIII (Continued)

STUDENTS' ATTITUDES TOWARD A SAMPLING OF
CURRENT SOCIAL COURTESIES IN THE HOME

	Yes	No	No Reply
Consult preferences of other members of family before adjusting windows			
G	67	31	2
B	66	32	2
T	66.5	31.5	2
Like to turn radio on loud			
G	27	73	-
B	23	74	3
T	26	73.5	1.5
Are untidy just because you are at home			
G	19	78	3
B	14	85	1
T	16.5	81.5	2
Observe table courtesies carefully and consistently			
G	82	18	-
B	62	35	3
T	72	26.5	1.5
Tell guests family troubles			
G	1	99	-
B	2	96	2
T	1.5	97.5	1
Make topics of conversation in which all can join			
G	91	7	2
B	86	11	3
T	88.5	9	2.5
Plan entertainment of guests ahead of time			
G	66	33	1
B	54	40	6
T	60	36.5	3.5
Apologize for what you do not have or cannot do			
G	32	64	4
B	54	42	4
T	43	53	4

As shown by Table XXIII, courtesies in the home are,

on the whole, fairly well observed by students.

Both boys (67%) and girls (73%), however, do report that at times they "talk back" to their parents. Figures indicate that boys (54%) tend to apologize more for what they do not have or cannot do than girls (32%).

PART IV

SITUATIONS WHICH INDICATE STUDENT TRAITS

PART IV
SITUATIONS WHICH INDICATE STUDENT TRAITS

TABLE XXIV
STUDENTS' RESPONSES TOWARD SITUATIONS
WHICH INDICATE DEPENDABILITY

Responses in %

KEY:

a-Never
b-Rarely
c-Infrequently
d-Occasionally

e-Frequently
f-Usually
g-Always
h-No reply

G=Girls N-100
B=Boys N-100
T=Total %

Situation	a	b	c	d	e	f	g	h
Depended upon to do good work without supervision								
G	-	-	-	20	41	-	38	1
B	2	4	-	16	50	-	27	1
T	1	2	-	18	45.5	-	32.5	1
Keep promise when made								
G	-	-	2	-	-	50	48	-
B	-	-	2	-	-	46	52	-
T	-	-	2	-	-	48	50	-
Punctual in engagements and dates								
G	-	6	-	7	28	-	59	-
B	3	3	-	13	28	-	51	2
T	1.5	4.5	-	10	28	-	55	1
Accurate in figures and statements								
G	-	2	-	18	67	-	12	1
B	-	3	-	13	66	-	17	1
T	-	2.5	-	15.5	66.5	-	14.5	1

The students' attitudes toward the selected situations in Table XXIV point to traits of dependability.

Seventy-eight percent of the students think they can be depended upon to do good work without supervision. Two

percent report that they infrequently keep promises, while 48% usually do and 50% report that they always keep their promises. It also appears that both boys and girls (87%) at least attempt to be punctual and more than 65% feel that they are frequently or always accurate in figures or statements.

TABLE XXV

STUDENTS' RESPONSES TO SITUATIONS RELATING TO
INITIATIVE, INDEPENDENCE, AND REACTION TO DETAIL

Responses in %

G=Girls N-100
B=Boys N-100
T=Total %

Make decisions	With diffi- culty	Fairly easily	Easily	No Reply
G	6	61	32	1
B	5	69	26	-
T	5.5	65	29	.5
<hr/>				
When given assignment of work or study, prefer to be told	In min- ute de- tail	In fair detail	With- out detail	No Reply
G	20	70	9	1
B	23	70	7	-
T	21.5	70	8	.5
<hr/>				
In case of emergency	Wait for someone to take charge	Try to find some- one	Take charge your- self	No Reply
G	5	27	67	1
B	3	18	75	4
T	4	22.5	71	2.5

TABLE XXV (Continued)

STUDENTS' RESPONSES TO SITUATIONS RELATING TO
INITIATIVE, INDEPENDENCE, AND REACTION TO DETAIL

		Ask for help	Attempt it but feel like com- plaining	Do your best cheer- fully	No Reply
When given difficult work to do					
G		13	25	61	1
B		4	28	66	2
T		8.5	26.5	63.5	1.5
Stick to a tough problem or Nev- job until it is completed		er	Some- times	Us- ually	Al- ways
G		1	18	63	18
B		4	18	51	27
T		2.5	18	57	22.5
Attitude toward school work		Eas- ily bored	Toler- ant	Inter- ested	Deeply inter- ested
					No Reply
G		18	27	49	5
B		6	24	65	5
T		12	25.5	57	5
Attitude toward routine duties (as making beds, mowing lawn)		Dis- taste- ful	Fairly pleas- ant	Pleas- ant	No Reply
G		6	62.2	30	2
B		8	65	23	4
T		7	63.5	26.5	3

That students feel they like to exercise initiative in their work is indicated by their responses in Table XXV. Some believe they can make decisions fairly easily (65%), and almost 30% think they make them easily. That they do wish instruction in fair detail is shown by the large number (70%) who checked this item.

Seventy-one percent believe they would take charge of a situation in case of emergency. Perhaps many of them have never encountered an emergency of great importance, but with the egotism of youth they feel they are almost equal to any situation.

Sixty-three percent report they will do their best cheerfully with a difficult problem or job and 26.5% indicate they will do it but feel like complaining. A small number (22.5%) report they always stick to a difficult problem until it is finished, but when the ones who usually do and the ones who always do are grouped together the total is 79.5%.

The percentage of students who are tolerant toward their school work (25.5%) is only slightly lower than the percentage of those who, when given a difficult job, do it but feel like complaining. That 72% of the students are interested and deeply interested in their school work seems to indicate that the majority are anxious for new information. It would seem that there is great challenge for teachers to change those who are only tolerant toward their school work to students who take greater interest in their studies.

Boys and girls do not find routine duties distasteful, only 7% expressed such an opinion. Twenty-six and one-half percent find them pleasant, while the largest group (63.5%)

feel they are only fairly pleasant.

From the responses to these selected statements, the writer feels that students like to work somewhat independently at a problem or job that has been given to them. They also like enough detail that they may proceed alone, they like to work, and routine jobs are not unpleasant.

TABLE XXVI

STUDENTS' RESPONSES TO SITUATIONS RELATED
TO INTEREST IN WORKING WITH OTHERS

Responses in %

G=Girls N-100

B=Boys N-100

T=Total %

Work well with other people (in general)	Never	Rarely	Occa- sion- ally	Fre- quently	Al- ways	No Reply
G	-	5	2	40	52	1
B	-	3	1	43	52	1
T	-	4	1.5	41.5	52	1

Have misunderstand- ings or quarrels with associates and co- workers			Fre- quently	Some- times	Rarely	No Reply
G		3		38	57	2
B		3		47	48	2
T		3		42.5	52.5	2

Accept constructive sug- gestions on how to im- prove method of working	Never		With reser- vations	Welcome it gladly		No Reply
G	1		27	71		1
B	6		29	63		2
T	3.5		28	67		1.5

TABLE XXVI (Continued)

STUDENTS' RESPONSES TO SITUATIONS RELATED
TO INTEREST IN WORKING WITH OTHERS

	Not at all	Fairly well	Very much	No Reply
Like people				
G	-	7	92	1
B	3	33	64	.5
T	1.5	15	78	.5

Cross the street to avoid meeting cer- tain persons	Never	Occa- sionally	Usually	No Reply
G	47	44	8	1
B	46	41	13	-
T	46.5	42.5	10.5	.5

Feel lonesome when not with other people	Seldom	Fre- quently	Usually	No Reply
G	26	24	49	1
B	46	22	31	1
T	36	23	40	1

When in trouble of any kind, feel impelled to tell others	Very strongly	Average	Not at all	No Reply
G	15	65	19	1
B	22	45	33	-
T	18.5	55	26	.5

Can take "kidding" from associates without be- ing touchy	Not at all	Occa- sionally	Usually	No Reply
G	3	17	79	1
B	6	17	77	-
T	4.5	17	78	.5

Take criticism gracefully	Not at all	Occa- sionally	Usually	No Reply
G	5	30	64	1
B	6	30	63	1
T	5.5	30	63.5	1

TABLE XXVI (Continued)

STUDENTS' RESPONSES TO SITUATIONS RELATED
TO INTEREST IN WORKING WITH OTHERS

Feel present political system needs radical change	Yes	Gradual change	No	Have no opinion	No Reply
G	10	22	12	52	4
B	16	22	24	35	3
T	13	22	18	43.5	3.5

Attitudes toward these selected relationships, Table XXVI, indicate to some extent, at least, the students' abilities to get along with people.

Over 90% of the students believe that, in general, they can work well with people and 52.5% say they do not have misunderstandings of quarrels with co-workers. Six percent of the boys do not welcome suggestions on how to improve their working methods, but only 1% of the girls are in this group. The large percentage of those who accept suggestions with reservations and those who accept them gladly seems to indicate their interest in learning to improve.

That boys are a little less social than girls is revealed in Table XXVI. Although the percentage is small, there are more boys than girls who do not like people or only like them fairly well, who cross the street to avoid meeting certain people, who feel impelled to tell others

their troubles, who cannot take "kidding" or criticism, and who are less lonesome when they are not with other people.

It is encouraging to note that the majority of students do enjoy people, do not avoid meeting them, and can take "kidding" and criticism. Forty percent feel lonesome when they are not with others; perhaps in a city they are so seldom alone that they have not learned how to meet this situation.

PART V

STUDENTS' PARTICIPATION AND ENJOYMENT IN
SELECTED RECREATIONAL AND WORK ACTIVITIES

PART V

STUDENTS' PARTICIPATION AND ENJOYMENT IN
SELECTED RECREATIONAL AND WORK ACTIVITIES

TABLE XXVII

AMOUNT OF PARTICIPATION AND
ENJOYMENT IN ACTIVE SPORTS

Responses in %

Sport	Girls	N-100	Boys	N-100
	Participate	Especially Enjoy	Participate	Especially Enjoy
Golf	11	3	20	6
Tennis	73	20	44	11
Swimming	67	31	74	35
Hiking	82	19	62	10
Horseback riding	43	20	42	12
Fishing	32	6	68	17
Hunting	12	1	51	18
Rowing	30	4	46	11
Dancing	88	49	55	15
Badminton	67	19	16	1
Skiing	11	4	16	2
Roller Skating	71	11	54	7
Ice Skating	29	9	29	7
Bicycling	3	-	3	-
Volleyball	1	-	-	-
Football	-	-	21	-
Baseball	-	-	25	3
Track	-	-	7	-
Basketball	-	-	21	1
Soccer	-	-	8	-
Boxing	-	-	1	-
Hand ball	-	-	1	-

Dancing is the activity having the highest percentage (88%) of girls participating and 49% indicate that they enjoy dancing. Fewer boys (55%) dance, and only 15%

of them especially enjoy this activity.

Hiking has the next highest percentage (82%) of participation among the girls. Seventy-three percent participate in tennis and 71% in roller skating.

Swimming and fishing are the two sport activities havint the highest percentage of boy participation, 77% and 68% respectively. Only 32% of the girls checked fishing as a sport, but the girls' participation in swimming (67%) does not rank far below the boys'.

The girls participate least in golf (11%), hunting (12%), and skiing (11%). Girls' activities do not appear to be as numerous as do the boys'.

Football and baseball show 21% and 25% participation respectively for the boys included in this study; whereas the other specialized sports such as soccer, boxing, and hand ball show low participation percentages.

Bicycling ranks low. Three percent only of each sex participate in this activity.

Football and baseball games are the most popular of the passive sports. Eighty-two percent of the boys and 80% of the girls included in this study attend (Table XXVIII). Walking as an acitivity includes a somewhat larger percent of the girls (79%) than of boys (73%), but this difference in percentage is small.

TABLE XXVIII
STUDENTS' PARTICIPATION AND ENJOYMENT
IN THE LESS ACTIVE OR PASSIVE SPORTS

Sport	Responses in %			
	Girls	N-100	Boys	N-100
	Partici- pate	Especially enjoy	Partici- pate	Especially enjoy
Walking	79	21	73	10
Watching football and basketball games	80	23	82	19
Watching horse racing	23	1	28	6
Motoring	68	14	57	23
Pitching horse- shoes	20	3	47	4
Billiards	2	-	44	9
Ping pong	77	12	60	12
Archery	2	-	-	-
Flying	-	-	1	-
Auto Racing	-	-	1	-
Marbles	-	-	1	-
Sailing	-	-	2	-
Skeet shooting	1	-	-	-

Seventy-seven percent of the girls engage in ping pong and 68% in motoring. Although these same activities also rank next to walking in percentage of boy participation, they are lower than girl participation, 60% and 57% respectively.

The greatest difference between the sexes in activity participation is in billiards and pitching horseshoes. Only 2% of the girls play billiards as contrasted with 44% for the boys. Twenty percent of the girls pitch

horseshoes, whereas 47% of the boys participate in this activity.

TABLE XXIX
STUDENT PARTICIPATION AND ENJOYMENT IN
SELECTED SOCIAL ACTIVITIES

Responses in %

Social Activities	Girls N-100 Participate	Especially enjoy	Boys N-100 Participate	Especially enjoy
Entertaining people	67	23	27	2
Picnics	88	34	63	15
Excursions	50	6	35	12
Card playing	41	2	52	9
Tea parties	25	3	5	-
Choral or musical clubs	23	6	18	5
Club activities	47	4	44	10
School parties	49	2	30	4
School organizations, activities	35	8	36	7
Chess	-	-	1	-

In all selected activities of social nature, the girls included in this study participate to a greater extent than do the boys, the only exceptions being card playing and school organization activities.

Picnics are popular as a social recreation for 88% of the girls and 63% of the boys. Results show that 67% of the girls entertain and but 27% of the boys engage in this activity. School parties are an activity in which

but 30% of the boys participate. Forty-nine percent of the girls participate in these parties.

One fourth of the girls (25%) attend "tea parties," as contrasted with 5% of the boys. None of the boys and but 3% of the girls enjoy this social activity.

TABLE XXX

AMOUNT OF PARTICIPATION AND
ENJOYMENT IN SOLO RECREATIONS

Responses in %

Solo Recreations	Girls N-100		Boys N-100	
	Participate	Especially enjoy	Participate	Especially enjoy
Mechanical puzzles	6	-	23	2
Crossword puzzles	28	3	27	2
Reading	76	27	66	18
Letter writing	42	6	18	1
Listening to radio	91	29	82	28
Making things	47	10	63	10
Collecting stamps and other things	25	5	29	4
Raising flowers	19	1	9	-
Knife throwing	-	-	1	-
Drawing	1	-	-	-

Listening to the radio is the solo recreation receiving the highest percentage of participation by both boys (82%) and girls (91%).

The percentage of girls (76%) who read is 10% higher than for boys (66%). The percentage of those who especially enjoy reading, however, is considerably lower--only

27% of the girls and 18% of the boys say they especially enjoy reading.

More boys (63%) engage in making things as a solo recreation than do the girls (47%). The percentage of boys and girls who especially enjoy this activity is only 10%.

About 25% or more of the girls and the same number of boys participate in crossword puzzles and in collecting stamps. The percentage of those who say they especially enjoy this recreation is less than 5% for both sexes.

Letter writing receives 42% participation among the girls in this study and only 18% participation among the boys. Six percent of the girls enjoy writing letters, whereas but one boy (1%) checked this as especially enjoyable.

Nineteen percent of the girls or 10% more girls than boys have flower gardens. None of the boys indicated that they enjoy growing flowers and only 1% of the girls especially enjoys this activity.

Mechanical puzzles elicited 23% participation by boys and 6% by girls. Drawing and knife throwing have little or no appeal as recreation.

As shown by Table XXX, 76% of the girls and 66% of the boys indicated that reading is included among their

TABLE XXXI
STUDENT READING PREFERENCES

Responses in %

Reading Preferences	Girls N-100		Boys N-100	
	Partici- pate	Especially enjoy	Partici- pate	Especially enjoy
Editorial	16	-	24	5
News	35	2	48	5
Finance and trade	1	-	7	1
Pictorial	21	-	23	2
Cartoons and funnies	68	11	70	12
Adventure	51	10	68	13
Historical and biographical	18	1	22	5
Mystery	74	12	56	9
Romance	70	15	12	-
Humor	74	7	68	12
Satire	1	-	-	-
Sports	-	-	3	-
Politics	-	-	1	-

activities and in Table XXXI specific reading preferences of these students are analyzed.

The percent of girls indicating preferences is as follows: humor, 74%; mystery, 74%; romance, 70%; cartoons and funnies, 68%; and material dealing with adventure, 50%. About one-third (35%) of the girls read news, and 16% read editorials. Only 18% of the girls are interested in reading that is historical or biographical in nature. Girls indicate they are not interested in finance and trade,

only 1% checked this and also one girl (1%) reads satire. Pictorial types of literature were selected by but 21% of the girls.

Concerning boys' reading preferences, the percentages of boys checking the various items are as follows: humor, 68%; cartoons and funnies, 70%; and adventure, 68%. The percentage of those who especially like this type of reading is much lower but in approximately the same ratio.

Fewer boys (56%) select mystery reading material, with only 9% indicating special enjoyment. Of the boys 48% indicated news and 24% editorials as their reading choice.

Finance and trade interested very few girls and boys, although 6% more boys read this type than girls. The greatest difference between the sexes in reading participation is in material dealing with romance. Boys indicated that none especially enjoyed reading romance and only 12% did read material on this topic.

Sports attract but 3% participation and politics but 1%.

In general, more girls than boys attend plays, opera, musical comedy, vaudeville, movies, and burlesque as shown in Table XXXII.

The entertainment which draws the highest percentage

TABLE XXXII
STUDENT PREFERENCES TOWARD ATTENDING
SELECTED TYPES OF ENTERTAINMENT

Responses in %

Types of Entertainment	Girls N-100		Boys N-100	
	Attend	Especially enjoy	Attend	Especially enjoy
Plays	66	5	35	5
Opera	40	11	15	3
Musical comedy	65	10	55	3
Vaudeville	51	5	43	4
Movies	98	36	96	53
Burlesque	4	2	23	6

attendance for both boys (96%) and girls (98%) is the movies. The entertainment which in this study was found to have the greatest sex difference in attendance is burlesque, with 23% of the boys and but 4% of the girls attending. Two percent of the girls indicate that they especially enjoy burlesque, whereas 6% of the boys especially enjoy this type of entertainment.

Sixty-six percent of the girls enjoy plays and 65% enjoy musical comedies. These each have approximately equal appeal for girls, whereas 51% enjoy vaudeville. The percentage of boys who chose this type of entertainment is not high, also it is not in the same degree of choice. The participation by boys (55%) for musical

comedy is higher than for vaudeville (43%) and plays (35%). Boys are least interested in attending opera, only 15% included in this study attend.

TABLE XXXIII
STUDENT PARTICIPATION IN HOME RESPONSIBILITIES

Responses in %

Home responsibilities	Girls N-100 Participating	Boys N-100 Participating
Help get breakfast	37	33
Get own breakfast	50	34
Help get dinner	75	27
Set table	90	53
Wash dishes	24	12
every evening	33	14
occasionally	35	35
Make own bed	78	31
Make all beds	20	3
Clean own room	84	72
Help clean house on Saturday	84	48
Clean garage	8	67
Care for garden	13	29
Help care for garden	29	28
Cut grass	9	43
Care for younger brother or sister	26	11
Plan dinner	39	5
Practice on musical instrument	23	23
Help with serving	34	3
Launder household articles	33	1
Launder personal articles	66	8
Make repairs	34	67
Run errands	-	3
Wash windows	-	2

As previously shown by Table XXII, page 67, 80% of the girls and 71% of the boys had home responsibilities.

Table XXXVIII includes an analysis of specific home responsibilities.

Table setting shows the highest percentage of participation by the girls (90%). House cleaning and cleaning of own room each show that 84% of the girls participate in this type of work. Although 84% of the girls indicate they clean their own room, only 78% make their own bed. Twenty percent indicate that they make all the beds.

Many boys participate in these same responsibilities, but in lower percentages. It is interesting to note that over half of the boys (53%) participate in setting the table and 48% of the boys help with the house cleaning. Although 72% of the boys clean their own room, only 31% of them make their own bed. A very small percent (3%) of the boys make all the beds.

Approximately the same percentage of boys help get breakfast and also get their own breakfast, 33% and 34% respectively. A few more of the girls (37%) help with breakfast and 50% get their own breakfast. The greatest difference between boys and girls in responsibilities assumed for assisting with meals is in dinner preparation, 75% of the girls assist with this household activity as contrasted with only 27% of the boys. Planning the dinner is an activity of 39% of the girls included in this study

and also 5% of the boys.

Twice as many girls (24%) wash dishes as do boys (12%), but the same number of boys and girls (35%) do it occasionally. Less than half as many girls (13%) take care of the garden as do boys (29%), but approximately the same number of each sex help with the garden work. Girls (9%) participate in mowing the lawn, while almost half of the boys (43%) have this responsibility. A greater percentage of boys (67%) have the responsibility of cleaning the garage as contrasted with only 8% of the girls.

As shown in Part I, Table V, page 28, the percentages of boys having younger brothers or sisters is lower than that of the girls. In Table XXXII, twice as many girls (26%) as boys (11%) care for younger brothers and sisters.

Practicing on a musical instrument is the only activity with equal participation for both boys and girls (23%).

Boys' participation shows smaller percentages in the activities of sewing (3%), helping with household laundry (1%), and doing their own personal laundry (8%). Girls' participation in these activities is much higher--helping with sewing (34%), household laundry (33%), and own personal laundry (66%).

Almost half as many girls (34%) as boys (67%) make

repairs around the home. Three boys (3%) run errands and 2% do the window washing.

TABLE XXXIV
REMUNERATIVE WORK OUTSIDE OF HOME

Responses in %

Jobs	Girls N-100 Participating	Boys N-100 Participating
Housework	7	10
Janitorial work	-	-
Care for children	29	1
Office service in school	5	7
N. Y. A.	24	11
School cafeteria	1	1
Stores	17	12
Delivery service	-	25
Markets	-	4
Distribution of circulars	-	29
Miscellaneous odd jobs	12	52

More boys (10%) engage in work involving household duties than do girls (7%), and neither sex does janitorial work. One boy (1%) has taken care of children, while 29% of the girls have done this.

Office service at school and National Youth Administration jobs provide employment for 29% girls and 18% boys. It appears that there is more opportunity for girls (17%) to get employment in stores than there is for the boys (12%). Store delivery service employs 25% of the boys and

circular distribution 29%.

Miscellaneous jobs which do not appear under the headings included in the table account for 12% of the girls' jobs and 52% of the boys'.

PART VI

STUDENT ATTITUDES TOWARD CHARACTERISTICS

IN MATE SELECTION

PART VI
STUDENT ATTITUDES TOWARD CHARACTERISTICS
IN MATE SELECTION

TABLE XXXV

STUDENT ATTITUDES TOWARD PHYSICAL
APPEARANCE OF THE OPPOSITE SEX IN MATE SELECTION

Responses in %

KEY:

- a-I consider this characteristic necessary
- b-I consider this a good characteristic
- c-This characteristic would make no difference to me
- d-I dislike this characteristic in a person
- e-I would not marry a person having this characteristic
or I consider this characteristic most undesirable

Girls N-100
Boys N-100

Characteristics	a	b	c	d	e	No Reply
Good health						
Girls	83	15	2	-	-	-
Boys	74	22	4	-	-	-
Beautiful or handsome						
Girls	6	25	65	-	1	2
Boys	16	46	35	-	1	2
Neat appearance						
Girls	64	29	1	1	-	5
Boys	59	36	5	-	-	-

That her fiance have good health was considered a necessary characteristic by 83% of the girls. Fifteen percent considered good health desirable and 2% expressed the opinion that it would make no difference to them.

Only 6% of the girls considered it necessary that the fiance be handsome, and 25% considered this a desirable characteristic. It is interesting to note that 65% of the girls indicate that it would make no difference to them, and 2% did not reply to this characteristic. Sixty-four percent of the girls considered that neat appearance is a necessary characteristic and 29% thought it a good characteristic. Only 1% felt that it made no difference. One girl (1%) was of the opinion that she disliked this characteristic in a person.

The majority of boys (74%) were of the opinion that good health is a necessary characteristic in a fiancée, and 22% considered it a good characteristic. That this characteristic would make no difference was the expressed opinion of 4% of the boys.

The boys considered beauty more essential than did the girls. The opinion of 16% of the boys was that beauty is necessary, while 46% expressed the opinion that it is a good characteristic. Only 35% of the boys were of the opinion that beauty would make no difference to them, and the opinion of one boy or 1% was that he would not marry a beautiful girl. Of the group, 2% did not reply.

A slightly higher percent of the boys expressed a favorable opinion toward the characteristic of neatness

than toward good looks. Over half of the boys (59%) checked this characteristic as necessary, whereas 36% were of the opinion that it was a good one.

TABLE XXXVI

ATTITUDE TOWARD SELECTED PERSONAL CHARACTERISTICS
OF THE OPPOSITE SEX IN MATE SELECTION

Responses in %

KEY:

- a-I consider this characteristic necessary
- b-I consider this a good characteristic
- c-This characteristic would make no difference to me
- d-I dislike this characteristic in a person
- e-I would not marry a person having this characteristic or I consider this characteristic most undesirable.

Girls N-100

Boys N-100

Characteristics	a	b	c	d	e	No Reply
Good manners						
Girls	63	36	1	-	-	-
Boys	53	42	5	-	-	-
Sense of humor						
Girls	51	38	11	-	-	-
Boys	47	46	7	-	-	-
Good family background						
Girls	23	44	32	1	-	-
Boys	16	24	55	-	5	-
Have same common interests						
Girls	54	38	6	-	1	1
Boys	40	38	22	-	-	-
Has one or two outside interests						
Girls	25	45	25	3	1	1
Boys	27	53	18	1	-	1
Good dancer						
Girls	19	33	42	3	3	-
Boys	13	23	49	6	8	1

TABLE XXXVI (Continued)

ATTITUDE TOWARD SELECTED PERSONAL CHARACTERISTICS
OF THE OPPOSITE SEX IN MATE SELECTION

Characteristics	a	b	c	d	e	No Reply
Drinks occasionally						
Girls	5	6	43	32	13	1
Boys	5	12	33	27	22	1
Drinks frequently						
Girls	1	2	7	23	66	1
Boys	3	-	8	27	59	3
Swears						
Girls	-	-	10	43	46	1
Boys	5	-	20	29	45	1
Smokes						
Girls	7	15	61	7	9	1
Boys	5	3	29	28	33	2
Fond of children						
Girls	51	37	10	1	-	1
Boys	36	42	17	-	4	1
Intelligence above average						
Girls	12	54	32	1	-	1
Boys	19	42	38	-	1	-
Unselfish						
Girls	50	41	3	4	2	-
Boys	46	42	9	1	2	-
Loyal and faithful						
Girls	75	22	-	1	1	1
Boys	73	23	3	1	-	-
Jealous						
Girls	2	3	17	42	35	1
Boys	3	4	20	27	44	2
Demands expensive entertainment						
Girls	1	3	34	36	23	3
Boys	2	2	14	39	42	1
Likes most of the people you like						
Girls	29	56	11	1	1	2
Boys	23	51	22	-	4	-
Belongs to same church						
Girls	33	26	33	2	2	4
Boys	26	22	42	1	5	4
Good conversationalist						
Girls	34	50	15	-	-	1
Boys	27	48	23	1	1	-

TABLE XXXVI (Continued)

ATTITUDE TOWARD SELECTED PERSONAL CHARACTERISTICS
OF THE OPPOSITE SEX IN MATE SELECTION

Characteristics	a	b	c	d	e	No Reply
Prompt at all times						
Girls	30	54	15	1	-	-
Boys	27	48	23	1	1	-
Ambitious						
Girls	54	37	8	1	-	-
Boys	38	48	9	5	-	-
Good manager						
Girls	53	39	7	1	-	-
Boys	47	39	10	1	2	1
Liked by parents						
Girls	61	31	5	1	-	2
Boys	36	38	25	1	-	1
Makes one feel and act one's best						
Girls	49	41	9	-	1	-
Boys	45	45	10	-	-	-
Lavish in praise						
Girls	12	19	58	4	1	6
Boys	9	14	52	12	10	3
Sparing in criticism						
Girls	12	20	55	8	1	4
Boys	12	18	53	10	4	3
Within 5 years of age						
Girls	49	28	18	2	-	3
Boys	42	38	16	2	1	1
Good cook						
Girls	16	21	52	2	6	2
Boys	54	37	6	2	1	-

It was the opinion of 63% of the girls that good manners are a necessary characteristic in a fiance, and 36% considered it a good trait. Only 1% of the girls was of the opinion that this characteristic would make no difference. Ninety-five percent of the boys consider good

manners a desirable characteristic. Of these, 53% consider it more necessary than the remaining 42%.

Of the 88% of girls who considered a sense of humor necessary, 51% considered it of great importance and 38% considered it important. Eleven percent feel that a fiance's sense of humor would make no difference to them. The percentage of boys who consider a sense of humor a desirable characteristic in a mate is 91%, or slightly higher than the percent of the girls who hold this same opinion. Seven percent of the boys express the opinion that a sense of humor would make no difference to them.

That their fiance have a good family background did not appear to be as important as the two previously discussed characteristics. Only 23% of the girls were of the opinion that it is necessary and 44% of the girls feel that it is a good characteristic. The opinion of 32% of the girls is that it makes no difference. The percentage of boys who consider that it would make no difference is 55%, and only 16% are of the opinion that it is necessary.

More girls (92%) than boys (78%) were of the opinion that it is desirable for their fiance to have interests in common with theirs. Fifty-four percent of the girls considered this need for common interests necessary, whereas 40% of the boys held this opinion. The percentage of both

boys and girls who are of the opinion that this is a good characteristic is 38%. That it would make no difference to them was the opinion of 6% of the girls and 22% of the boys. One girl only expressed the opinion that she would not marry a person having common interests with hers.

The opinions of the boys and girls as to the desirability of their future mate having one or two "outside" interests were in approximately the same proportion in each of the sexes. That "outside" interests is a necessary characteristic was the opinion of 25% of the girls and 27% of the boys, and that it is a desirable characteristic was the opinion of 45% of the girls and 53% of the boys. One girl (1%) considered it most undesirable, while 3% of the girls and 1% of the boys disliked this interest in a person they might marry. Twenty-five percent of the girls and 18% of the boys indicate that this would make no difference to them.

Fifty-two percent of the girls hold the opinion that dancing is a desirable or necessary skill for their fiance. Nineteen percent feel that it is necessary for him to dance and 33% feel that it is desirable. Forty-two percent of the girls feel that having a mate who is a good dancer would not make any difference to them. Only three girls (3%) would dislike and another 3% say they would not marry

a boy who has this interest. The percentage of boys who thought their fiancée should be a good dancer is less than for the girls. Only 13% of the boys considered this essential and 23% considered it desirable. Forty-nine percent of the boys thought this ability would make no difference, 6% disliked it, and 8% did not want to marry a girl who was a good dancer.

Approximately one half of both sexes were unfavorable toward their fiance or fiancée drinking occasionally. Five percent of each sex considers occasional drinking an essential practice, whereas 6% of the girls and 12% of the boys expressed the opinion that it is desirable for a mate to drink occasionally. Thirty-three percent of the boys and 43% of the girls feel that it would make no difference to them if their fiance drinks occasionally.

Drinking frequently is a characteristic which 66% of the girls and 59% of the boys feel is most undesirable and they would not marry a person who does it. Twenty-three percent of the girls and 27% of the boys dislike drinking as a characteristic in a mate and only 7% and 8% respectively of the girls and boys expressed the opinion that it would make no difference if their fiance drank.

The opinions of both boys and girls toward swearing as a characteristic in the opposite sex are even more

unfavorable than toward occasional drinking. A higher percentage of girls (89%) disliked swearing than do boys (74%).

Girls included in this study seemed to feel less strongly opposed to boys smoking than did the boys toward that practice in girls. Only 29% of the boys expressed the opinion that it would make no difference, while 61% of the girls were of this opinion. The boys whose opinions express dislike for girls smoking is 61%, whereas but 16% of the girls dislike smoking in a fiancee. Eight percent of the boys checked this characteristic as desirable, as contrasted with 22% of the girls who checked it as meeting with their approval.

Fifty-one percent of the girls included in this study consider that it is necessary for their fiancee to be fond of children, and 37% checked it as a desirable characteristic. Only 10% were of the opinion that it made no difference, and 1% indicated a dislike toward this characteristic. Thirty-six percent of the boys expressed an opinion that fondness of children is a necessary characteristic in a fiancée, and 42% consider it desirable. A higher percentage of boys than girls expressed the opinion that this characteristic made no difference, and 4% considered it a most undesirable one.

One boy (1%) expressed the opinion that he would not marry a girl whose intelligence was above average, and 1% of the girls indicated that she would dislike to have a fiance with this characteristic. It is interesting that 32% of the girls and 38% of the boys considered above average intelligence would make no difference. The majority of girls (66%) and boys (61%) expressed the opinion that it is desirable for their fiance or fiancée to have above average intelligence. Of this group only 12% of the girls and 19% of the boys consider above average intelligence necessary.

Unselfishness as a desirable characteristic in a mate was endorsed by 91% of the girls and 88% of the boys.

Approximately three-fourths of both the boys (73%) and the girls (75%) expressed the opinion that loyalty or faithfulness was a necessary characteristic, while 22% of the girls and 23% of the boys considered it a good characteristic.

Only a very small percentage of both sexes considered jealousy desirable. Seventeen percent of the girls and 20% of the boys were of the opinion that jealousy in a fiance or fiancée made no difference. Forty-two percent of the girls and 27% of the boys considered jealousy undesirable and 35% of the girls and 46% of the boys considered

jealousy most undesirable.

That their prospective mate be one who demands expensive entertainment was considered an undesirable characteristic by 59% of the girls and 81% of the boys. Only 1% of the girls and 2% of the boys considered it necessary to demand expensive entertainment, while 3% of the girls and 2% of the boys considered it desirable.

Twenty-nine percent of the girls and 23% of the boys feel that it is necessary for a prospective mate to like most of the people they like, whereas 56% of the girls and 51% of the boys consider this a desirable condition.

That they and their fiancée or fiancé belong to the same church was considered necessary by 26% of the boys and 33% of the girls. It was considered desirable by 26% of the girls and 22% of the boys. The percentage of boys (42%) who consider that similar church preference would make no difference is 9% higher than for the girls (33%) expressing this same opinion.

To be a good conversationalist is a characteristic that both boys and girls consider desirable in their prospective mates. The percentage of girls who consider it desirable is 84%, of the boys 75%. It is interesting that the same percentage of girls (84%) and boys (75%) expressed the desirability of promptness at all times as a characteristic in a future mate.

The majority of girls (91%) consider ambition a good (51%) or necessary (54%) characteristic, and the percentage of boys who are of the same opinion is 86%. Of this number 38% consider ambition as necessary and 48% consider it desirable.

Having good managerial qualities is considered as a necessary characteristic of a fiance by 53% of the girls and 47% of the boys. Thirty-nine percent of each sex believe that it is a good characteristic in a fiance.

That the prospective mate be liked by their parents appears to be considered essential by more girls than boys. Twenty-five percent of the boys and only 5% of the girls express the opinion that this would make no difference. Sixty-one percent of the girls consider it necessary to have their fiance liked by their parents, whereas only 36% of the boys express that opinion. Thirty-one percent of the girls and 38% of the boys consider this to be desirable.

Forty-seven percent of the entire group of boys and girls consider the ability to make one feel and act one's best a necessary characteristic and 43% of this group consider it desirable.

Fifty-five percent of the group appear to neither like nor dislike lavish praise. Twenty-seven percent

consider lavish praise desirable and 13.5% express the feeling that it is undesirable.

It is interesting to note that students in general do not react unfavorably to criticism in a future mate. Fifty-four percent of the group have no definite like or dislike for being sparing with criticism. Thirty-one percent consider it desirable and 11.5% feel it is undesirable.

Students appear to consider that marriage to a person within five years of their age is necessary. This is the opinion of 45.5% of the entire group, 33% believe that it is desirable and 17% are of the opinion that it makes no difference.

Fifty-four percent of the boys consider that their fiancée should be a good cook and 37% consider it desirable. Only 6% of the boys are of the opinion that it makes no difference. It would appear from these results that 81% of the boys think girls should learn to be good cooks. Fifty-two percent of the girls are of the opinion that it makes no difference whether their fiancé is a good cook or not. Only 2% consider it undesirable and 6% consider it most undesirable. Thirty-seven percent of the girls are of the opinion that this is a desirable skill.

CHAPTER V
SUMMARY AND RECOMMENDATIONS
FOR FURTHER RESEARCH

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FOR FURTHER RESEARCH

The Problem

This study represents an attempt to survey a sample of opinions and attitudes of high school students toward current activities and current social practices. Behavior is influenced by attitudes, and authorities recognize that correct attitudes formed during early childhood and adolescent years contribute much to the learning of correct behavior in present day as well as future life.

A review of the literature which is concerned with studies in this field at the secondary level of education shows that little research has been completed. The need of more information concerning the attitudes of adolescents has been expressed by teachers and leaders in the field of Home Economics. The adolescents, themselves, have been interested in knowing how other adolescents feel about topics related to everyday living and what the majority of attitudes are in the many situations and relationships discussed in the classroom.

The primary purposes of this study are to determine areas in which emphasis is needed in teaching homemaking

to high school students, gather information which will help teachers promote conscious participation in family and social life, and to help the individual in self-improvement through a better understanding of the attitudes of high school students.

Scope

The scope of this study is limited to attitudes of high school students toward activities and relationships in everyday living. The information which has been gathered by the writer deals with social and family activities. Students were asked to express their attitudes toward selected phases of the following relationships: adolescent boy-girl, parent-child, preschool child-adolescent child, work and play activities, and evidences which point toward traits of honesty, dependability, initiative, independence, and cooperation.

Securing the Data

A questionnaire in tentative form was first checked by experienced teachers, then submitted to specialists in the field of Child Development. After revision it was tested by a group of high school students. Suggestions and criticisms of these groups were incorporated in the final

revision of the questionnaire.

Two hundred students, one hundred boys and one hundred girls, in three of the high schools in San Francisco, California, were selected as subjects. All students were enrolled in junior and senior courses in the high schools.

Since these questionnaires were filled out by an unselected group of students, it is the belief of the writer that the students included in this study are representative of the adolescent population of San Francisco.

Results

The results of the questionnaire seem to indicate the following:

Background of Students Included in the Study

1. The subjects represent a cosmopolitan group with varied racial backgrounds.
2. The majority live in homes undisturbed by divorce.
3. Small family groups are most common, with a large percent of "only" children in the group.
4. The percentage of subjects having younger brothers or sisters at home is less than 30%.
5. The majority of mothers do not have occupations outside of the home.

6. The largest percentage of the occupations among the fathers and mothers who are employed, falls under the general headings of clerk or saleswoman and laborer or domestic worker.
7. The family incomes of 44% of the families fall below \$2,000 a year, with 26% of the girls and 15% of the boys indicating that they did not know the family income. With a large percent of families below \$2,000, money management might well be stressed in a home economics course.
8. Three times as many boys contribute to the family income as do girls.
9. Sixty percent of the girls earn from five to ten dollars monthly.
10. Forty-eight percent of the boys earn from ten to twenty dollars monthly, while 13% earn more than thirty dollars a month.
11. Only 36% of the girls and 49% of the boys have allowances.
12. Forty-five percent of the girls who have no allowance ask for money as they need it, whereas only 10% of the boys use this method of obtaining money. Eighty percent of the boys earn their spending money.

13. Girls spend the largest percentage of their allowance for school expenses, while boys spend their largest percentage for entertainment.
14. The backgrounds of the boys and girls included in this study appear to be similar as shown by the results. It would seem, therefore, that comparisons between sexes would tend to be real sex differences rather than differences in background.

Boy-Girl Relationships and Activities

1. Both sexes prefer to study alone.
2. Boys and girls also prefer to go to shows on nights other than school nights.
3. Shows, school parties, dances, and sports are the favorite social activities of the majority.
4. There was little participation in going to public dances or to hotels to dance.
5. Both sexes were decidedly unfavorable in their attitude toward having a chaperone along when they attend various social functions.
6. The opinions of both sexes indicate that each one enjoys participation with his own sex in social activities and sports. The girls' responses indicated their desire to participate

with boys in group activities, but the boys' responses were considerably lower toward group activity participation. Students preferred to go on week end trips with friends of their own sex or with families of their friends.

7. Both boys and girls expressed unfavorable opinions toward telling and listening to "shady" stories. About 50% of the boys tell stories of this kind, but very few girls engage in this practice.
8. Neither sex was favorable toward accepting expensive gifts from a member of the opposite sex, and very decidedly dislike going with anyone who demands expensive entertainment.
9. More girls enjoy "double" dates than do boys, and the percentage of boys who preferred "single" dates was higher than that of the girls.
10. Girls prefer to go with older boys and enjoy entertaining them at their homes instead of going out when the girls' parents are at home.
11. Boys prefer to go with younger girls, but do not enjoy having their girl come to a family dinner at their home. About one-third of the boys were favorable toward being entertained in a girl's home when her parents are absent.

Family Relations

12. Girls tend to prefer to work with and confide in their mothers, and boys with their fathers, although to a somewhat less degree.
13. Girls are not inclined to be as independent as boys concerning the purchasing of their clothes, 76% of the girls preferred to have mother help while only 55% of the boys expressed this preference. The girls were also more favorable toward having a friend along when they shop than were the boys.
14. Both sexes enjoy vacations with their own families.
15. The opinion of the majority of students was favorable toward home responsibilities.

Adolescent-Preschool Child Relationships

16. Since there was a high percentage of "only" children and of small families, the number of students participating in activities with young children was small.
17. Many more girls than boys had relationships with preschool children. Girls especially enjoyed the contacts with the children less than two years of age.

Social Customs

18. Going to cocktail parties and bars met with decided disapproval from both boys and girls.
19. Boys did not approve of seeing girls smoke and very much disliked to see their mothers smoke. Girls did not express an opinion as decidedly unfavorable toward smoking, about 60% did not care one way or another.
20. Neither sex was particularly interested in art and opera. Only about one-fourth of the group reported participation in these activities.

Practices in the Home

1. The majority of students consider their home successful and feel that they are doing their share to make it a success.
2. Sixty-five percent of both boys and girls indicate that their families are openly affectionate, 67% of the girls like this as contrasted with 56% of the boys.
3. Students appear to decide many problems for themselves, but go to their parents for advice on major decisions.

Attitudes Toward "Petting"

4. Although 20% of the girls think "petting" is fun

and 40% of the boys like to go with girls who "go in" for petting, they are very much of the opinion that they do not want to marry a boy or a girl who is known as a "petter."

Attitudes Toward Obedience

5. Students feel that, on the whole, they are obedient, but 37% of the group do indicate that they give parents the impression they agree with them and then do as they please.
6. Girls more often than boys find one of their parents waiting up for them at night when they come home after an evening's entertainment.
7. Practically all students have school home work, and the majority of their parents insist that it be completed.
8. Less than half of the parents help students with difficult school subjects.
9. Common social courtesies are, on the whole, usually observed by students when in the home. More than half of the boys and girls do, however, report that they sometimes talk back to their parents.
10. Figures tend to show that boys are more prone to apologize for what they do not have or cannot do than are girls.

Students' Evaluation of their Own Reactions or Practices in Selected Situations

1. The majority of students at least attempt to be dependable, punctual, and reliable in figures and statements.
2. Responses indicate that students like to work, and prefer to be given enough detail that they may proceed independently.
3. Students do not consider routine duties unpleasant and appear to welcome constructive criticism.
4. Both boys and girls indicate that, in general, they can work well with people and without undue friction.
5. The responses to casual social contacts with people indicate that boys are, in general, a little less socially inclined than are girls.

Activities

1. The most popular active sports for girls are dancing, hiking, tennis, swimming, and roller skating.
2. The most popular active sports among boys are swimming and fishing.
3. Practically all common sports that are not highly specialized have participants among both boys and

girls. The only exceptions are billiards and pitching horseshoes. These activities appeal more to boys than to girls.

4. Both sexes are interested in watching ball games of all kinds.
5. Walking is popular with both sexes.

Social Activities

6. Boys appear to be less active in most of the selected social activities, and they particularly dislike tea parties.
7. Picnics are checked as the most popular of the social activities.
8. The solo activities which boys and girls seem to enjoy most are listening to the radio, reading, and making and collecting articles.

Reading Preferences

9. Reading preferences of the girls with reference to topics are in order of their popularity: humor, mystery, romance, cartoons, funnies, and adventure.
10. Boys' reading preferences in order of popularity are: cartoons, funnies, humor, adventure, mystery, and news.

Types of Entertainment

11. Movies are the form of entertainment chosen by both (about 90%) of the boys and girls. Next in order of frequency of participation are as follows: for the girls, plays, musical comedies, and vaudeville; for the boys, musical comedies, vaudeville, plays, and burlesque.

Responsibilities at Home

12. Both boys and girls help with house cleaning and the care of their own room.
13. A larger percentage of the girls help with meal planning and preparation than do boys, and the boys help to a lesser degree.
14. Many activities in the home are done by both boys and girls; girls assume responsibilities in the house and the boys those outside of the house.

Jobs Held for Pay

15. Of the jobs held for pay, more girls take care of children, do National Youth Administration (N.Y.A.) work, and are employed in stores.
16. Boys find work at miscellaneous jobs, distributing circulars, delivery service, and in markets.
17. More boys hold remunerative jobs involving house work than do girls.

Mate Selection

1. Both boys and girls consider health as a desirable characteristic in their fiancée or fiancé, but 9% more of the girls than the boys consider it necessary. Only 3% of the combined group were of the opinion that it would make no difference.
2. All but 3% of the boys were of the opinion that beauty was either a desirable (46%) or a necessary (16%) characteristic, and 35% did not care.
3. Sixty-five percent of the girls expressed the opinion that they did not care whether their fiancé was handsome or not. Only 6% considered it necessary.
4. Neatness is a characteristic considered desirable or necessary by 93% of the girls and 95% of the boys.
5. Of the girls, 63% thought good manners were a necessary characteristic in their fiancé, 36% considered it a desirable trait. The percentage of boys (53%) who considered good manners a necessary trait was lower than that of the girls, and 6% higher than the girls who considered it a desirable one.
6. A sense of humor is considered by the majority of

both boys and girls as being a very desirable characteristic.

7. Family background does not seem as important to the students as health, beauty, appearance, and good manners. Only 25% of all the subjects considered a good family background necessary.
8. Girls more than boys consider common interests a desirable characteristic in a mate. Both sexes in a majority express the opinion that it is desirable for their future mate to have one or two "outside" interests.
9. Nineteen percent of the girls and 13% of the boys consider dancing a necessary characteristic of their future mate, but the majority think it desirable or do not care whether he or she has this characteristic or not.
10. Both boys and girls express very unfavorable opinions toward their fiancée or fiancé drinking frequently, swearing, and smoking, but almost half of them would not care if they drank occasionally.
11. Eighty-eight percent of the girls think that being fond of children is a desirable or necessary characteristic of their future mate, and only 78% of the boys have this opinion.

12. Over half of both sexes desire a mate whose intelligence is above average, only 1% of each sex would dislike it.
13. Unselfishness and loyalty are considered desirable by both boys and girls, and they do not like jealousy in a person they might choose as a mate.
14. Demanding expensive entertainment received very unfavorable opinions from both boys and girls.
15. That the fiancée or fiancé like the same people and belong to the same church as they do is considered a very desirable characteristic by both boys and girls. They also desired that their prospective mate be liked by their own parents.
16. Both boys and girls were decidedly in favor of having their future mates within five years of their age, ambitious, a good manager, and one who makes them feel and act their best.
17. Fifty-eight percent of the girls and 52% of the boys did not care whether or not their prospective mate was sparing in criticism, only 2.5% would very much dislike it.
18. The girls do not care whether or not their fiancé can cook, but 91% of the boys are of the opinion that it is desirable or necessary.

Data on the attitudes and the activities of high school students as herein presented give but a glimpse of the total situation. These data do not give final answers to like situations in the behavior of all adolescents. It is the writer's hope that the results in this study have revealed factors which add to and help give a better understanding of adolescent behavior in social and family living.

Suggestions for Further Study

The writer feels that the chief value of a survey is to point the way to further study. An almost endless number of important problems could be investigated. The following are suggested:

1. A study of factors in the lives of students who contribute to the family income.
2. A study similar to that of the writer in which the questionnaire is given to students (1) before homemaking had been taught to them in high school, and (2) after at least one year of high school work in homemaking, and (3) a follow-up study to determine whether there is a carry over from the learning program.
3. Objective measurement studies of some of the

specific attitudes and an analysis of conditions which influence their development and change.

4. A more detailed study of the parent-child attitudes in relation to finance.
5. Further surveys of similar nature to the present ones (1) in other sections of the country, (2) with specific environmental characteristics, and (3) in non-coeducational schools.

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APPENDIX

THE QUESTIONNAIRE

General Information

This study is to determine the depth and breadth of interest high school boys and girls have in the family; its management; its group and individual relationships; its outside and inside social activities and its occupational interests.

The following pages contain lists of questions and statements for checking. This is not an examination, but a questionnaire to determine your activities and your attitudes toward the situations described.

This study is concerned with the group and not any one individual, so you NEED NOT SIGN YOUR NAME.

Please read each one carefully and thoughtfully and express your opinion on it frankly.

Section I

Directions: Fill out carefully. Where the answer is "yes" or "no" place a check () after your choice.

1. a. Sex _____ b. Age _____ c. Grade in school _____
2. a. Are you living at home? Yes _____ No _____
- b. If not, with whom do you live? (guardian, foster parents, boarding) _____
- c. Is your father living? Yes _____ No _____
- d. Nationality of father? (whether living or not) _____
- e. Is your mother living? Yes _____ No _____
- f. Nationality of mother? (whether living or not) _____
- g. Are you working for your room and board? Yes _____ No _____
- h. How many sisters do you have? _____ Living _____ Dead _____
- i. How many brothers do you have? _____ Living _____ Dead _____
- j. Are your parents divorced? Yes _____ No _____ If so, do you live with your father or mother? (circle answer)
- k. Do you have a step father? Yes _____ No _____
 For how long _____
- l. Do you have a step mother? Yes _____ No _____
 For how long _____
- m. Ages of brothers? _____
- n. Ages of sisters? _____
 (If any brothers or sisters do not live at home, draw a circle around their ages)

3. a. Father's occupation _____
 b. Does your mother contribute to the family income? Yes _____ No _____
 c. If so, what is mother's occupation? _____
 d. Do you work to help with the family income? Yes _____ No _____
 e. If so, how many hours do you work per week? _____
 f. How much, on the average, do you earn per week? _____
 Month? _____
 g. Do you have an allowance? Yes _____ No _____
 h. How much is your allowance? _____
 i. Do you budget your allowance? Yes _____ No _____
 j. What expenses do you take care of from your allowance? _____
 k. If you have no allowance, by what means do you get spending money for yourself? _____

4. a. What is the yearly income of your family? (Place a check () after figure which most represents your family income) Less than \$1,000 _____
 \$1,000 to \$2,000 _____ \$4,000 to \$5,000 _____
 \$2,000 to \$3,000 _____ \$5,000 to \$10,000 _____
 \$3,000 to \$4,000 _____ \$10,000 or over _____
 b. Does your family have a budget? Yes _____ No _____
 c. Do you have a "voice" in making the budget? Yes _____ No _____ Sometimes _____
 d. How many automobiles? _____

5. Place a check after the type of home in which you live.
 a. Apartment _____ Flat _____ House _____
 b. Do you rent or own home? (circle answer)

Those who rent need not answer question 6.

6. a. What is the value of your home? (Place a check after the figures which most nearly represent the value of your home.)
 Less than \$3,000 _____ \$5,000 to \$10,000 _____
 \$3,000 to \$5,000 _____ Over \$10,000 _____

Those who own their home need not answer question 7

7. a. How much rent do you pay each month? _____
 b. Does rent include heat? Yes _____ No _____
 Electric refrigeration? Yes _____ No _____ Janitorial services? Yes _____ No _____ How much service? _____
 8. a. Are all of your clothes purchased already made? Yes _____ No _____
 b. Do you help make your clothes? Yes _____ No _____
 c. Do you help purchase them? Yes _____ No _____

9. a. About how many times a month does your family entertain? _____
 b. Is the entertaining done at home or elsewhere? _____
 (circle answer)
 c. About how often do you entertain your friends? _____
 Per month? _____
 One to four friends _____ Larger parties _____
10. a. Do you employ help in the home? _____
 b. How many full time _____ Part time _____
 c. Do you have extra help for: (Place a check after those you employ) (1) Laundry _____ (2) Cleaning _____
 (3) Sewing _____ (4) Gardening _____ (5) Cooking and serving for parties _____
11. a. Does your entire family usually eat breakfast together? Yes _____ No _____
 b. Do you always eat breakfast? Yes _____ No _____
 c. How many eat lunch at home? _____
 d. Do all the family eat dinner together? Yes _____ No _____
12. a. At what time do you leave for school in the morning? _____
 b. About what time do you arrive at home after school? _____
 c. About how much time do you usually spend at home between the close of school in the afternoon and bed time? _____
13. a. Do all members of the family have opportunity for rest and privacy? Yes _____ No _____
 b. Do you share your room with anyone? Yes _____ No _____
 With whom _____
 c. Do members of your family feel free to use any of your possessions? Yes _____ No _____
 d. Do you respect the others' property and ask to borrow things before using? Yes _____ No _____
 e. Do you have a place for your own "treasures" which you know is private? Yes _____ No _____
 f. Does anyone ever open your personal mail without your permission? Yes _____ No _____
 g. Do you ever open the personal mail of anyone else without their permission? Yes _____ No _____
14. a. Do you have a hobby? Yes _____ No _____
 b. What _____
 c. About how much does it cost each year? _____
 d. Time spent on it each week? _____
 e. Does the family encourage it? Yes _____ No _____

15. a. Have you a pet? Yes ___ No ___ Animal ___ Bird ___
Fish ___ Other ___
b. Kind? _____
c. Who cares for it? _____
d. Who pays expenses for it? _____
16. a. Do you have anyone except the members of your immediate family living with you? Yes ___ No ___
b. Who? _____
c. Do you have an invalid in your home? Yes ___ No ___
d. Relation _____
e. Do you enjoy having your relative living with you?
Yes ___ No ___
f. Do you enjoy doing tasks for this invalid?
Yes ___ No ___

Section II

Directions:

- A. 1. Carefully read the activities listed in Section II.
2. Mark a check () in front of the things you do.
3. Leave space blank if you do not do them.

Example: ___ a b c d e 1. Study with boys. (This indicates that you do study with boys.)
 ___ a b c d e 1. Study with boys. (This indicates that you do not study with boys.)

COMPLETE "A" BEFORE READING "B"

- B. 1. After you complete "A", express your opinion concerning the activity.
2. For convenience use the following key.

Key: a. I very much like doing this.
 b. I like doing this.
 c. I neither like nor dislike doing this.
 d. I dislike this.
 e. I greatly dislike doing this.

The letters in the KEY correspond to the letters preceding the activities.

3. Re-read each activity and then circle the letter which best expresses your opinion of it.
4. Be sure to express your opinion of each activity.

Example: a b c (d) e 1. Study with boys. (This indicates that you do not care about studying with boys.)
 (a) b c d e 1. Study with boys. (This indicates you like very much to study with boys.)

Mark
here

ACTIVITIES

- a b c d e 1. Study with boys.
- a b c d e 2. Study with girls.
- a b c d e 3. Study alone.
- a b c d e 4. Go to picture shows on school nights.
- a b c d e 5. Go to picture shows on other nights.
- a b c d e 6. Go to shows with girls.
- a b c d e 7. Go to shows with boys.
- a b c d e 8. Go to school parties with girls.
- a b c d e 9. Go to school parties with boys.
- a b c d e 10. Have dates after school with boys.
- a b c d e 11. Have dates after school with girls.
- a b c d e 12. Go to school games with boys.
- a b c d e 13. Go to school games with girls.
- a b c d e 14. Go to school dances.
- a b c d e 15. Go to public dances.
- a b c d e 16. Go to hotels to dance.
- a b c d e 17. Have an older couple or one person go along to dance at hotel. (As mother and father of one of the group)
- a b c d e 18. Engage in outdoor sports with boys.
- a b c d e 19. Engage in outdoor sports with girls.
- a b c d e 20. Go to cocktail parties.
- a b c d e 21. Go to cocktail bars.
- a b c d e 22. Go riding with a girl after a party.
- a b c d e 23. Go riding with a boy after a party.
- a b c d e 24. Ride to the beach and park after an evening party.
- a b c d e 25. See girls smoke cigarettes.
- a b c d e 26. See boys smoke cigarettes.
- a b c d e 27. See father smoke.
- a b c d e 28. See mother smoke.
- a b c d e 29. Smoke.
- a b c d e 30. Go to art lectures or exhibits.
- a b c d e 31. Go to the opera.
- a b c d e 32. Enjoy expensive entertainment.
- a b c d e 33. Go with some one who demands expensive entertainment.
- a b c d e 34. Go with someone who enjoys inexpensive entertainment.

- a b c d e 35. Go to parties with person who is always the "Life of the party."
- a b c d e 36. Be seen with a person who is very good looking.
- a b c d e 37. Feel awkward when introduced to one of opposite sex.
- a b c d e 38. Tell "shady stories."
- a b c d e 39. Listen to "shady stories."
- a b c d e 40. Go to parties with person who is always "clowning."
- a b c d e 41. Be center of attention at all parties.
- a b c d e 42. Go out on "double" dates.
- a b c d e 43. Go out on "single" dates.
- a b c d e 44. Accept expensive gifts from boys.
- a b c d e 45. Accept expensive gifts from girls.
- a b c d e 46. Go "steady" with the opposite sex.
- a b c d e 47. Go on week end trip with "girl-friend's family."
- a b c d e 48. Go on week end trip with "boy-friend's family."

Boys need not answer next 6 questions.

- a b c d e 49. Go with older boys.
- a b c d e 50. Go with younger boys.
- a b c d e 51. Entertain boys at home instead of going out.
- a b c d e 52. Entertain boys at your home when your parents are absent.
- a b c d e 53. Get flowers from "date" for special parties.
- a b c d e 54. Go with boys to entertainments or parties when there is no transportation except street car.

Girls need not answer next 4 questions.

- a b c d e 55. Go with older girls.
- a b c d e 56. Go with younger girls.
- a b c d e 57. Have girl friend come to family dinner.
- a b c d e 58. Been entertained in girl friend's home when her parents were absent.
- a b c d e 59. Work alone at jobs around the house.
- a b c d e 60. Work indoors with mother.
- a b c d e 61. Work indoors with father.
- a b c d e 62. Work indoors with brother.
- a b c d e 63. Work indoors with sister.

- ☐ a b c d e 64. Work outdoors with sister.
- ☐ a b c d e 65. Work outdoors with brother.
- ☐ a b c d e 66. Keep car washed and polished.
- ☐ a b c d e 67. Keep garage clean.
- ☐ a b c d e 68. Have definite responsibilities at home.
- ☐ a b c d e 69. Purchase own clothes unassisted.
- ☐ a b c d e 70. Have mother along when purchasing clothes.
- ☐ a b c d e 71. Have friend along when purchasing clothes.
- ☐ a b c d e 72. Play with child under 2 years of age.
- ☐ a b c d e 73. Play with child between ages of 2 and 6 years.
- ☐ a b c d e 74. Put child under 2 years of age to bed.
- ☐ a b c d e 75. Prepare food for child under 1 year of age.
- ☐ a b c d e 76. Discuss personal problems with mother.
- ☐ a b c d e 77. Discuss personal problems with father.
- ☐ a b c d e 78. Seek advice of someone not in family.
- ☐ a b c d e 79. Heed criticism of friends.
- ☐ a b c d e 80. Go on vacations with your family.

Section III

Directions: Read the following statements and place a circle around your answer. Read carefully and express your honest opinion.

- Yes No 1. Do you consider your home a successful one?
- Yes No 2. Do you feel you are doing your share in making the home successful?
- Yes No 3. Are you responsible for specific duties around your home?
- Yes No 4. Are the members of your family openly affectionate?
- Yes No 5. Do you like to have members of your family openly affectionate?
- Yes No 6. Do you decide most problems concerning yourself?
- Yes No 7. Do you ask advice of your parents before deciding problems concerning yourself?
- Yes No 8. Do you go to your friends for advice on problems?

Girls need not answer 9 & 10

- Yes No 9. Do you like girls who "go in" for petting parties?

Yes No 10. Do you want your girl to be known as a "petter?"

Boys need not answer 11-12-13

Yes No 11. Do you think "petting" is fun?

Yes No 12. Have you won popularity by "petting?"

Yes No 13. Do you like to go with boys who consider "petting" essential to a "date?"

Yes No 14. Do you think "petting" is necessary for popularity?

Yes No 15. Would you want to marry a person known for his or her "petting?"

Yes No 16. Do you usually obey your parents?

Yes No 17. Do you seem to agree with your parents, but usually do as you please?

Yes No 18. Does either of your parents wait up for you when you have been out for an evening?

Yes No 19. Do you belong to any secret fraternal, social or professional organizations?

Yes No 20. Do you always keep your room neat?

Yes No 21. Do you keep your own clothes neat, clean, and in order?

Yes No 22. Do you consult the preferences of the other members of your family in using the radio?

Yes No 23. Do you sometimes talk back to your parents?

Yes No 24. If you have the easy chair, do you offer it to an older member of the family who enters the room?

Yes No 25. Do you share new papers and magazines with other members of the family?

Yes No 26. Do you put things back where they belong after using?

Yes No 27. Do you tie up the telephone with extensive visiting?

Yes No 28. Do you help your mother and father voluntarily?

Yes No 29. Do you remember to observe the common courtesies, such as, "please," "thank you," and "pardon me?"

Yes No 30. Do you always get your mother's permission before inviting guests for meals?

Yes No 31. Do you talk while someone else is talking?

Yes No 32. Do you consult preferences of other members of the family before adjusting window or heating equipment?

Yes No 33. Do you like to turn the radio on loudly?

- Yes No 34. Do you allow yourself to be untidy just because you are at home?
- Yes No 35. Do you carefully and consistently observe table courtesies at home?
- Yes No 36. Do you bother guests with family troubles?
- Yes No 37. Do you make topics of conversation in which all may join?
- Yes No 38. Do you plan entertainment of your guests in advance?
- Yes No 39. Do you apologize for what you don't have or can't get or do for the guests?
- Yes No 40. Do you do school "home work?"
- Yes No 41. Do you have a suitable place to study at home?
- Yes No 42. Do your parents help you with difficult school subjects?
- Yes No 43. Do your parents insist upon your completing your home work?

Section IV

Directions: Read the following questions carefully. Check your response in the margin to the left by placing a circle around the correct answer.

Example: a (b) c 1. Do you get at least 8 hours sleep each night? (a. never) (b. sometimes) (c. regularly)
(This indicates that you sometimes get 8 hours sleep)

- a b c 1. Do you get at least 8 hours sleep each night? (a. never) (b. sometimes) (c. regularly)
- a b c d e 2. Can you be depended upon to do good work without supervision? (a. never) (b. rarely) (c. occasionally) (d. frequently) (e. always)
- a b c 3. When you make a promise do you keep it? (a. infrequently) (b. usually) (c. always)
- a b c d e 4. Are you punctual in your engagements or dates? (a. never) (b. rarely) (c. occasionally) (d. frequently) (e. always)
- a b c d e 5. In your work, in your figures, and in the things you say are you accurate? (a. never) (b. rarely) (c. occasionally) (d. frequently) (e. always)
- a b c 6. Do you make decisions: (a. with great difficulty) (b. fairly easily) (c. easily)

- a b c 7. In accepting an assignment of work or study do you prefer to be told what to do: (a. in minute detail) (b. in fair detail) (c. without detail)
- a b c 8. In case of emergency, do you: (a. wait for someone to take charge) (b. try to find someone) (c. take charge yourself)
- a b c 9. When given difficult work to do, do you: (a. ask for help) (b. attempt it but feel like complaining) (c. do the best you can cheerfully)
- a b c d 10. Do you stick to a tough problem or job until it is completed? (a. never) (b. sometimes) (c. usually) (d. always)
- a b c d 11. What is your attitude toward your school work? (a. easily bored) (b. tolerant) (c. interested) (d. deeply interested)
- a b c 12. Are routine duties such as making your bed or mowing lawn: (a. distasteful) (b. fairly pleasant) (c. pleasant)
- a b c d e 13. Do you in general work well with other people? (a. never) (b. rarely) (c. occasionally) (d. frequently) (e. always)
- a b c 14. Do you have misunderstandings or quarrels with associates or co-workers? (a. frequently) (b. sometimes) (c. rarely)
- a b c 15. Do you accept constructive suggestions on how to improve your method of working? (a. never) (b. with reservations) (c. welcome it gladly)
- a b c 16. Do you like people? (a. not at all) (b. fairly well) (c. very much)
- a b c 17. Do you cross the street to avoid meeting certain persons you do not like? (a. never) (b. occasionally) (c. usually)
- a b c 18. Do you feel lonesome when you are not with other people? (a. seldom) (b. frequently) (c. usually)
- a b c 19. When in trouble of any kind do you feel impelled to tell others? (a. very strongly) (b. average) (c. not at all)
- a b c 20. Can you take "kidding" from your associates without becoming touchy? (a. not at all) (b. occasionally) (c. usually)
- a b c 21. Can you take criticism gracefully? (a. not at all) (b. occasionally) (c. usually)
- a b c d 22. Do you feel that the present political system needs radical change? (a. yes) (b. gradual change) (c. no) (d. have no opinion)

Section V

Directions: Place a check before the activities you have engaged in and underline the ones you like best.

Example: a. Tennis
 b. Golf
 c. Swimming

This shows you play tennis and swim but that you like tennis best.

1. Active Sports.

- | | |
|----------------------------|------------------------------|
| a. <u>Golf</u> | i. <u>Dancing</u> |
| b. <u>Tennis</u> | j. <u>Badminton</u> |
| c. <u>Swimming</u> | k. <u>Skiing</u> |
| d. <u>Hiking</u> | l. <u>Skating-ice-roller</u> |
| e. <u>Horseback riding</u> | (circle answer) |
| f. <u>Fishing</u> | m. <u>Football</u> |
| g. <u>Hunting</u> | n. <u>Baseball</u> |
| h. <u>Rowing</u> | o. <u>Basketball</u> |
| | p. <u>Track</u> |

2. Passive and moderately active sports.

- | | |
|--------------------------------------|-------------------------------|
| a. <u>Walking</u> | d. <u>Motoring</u> |
| b. <u>Watching football or base-</u> | e. <u>Pitching horseshoes</u> |
| <u>ball games</u> | f. <u>Billiards</u> |
| c. <u>Watching horse racing</u> | g. <u>Ping-pong</u> |

3. Social recreations.

- | | |
|-------------------------------|------------------------------------|
| a. <u>Entertaining people</u> | f. <u>Choral or musical clubs</u> |
| b. <u>Picnics</u> | g. <u>Club activities</u> |
| c. <u>Excursions</u> | h. <u>School parties</u> |
| d. <u>Card playing</u> | i. <u>School organizations and</u> |
| e. <u>Tea parties</u> | <u>activities</u> |

4. Solo recreations.

- | | |
|------------------------------|---------------------------------|
| a. <u>Mechanical puzzles</u> | e. <u>Listening to radio</u> |
| b. <u>Cross word puzzles</u> | f. <u>Making things</u> |
| c. <u>Reading</u> | g. <u>Collecting stamps and</u> |
| d. <u>Letter writing</u> | <u>other things</u> |
| | h. <u>Raising flowers</u> |

5. What is your reading preference?

- | | |
|--------------------------------------------------|---------------------------------------------------------|
| a. <input type="checkbox"/> Editorial | f. <input type="checkbox"/> Adventure |
| b. <input type="checkbox"/> News | g. <input type="checkbox"/> Historical and Biographical |
| c. <input type="checkbox"/> Financial and Trade | h. <input type="checkbox"/> Mystery |
| d. <input type="checkbox"/> Pictorial section | i. <input type="checkbox"/> Romance |
| e. <input type="checkbox"/> Cartoons and funnies | j. <input type="checkbox"/> Humor |

6. Type of entertainment.

- | | |
|--------------------------------------------|----------------------------------------|
| a. <input type="checkbox"/> Plays | d. <input type="checkbox"/> Vaudeville |
| b. <input type="checkbox"/> Opera | e. <input type="checkbox"/> Movies |
| c. <input type="checkbox"/> Musical comedy | f. <input type="checkbox"/> Burlesque |

7. Responsibilities at home.

- | | |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| a. <input type="checkbox"/> Help get breakfast | k. <input type="checkbox"/> Care for garden |
| b. <input type="checkbox"/> Get own breakfast | l. <input type="checkbox"/> Help care for garden |
| c. <input type="checkbox"/> Help get dinner | m. <input type="checkbox"/> Cut grass |
| d. <input type="checkbox"/> Set table | n. <input type="checkbox"/> Care for younger brother or sister |
| e. <input type="checkbox"/> Wash dishes--every evening or occasionally (underline answer) | o. <input type="checkbox"/> Plan dinner |
| f. <input type="checkbox"/> Make own bed | p. <input type="checkbox"/> Practice on musical instrument |
| g. <input type="checkbox"/> Make all beds | q. <input type="checkbox"/> Help with sewing |
| h. <input type="checkbox"/> Clean own room | r. <input type="checkbox"/> Launder household articles |
| i. <input type="checkbox"/> Help clean house Saturday | s. <input type="checkbox"/> Launder personal articles |
| j. <input type="checkbox"/> Clean garage | t. <input type="checkbox"/> Make repairs |

List others not mentioned _____

8. Jobs held in the past year (1939-1940) outside your home for pay.

- | | |
|------------------------------------------------------|------------------------------------------------------------------------|
| a. <input type="checkbox"/> Housework | g. <input type="checkbox"/> Stores |
| b. <input type="checkbox"/> Janitorial work | h. <input type="checkbox"/> Delivery service |
| c. <input type="checkbox"/> Care of children | i. <input type="checkbox"/> Markets |
| d. <input type="checkbox"/> Office service in school | j. <input type="checkbox"/> Distribution of circulars as Shopping News |
| e. <input type="checkbox"/> N. Y. A. | k. <input type="checkbox"/> Other jobs |
| f. <input type="checkbox"/> School cafeteria | |

Section VI

Directions: If you were to consider marriage, how would you rate the following? Think of each as a characteristic or habit of the person you might marry. Circle the letter which best expresses your opinion.

Use the following key for convenience:

Key

- a. I consider this characteristic necessary.
- b. I consider this a good characteristic.
- c. This characteristic would make no difference to me.
- d. I dislike this characteristic in a person.
- e. I would not marry a person having this characteristic.

Example: (a)b c d e 1. Has good health. (This would mean that you consider "good health" a necessary characteristic in the person you might consider marrying)

- a b c d e 1. Has good health
- a b c d e 2. Is beautiful or handsome
- a b c d e 3. Has neat appearance
- a b c d e 4. Has good manners
- a b c d e 5. Has a sense of humor
- a b c d e 6. Has good family background
- a b c d e 7. Has interest in common with yours
- a b c d e 8. Has intelligence above the average
- a b c d e 9. Is unselfish
- a b c d e 10. Is loyal and faithful
- a b c d e 11. Is jealous
- a b c d e 12. Demands expensive entertainment
- a b c d e 13. Likes most of the people you like
- a b c d e 14. Belongs to same church as you do
- a b c d e 15. Is a good dancer
- a b c d e 16. Drinks occasionally
- a b c d e 17. Drinks frequently
- a b c d e 18. Swears
- a b c d e 19. Smokes
- a b c d e 20. Is fond of children
- a b c d e 21. Is a good manager
- a b c d e 22. Has one or two "outside" interests
- a b c d e 23. Is a good conversationalist
- a b c d e 24. Is prompt at all times
- a b c d e 25. Is ambitious
- a b c d e 26. Liked by parents
- a b c d e 27. Makes you feel and act your best
- a b c d e 28. Lavish in praise
- a b c d e 29. Sparing in criticism
- a b c d e 30. Age, within five years of yours
- a b c d e 31. Is a good cook