

THE RESPONSE OF A GROUP OF
COLLEGE FRESHMEN TO CONCEPTS OF
FAMILY LIVING

by

IVALEE HEDGE MCCORD

B. S., Kansas State College
of Agriculture and Applied Science, 1933

A THESIS

submitted in partial fulfillment of
the requirements for the degree

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1951

Docu-
ments
LD
2668
T4
1951
M336
c.2

TABLE OF CONTENTS

INTRODUCTION..... 1

REVIEW OF LITERATURE..... 4

PROCEDURE..... 11

DATA AND DISCUSSION..... 17

 Personal Relations..... 18

 Family Relations..... 30

 Marriage Preparation..... 45

 Child Care..... 56

SUMMARY AND CONCLUSIONS..... 68

ACKNOWLEDGMENT..... 73

BIBLIOGRAPHY..... 74

APPENDIX..... 77

© 12-5-51 X

INTRODUCTION

During recent years there has been an increased belief that education for family living should be shared by the schools. Changes in industrial and economic life during the twentieth century have brought concomitant changes in the family. These changes in families are apparent in many ways: in smaller size, in the predominance of the urban family, in the mobility of the family, and, especially, in its instability.

Many functions formerly served by the family have been transferred to other agencies. The family is no longer so concerned with the making of things. The large family has become an economic burden rather than an asset. The production of labor-saving equipment for homes has changed the nature of household tasks. Many people have more leisure time than ever before. Perhaps in no other period has there been such a change in the social and economic life as in the past half-century in America. This change has brought many problems which are as yet unsolved.

Alarming trends in delinquency, in divorce rates, and in the general confusion in family life to-day are indications that families need help in solving their problems. Family members need to be helped to develop strengths which will enable them to meet the stresses and strains of modern life. The conformity and regularity required by our highly organized

industrial society make it even more important that the home serve as an area for individual development and expression.

Education in family living was a natural by-product of large families in which children had a greater share in the responsibilities of the home, and a wider opportunity for experiencing a variety of relationships. Even in this type of learning, however, young people were apt to follow the pattern of their parents in solving problems of family living.

In recent years the mobility of the population, the social pressures, and changes to which people have been subjected, have presented a confusing array of ideas and beliefs. New developments in family patterns of relationship and guidance have come to light. It has become evident that there is a need for more adequate preparation for family living. Many parents lack the skill or the background to provide this education.

That the public is becoming aware of the need for this type of education is shown by the wide-spread popularity of the subject as a topic for study by church groups, by P. T. A. study groups, and by the increased number of magazine articles and radio programs dealing with the subject. Many college courses have been developed because of the demands of the students for education in marriage preparation or for family living.

Because the school is the agency which most closely supplements the education of the home, it seems appropriate

that education for home living should be assumed by the school. Science has developed new resources and insights in the areas of relationships and guidance. The schools can aid in giving out this information. Many administrators and educational leaders are becoming increasingly aware of the responsibility of the schools to provide a more adequate program of family life education.

Few students graduated from Kansas high schools have had an opportunity to attend classes in relationships, especially those which are co-educational. Girls may have received instruction in related areas as a part of home economics classes. Information and attitudes have been acquired from the family and from other sources. The purpose of this study was to find out the attitudes toward and knowledge of family living expressed by boys and girls who have attended Kansas high schools. The specific objectives were:

1. To analyze the knowledge and attitudes revealed by the students as they relate to the facts and to concepts accepted by recognized authorities in family relationships, marriage preparation, and child guidance.

2. To compare the knowledge and attitudes shown by the boys with those shown by the girls.

REVIEW OF LITERATURE

Family life education, although it is considered the most recent trend in home economics education, is not a new idea. In "The Life Adjustment Program" published by the Educational Planning Commission of Kansas (1949) there are listed objectives of education which were included in Herbert Spencer's analysis of "What Knowledge is of Most Worth", written in 1861. These objectives include:

1. Those activities which directly minister to self-preservation.
2. Those activities which, by securing the necessaries of life, indirectly minister to self-preservation.
3. Those activities which are involved in the maintenance of proper social and political relations.
4. Those activities which are involved in the rearing and discipline of offspring.
5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.

In 1918, the Commission on the Reorganization of Secondary Education, appointed by the National Education Association, formulated the Seven Cardinal Principles of Secondary Education. These principles were:

1. Health.
2. Command of Fundamental Processes.
3. Worthy Home Membership.
4. Vocation.
5. Citizenship.

6. Worthy Use of Leisure.

7. Ethical Character.

In elaborating upon the objective of worthy home membership the commission stated,

Worthy home membership as an objective calls for the development of those qualities that make the individual a worthy member of a family, both contributing to and deriving benefit from that membership. This objective applies to both boys and girls.

In 1938, the Educational Policies Commission of the National Education Association set forth some objectives for education in a study called "The Purposes of Education in American Democracy". There were eight objectives, four of which relate specifically to living in families. These four objectives designate the educated person as one who,

- (1) appreciates the family as a social institution,
- (2) conserves family ideals,
- (3) is skilled in homemaking, and
- (4) maintains democratic family relationships.

Again in 1944, in "Education for All American Youth", the Educational Policies Commission listed certain imperative needs of American youth. Included in this list of needs was the following statement,

All youth need to understand the significance of the family for the individual and society, and the conditions conducive to successful family life.

From these statements of objectives, it becomes apparent that the schools have for many years recognized the importance

of the family as a cultural agent and as the basic unit of civilization. Therefore, anything the school can do to help people gain more from their home life is a service to society as well as to the individual. If the home and family are ignored by the schools, young people will not acknowledge them as being important. There is a need to reaffirm the place of the home and family as the major focus of life, not merely as incidental to other activities.

Spafford (1940) states,

Experience shows that, in the long run, the individual finds his greatest satisfactions in the intimate relationships of life, happiness in marriage, children to be proud of, and a comfortable standard of living.

Hutchinson, in the Journal of Home Economics (1949) stated,

It is in this area of the home and the family that the schools of the nation have a great obligation. Education can make the difference between haphazard, uninformed adjustment to home life and intelligent, purposeful, emotionally satisfying development of family relationships.

Lendis (1946) stated,

The failure to place the study of family relations and the training of youth for more effective social adjustment first on our list of educational objectives reflects the carry-over of a fear to apply intelligence, research, and learning to problems that have in the past been handled by custom alone.

If the purpose of the school is to supplement the education given by the home, the church, and other agencies, the nature of the school program must be changed to meet the

needs of society and of the individual. New knowledge and theory must be made available as social changes take place.

Although many educators have emphasized the importance of the objectives related to family life education, it is often difficult to modify the school curriculum in accordance with accepted theory or objectives. During the rapid growth in secondary education which has taken place in our country since 1900, many schools have retained essentially the same traditional pattern. Administrators have continued to emphasize the college preparatory courses, or have provided for vocational training. This is a very unrealistic situation. The majority of high school students will enter jobs which require on-the-job training or very little specialized training. Careful consideration should be given to the program for these students as well as for those who desire vocational or college preparatory training. A well-educated citizenry is necessary for the furtherance of the democratic way of life.

The fact that school does not seem important to many young people is shown by the large number who fail to complete their secondary education. A number of reasons have been given for this lack of holding power of the schools, but from the evidence it would seem that boys and girls will stay in school if the offering has interest or meaning for them.

A recent movement in curriculum change as it pertains to

the secondary school is the Life Adjustment Education program. This plan is based on the premise that there are common needs of all youths regardless of the future occupational plans which they may have. The Life Adjustment Education program calls for education which "will prepare all boys and girls to live happy, productive lives as citizens, as homemakers, and as workers".

Recognizing that there have been many worthwhile attempts to provide a more adequate program for secondary schools, the proponents of Life Adjustment Education do not seek to replace any plans which have been found worthwhile. The purpose is to co-ordinate and publicize any programs which have proved effective. Each community is encouraged to study its needs and develop a program which will best meet them. Recommendations and findings concerning programs which have been developed are made available through the Department of Education in each state. Many states have appointed committees and consultants who will aid schools interested in changing their curricula in order to meet the needs of society and of the students. According to the Federal Security Agency bulletin, Life Adjustment Education for Every Youth (1948),

Among these unmet needs, none is more urgent than the need for sound, practical education for home and family living.

...To deprive any large number of boys and girls of suitable opportunities to learn what they need to know in order to assume well their full responsibilities as family members---is to jeopardize unduly our national security.

One encouraging outgrowth of the Life Adjustment Education program has been the development of courses in family living at the secondary level for both boys and girls.

Douglass (1937) stated,

Many of these school men would make home economics an offering at every level, applying the same standards for selecting from these materials as are applied in other fields. They see value for boys as well as girls at the elementary and secondary levels.

The nineteenth yearbook of the American Association of School Administrators, "Education for Family life" (1940) stated,

The curriculum of the schools has been planned rather well for the education of girls and women in homemaking. The importance of providing experiences in the school curriculum intended to prepare boys and men for assuming their share of responsibility as family members has but recently been recognized by school administrators and curriculum makers.

...To realize these objectives in any program of education for family living, provision must be made for boys and men as well as for girls and women. The family is an institution founded on basic human relationships. All members of the family must, therefore, be included in any program of education designed to improve living as it takes place in families.

Spafford (1940) stated,

The trend toward a democratic way of life in all areas of living is shown in home living, in the more frequent acceptance of joint responsibility by men and women for making a home. Men need educating for this new role they are accepting. When women alone are educated to meet problems in these areas in more democratic ways, to put the newer findings of psychology and science into practice, serious conflicts in family life may arise.

Williamson and Lylo (1941) state that "We are educating for family friction for we are educating only half the family for family life".

Many statements have been made by educators relative to the importance of family life education for both boys and girls. In actual practice, however, there has been little provision for the education of boys in this area. This may have been due to the fact that home economics in the beginning was separated into skills called "cooking" and "domestic arts" and later designated as "foods" and "clothing". Recent developments of these courses have brought about a more balanced program in "family living". Courses are presented in a setting more closely related to the home than were the laboratories of earlier years. Units in human relationships and child care are usually included.

A few high schools have provided home economics classes for boys. Often these courses have been principally cooking classes, which include a study of nutrition. Other schools have offered courses in "Boys Problems" in which attention is given to personal problems of the adolescent boy.

Recently, a few schools in Kansas have organized classes in family living on a co-educational basis. This is, perhaps, one of the most frequent changes made in the curricula of these schools which are cooperating in the Life Adjustment Education program. Several terms have been used to designate the courses.

Among terms in use are Family Living, Home Living, and Family Relationships. Usually, time is devoted to a study of those relationships which are important for the pupil at the present time and to those which will be a part of his future family responsibilities. Units for study include such areas as personal development, personal and family relationships, preparation for marriage, and child development and guidance.

Although research and clinical study have introduced new facts and concepts pertaining to the family, not many books have been written in this area for students at the high school level. Gates (1950), in a study of the text books available in Home Economics classes in Kansas, found few books in use for relationship units. The two books which have been adopted for state use are "To-day's Home Living" by Justin and Rust (1947) and "You and Your Family" by Moore and Leahy (1948). Other books used for reference include "The Family and Its Relationships" by Groves, Skinner and Swenson (1941), "Living Together in the Family" by Mildred W. Wood (1946) and "Marriage and Family Relationships" by Foster (1944).

PROCEDURE

A check list was constructed by the writer to be used in finding the knowledge of and attitudes toward family living of a group of college freshmen. Most of the statements used were based on material presented in books which have recently

been written for use in teaching family life courses at the secondary level. The books found to be most helpful in compiling the list were : "You and Your Family" by Moore and Leahy (1948), "Family Living" by Duvall (1950), and "Units in Personal Health and Human Relationships" written by Bioster, Griffith, and Pearce (1947).

According to the authors, "You and Your Family" was written as an aid to Life Adjustment Education, and "with the hope that it will add to personal and family understanding". Bornice Milburn Moore, Ph. D., is consultant in Home and Family Relations in the Austin, Texas public schools and for the Hogg Foundation for Mental Hygiene. Dorothy M. Leahy, Ed. D., is Associate Professor of Home Economics at the University of California.

The book "Family Living" by Evelyn Millis Duvall, Ph. D., was written to meet the needs expressed by teachers and family life educators attending workshops led by the author. It was written especially for classes made up of both boys and girls. The author has given demonstration programs in the schools during the past fifteen years. Questions asked her by teachers and students were the basis for the content of this text. Mrs. Duvall is the executive secretary for the National Council on Family Relations.

"Units in Personal Health and Human Relations" by Bioster, Griffith, and Pearce contains a series of resource units

compiled by the Minnesota Department of Health and the College of Education of the University of Minnesota. Each unit is developed with suggestions for teaching materials, methods, and tests suitable to use.

The original list of two hundred statements contained thirty-four statements on personal relations, sixty-six on family relations, forty statements on marriage preparation, and sixty on child care and development. These areas were considered important by the writer, and were included in each of the texts used in constructing the check list. A larger number of statements in the areas of family relationships and child guidance was used because it was thought that differences indicated by the boys and girls in these areas might form the basis for conflict after marriage.

A few of the statements were used verbatim from the texts cited. Others were based on facts according to present knowledge, but the majority represent concepts of the writers used as authorities in this study.

Because the inculcation of attitudes is essential in a study of family relationships, it seemed necessary to devise a check list which would reveal both attitudes and knowledge. In the book, "Units in Personal Health" there were several tests containing statements of fact and also statements pertaining to attitudes. It was suggested that the answers be marked "a yes, disagree, or uncertain". This type of

rating can be used in replying to statements of attitudes and to those of facts. A scale which would require one of two answers as in "true-false" or "agree-disagree" would encourage guessing and thus not give a true picture, especially in these areas in which information is lacking. The Likert-type of attitude scale discussed by Cronbach (1949) usually employs a five point scale as: "strongly agree, agree, undecided, disagree, or strongly disagree". The Scale of Beliefs of the Progressive Education Association which is used to measure high school students' reactions to such issues as race, labor, economic policies, and democratic policies, uses a three point rating scale of "agree, disagree, and uncertain". It was not considered necessary by the writer to use a finely differentiated scale; therefore, the check list was constructed so that it could be answered "agree, disagree, or uncertain".

Concerning the use of the term "uncertain" in replying to statements, Cronbach (1949) states,

Some subjects define "uncertain" very narrowly, using it only when they have absolutely no opinion regarding the item. Others consistently use "uncertain" for any statement about which they are not absolutely positive.

The writer is aware that "uncertain" might be used when the subject felt biased or felt the need to qualify instances. Cronbach also states that attitude tests are most likely to be valid when the subject "has no motive to conceal his attitude."

The list of two hundred statements was checked by six faculty members and four graduate students in areas of child development, family relationships, and psychology. These persons were asked to mark the statement in one of five ways: agree, disagree, uncertain, omit, or reward. The use of the two latter categories was an aid to the writer in revising the check list.

The list of statements was revised and cut to a final check list of one hundred and fifty statements (Appendix, Form I). In reconstructing the list, qualifying adjectives and adverbs were eliminated from the statements in order to obtain more definite decisions. In this final list, twenty-three statements concerned personal relations, fifty-three were on family relations, thirty-three had to do with marriage preparation, and forty-one were about child development and guidance.

A key was constructed to be used in analyzing the answers. For the key, each statement was given an answer of "agree" or "disagree". These answers were based on facts in the light of present knowledge and on the concepts held by the writers whose material was used in making the check list. In their approach to the study of relationships and guidance these writers have presented the democratic concept as it relates to family living.

The check list of one hundred and fifty statements was

given as part of the freshmen battery to about five hundred entering college students during the regular freshman orientation testing period. The subjects were instructed to mark their answers on answer sheets. The majority of the students completed the test in thirty minutes or less.

In order to relate the study to the Life Adjustment Education program in Kansas high schools the following criteria were established: (a) Subjects must have been graduated from a Kansas high school, and (b) subjects must be seventeen or eighteen years of age. After eliminating all others and discarding answer sheets which had not been marked according to directions, a group of one hundred and seventy-four girls and two hundred and five boys was obtained for the study. The answers were then tabulated for the number who answered "agree", "disagree", or "uncertain" on each statement. Separate tabulations were made for boys and for girls. The numbers were then converted to percentages for purposes of analysis and comparison. The answers were next tabulated to show the percentage of the boys and of the girls who answered "agree", "disagree", or "uncertain" in relation to the keyed answers representing the concepts of the authorities (Appendix, Table 1). Tables were also constructed to show the percentage distribution of "agree", (Table 2), "disagree", (Table 3), and "uncertain" (Table 4). The percentage of boys and girls who answered "agree", "disagree" and "uncertain" are shown on bar diagrams.

In analyzing the answers, each area (personal relations, family relations, marriage preparation, and child care) was considered separately. The responses of the boys were compared or contrasted with those of the girls. The answers of boys and girls were studied in relation to the accepted concepts.

DATA AND DISCUSSION

There were four general areas covered by the statements in the check list: personal relations, family relations, marriage preparation, and child guidance. The percentage of girls and of boys who agreed with, disagreed with, or were uncertain in their acceptance of the concept for each statement is shown in Table 1 (Appendix). Tables 2, 3, and 5 (Appendix) show the percentage distribution of "agree", "disagree", and "uncertain" for each statement.

In discussing the findings, each of the four areas will be considered separately. A bar diagram illustrating the distribution of the responses to statements in that area will be presented following the discussion for that unit. The open bars are used to present figures for the girls, the closed bars are used for the boys. The diagrams show the percentage of girls and boys who answered agree, disagree, and uncertain in accordance with the accepted or keyed answer. The accepted answer is one based on known facts, or one in accordance with the concepts found in one or more

of the books used in constructing the check list.

On all tables and illustrations the following abbreviations are used: Agree---A; Disagree---D; and Uncertain---U.

Personal Relations

There were twenty-three statements in the area of personal relations. Several of the statements have to do with personality or with inherited traits. Some of the statements are concerned with the adolescent's need to break away from his family in order to grow into an independent adult. A few statements explore the attitudes toward different expectancies in the behavior of young people because of their masculine or feminine role.

In considering the responses checked by girls and boys, it was found that there were only two statements on which a higher percentage of boys than girls indicated agreement with the accepted concept. In reply to a few statements, a higher percentage of boys than girls disagreed with the accepted concept, but on three of the statements a higher percentage of girls than boys expressed disagreement with the accepted concept. There was one statement in this area on which a higher percentage of girls than boys indicated that they were uncertain.

There were seventeen statements of the twenty-three on which more than fifty per cent of the girls showed agreement with the accepted answer; fifty per cent or more of the boys

agreed with the accepted answer on sixteen of these same statements. However, if one considers those statements on which 75 per cent or more agreed with the accepted answer, the picture is very different. There were fourteen statements on which 75 per cent of the girls checked the accepted answer, but only eight statements on which 75 per cent or more of the boys gave the accepted answer.

There were six statements on which fewer than 50 per cent of the girls checked answers which were in agreement with the facts, or according to the concept of one or more of the authorities, and seven at this level for the boys. There was one statement on which fewer than 25 per cent of all girls and boys checked an answer which was in accordance with the generally accepted opinion of authorities in the field. There were no statements on which more than 50 per cent of either girls or boys checked an answer which was in disagreement with the accepted one. There were six statements on which more than 25 per cent of the girls indicated an answer which was not in accordance with the accepted one, and seven on which 25 per cent or more of the boys did not agree with the accepted concept.

There were three statements on which more than 25 per cent of the girls checked that they were uncertain. More than 25 per cent of the boys indicated uncertainty on six statements. A much higher percentage of boys than girls

indicated uncertainty in response to most of the statements.

The highest percentage of boys and girls expressed uncertainty when checking the statement, "Persons who have been frustrated often become aggressive". Duvall discusses the ways in which persons react to domination or frustration. She states that a person who has been thwarted may respond by "negativism, rebellion, or active aggression". This aggression may be manifest in different ways---in physical conflict or by verbal means---and may be directed against the source of the frustration or toward some totally unrelated person or object. There is a question on the part of the writer whether the students were uncertain in their feeling about the concept or whether they did not understand the meaning of the words. Forty-two per cent of all boys and girls expressed uncertainty when responding to this statement.

The largest number, 98 per cent for both girls and boys, showed agreement with the statement, "As a person gains more freedom he should be able to assume more responsibility". This statement is one of the tenets of democracy which evidently has been well accepted, at least in theory, by nearly all of the subjects. This was the only statement in the area of personal relations on which more than 90 per cent of the boys agreed with the concept established as acceptable for this study.

In discussing the problems of adolescents, Duvall presents several 'developmental tasks' of this age group. One of these tasks is that of establishing independence from his family. As he grows toward adult status, the adolescent must learn to stand on his own feet and make his own decisions. Many parents find it difficult to accept this new role for their child. Adolescents, on the other hand, vacillate between wanting to be independent and still wanting to have the parents' help and guidance. These conditions very frequently are the cause of confusion and conflict between parents and teen-agers. During this period when the young people are striving for a greater degree of independence, Duvall believes there is a strong desire to be like the others in one's group. What others of the same age do and say, becomes very important as compared to the ideas and opinions of one's parents. However, as the person grows to be adult, he begins to be free of the group demands if they are in opposition to his own personal standards. The purpose of several of the statements in this area was to explore the attitudes and beliefs of beginning college students in regard to these concepts.

In reply to the statement, "It is normal for adolescent boys and girls to want to be independent", 91 per cent of the girls and 74 per cent of the boys answered "agree". However, when answering a more specific statement, "Adolescents want

to be free of parental authority", only 50 per cent of the girls and 47 per cent of the boys indicated agreement. Thirteen per cent of the girls and 24 per cent of the boys checked that they were uncertain.

About 78 per cent of all girls and boys agreed that, "It is during the teen years that many of the most important decisions of one's life are made", but 12 per cent of them indicated that they were uncertain. In contrast to the view of Duvall and of others in the field, this group did not indicate that they regard the opinions of their friends more highly than those of their parents. When checking the statement, "Adolescents regard the opinions of their parents more highly than those of their friends", 39 per cent of the girls and 46 per cent of the boys answered "agree". Only 40 per cent of the girls and 28 per cent of the boys checked the accepted answer for this statement, which was "disagree".

Only one per cent of the students gave answers which indicated that they believe that, "A person should do what the rest of the gang wants to do even if he feels that it is not right". A relatively high percentage of the subjects, 93 per cent of the girls and 86 per cent of the boys, checked "disagree" when answering the statement. One may question whether they were giving an answer which they believed has public acceptance, or whether they were mature enough to accept this idea as part of their philosophy.

Although 87 per cent of the girls agreed that "Reputation and character are not the same thing", only 66 per cent of the boys indicated that they had this information, and nearly one-fourth of them answered that they were uncertain.

In response to the statement, "If we do not get along well in our family we probably will not get along well with others outside the family", only 55 per cent of the girls and 39 per cent of the boys indicated agreement. Nearly a third of the boys and girls disagreed with this statement, which was used verbatim from Duvall's book.

In examining the subjects' knowledge concerning personality, it was found that the girls had more information than the boys. Three times as many boys as girls indicated that they agreed that "Personality is inherited". Twelve per cent of the girls and nearly 18 per cent of the boys showed uncertainty about this statement. However, in reply to the statement, "Temper is an inherited trait", nearly 20 per cent of the boys and girls agreed that they think it is. Sixteen per cent of the girls, and more than 26 per cent of the boys checked "uncertain" when answering this statement.

One statement recommended for use in a test in the book "Units in Personal Health and Human Relations", was "Timid people are usually not popular". The answer given in the grading key was "agree". Duvall, also, develops the idea that timid people may be thinking more about themselves than others

or may not have had experiences in their family which help them become friendly persons. Popularity, according to a dictionary definition, means that one is esteemed or valued by many persons. Because it is difficult for the timid person to make friends easily, he usually does not achieve great popularity. Forty-four per cent of the boys and 41 per cent of the girls agreed with the statement as to the lack of popularity of timid people, but 17 per cent of the girls and 24 per cent of the boys indicated that they were uncertain. Although 77 per cent of the girls and 74 per cent of the boys answered "agree" in response to the statement, "Shyness or popularity are not inherited, but are learned", more than 13 per cent of the students indicated that they were uncertain.

The statement on which the highest percentage of girls and boys showed disagreement with the accepted concept was, "If a person feels the need to boss others he is not mature." Forty-six per cent of the group checked "disagree". In regard to this concept, Duvall states, "A person is socially mature to the extent to which he can work with others democratically. If he has to boss all of the time, or even some of the time, he still has some growing up to do."

Some rather trite statements, all expressed so that the keyed answer was "disagree", were the following:

A good conversationalist is a person who talks a lot.

If a person shows affection, it is a sign that he is soft.

Adults lead a free, unrestricted life.

The students had a rather high agreement with the accepted concept in each instance.

A few statements were based on the difference in expectancies in regard to boys and girls in our society. One of the statements, "It is more important for girls to be well-groomed than for boys" was used verbatim from a test suggested in the "Units in Personal Health." The keyed answer given for this statement is "disagree". Eighty-nine per cent of the girls answered the statement in this manner, but only 72 per cent of the boys gave this answer. Nearly 15 per cent of the boys check "uncertain" in regard to this statement, but fewer than two per cent of the girls indicated that they were uncertain.

According to most authorities in the field, boys tend to have fewer restrictions and more privileges in most families than do the girls. The girls lead a somewhat more sheltered life and are more closely supervised. In response to the statement, "Boys in the family are allowed more privileges than girls", 47 per cent of the girls agreed with the statement, and only 34 per cent of the boys answered "agree". A higher percentage of boys than girls also disagreed with the statement.

At least one-fourth of the students indicated that they were uncertain in regard to the statement, "Boys and men have an easier time in life than do girls and women." Sixty per cent of the boys and 54 per cent of the girls disagreed with the statement. Most authorities agree that in our industrial society where so much depends on a money economy, the masculine role is not an easy one.

EXPLANATION OF FIGURE I

Figure I shows the percentage of girls and boys who answered "agree", "disagree", or "uncertain" in relation to the answer key on each of the twenty-three statements in the area of personal relations.

Open bars are used to show the percentage of girls answering in each category; closed bars are used to show the percentage of boys answering in each category.

A: Agree; D: Disagree; and U: Uncertain.

FIGURE 1
PERSONAL RELATIONS

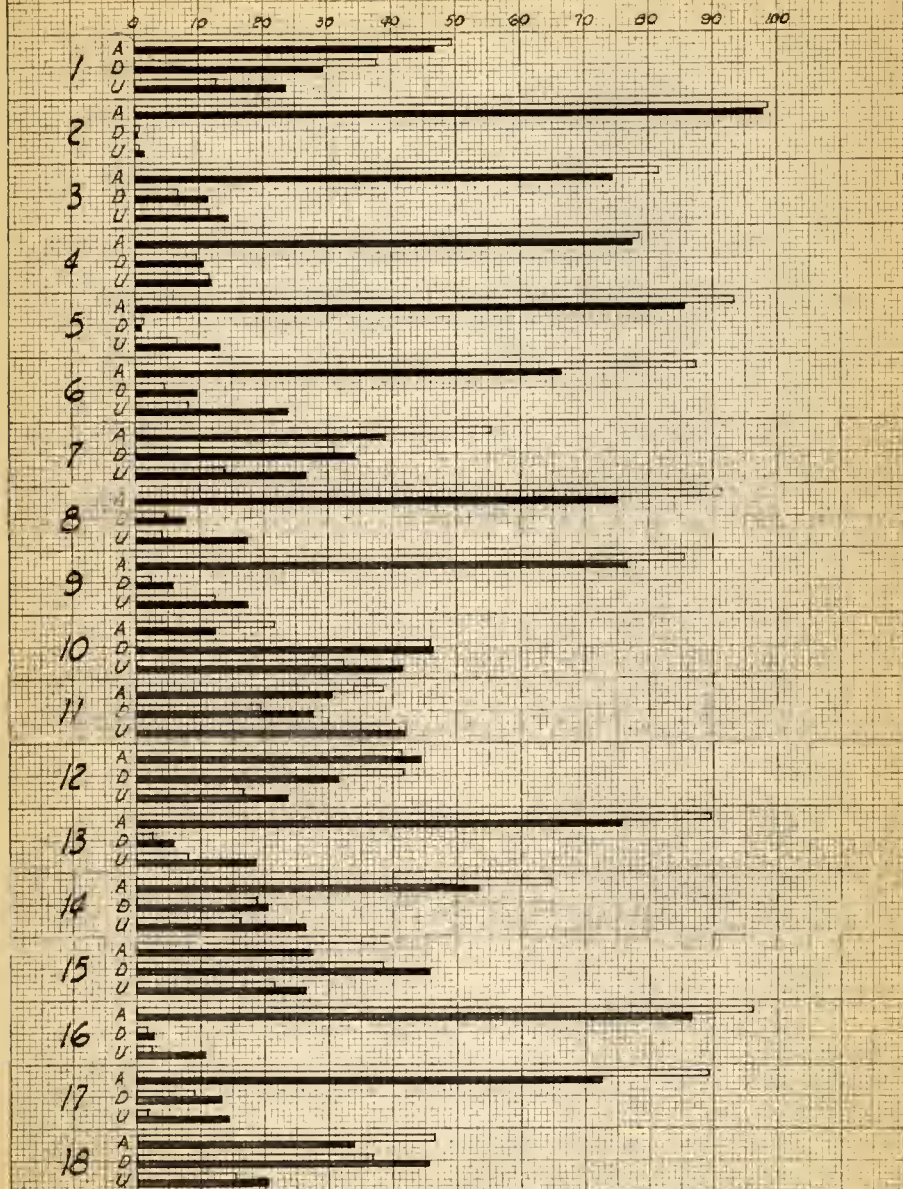
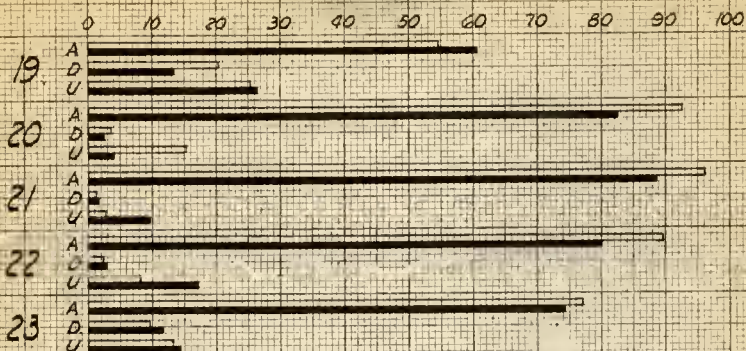


FIGURE 1 (Continued)
PERSONAL RELATIONS



Family Relations

There were fifty-three statements on family relations. A larger number of statements was used for this area than for the other areas covered by the check list, because the writer believes that the information and attitudes which the boys and girls have in this field of relationships will have important inferences for the kind of families they will establish in the future.

In considering the statements on which the highest percentage of students gave answers in agreement with the keyed answers, one finds interesting differences between the responses of the girls and those of the boys. There were thirty-four statements to which 50 per cent or more of the girls gave answers in agreement with those which were considered the acceptable ones; there were twenty-four statements on which the boys checked answers in agreement with the accepted ones. At a higher level of agreement, there were twenty-two statements on which 75 per cent or more of the girls gave answers in agreement with the key, but only seven statements on which 75 per cent or more of the boys agreed with the key. There was only one statement on which the boys showed higher agreement with the accepted answer than did the girls. There were seven statements on which fewer than 25 per cent of the girls checked answers in agreement with the key, and twelve statements on which fewer

than 25 per cent of the boys marked answers in agreement with the key. On thirty-eight of the fifty-one statements, a higher percentage of boys than girls checked answers which were in disagreement with the accepted answer. There was no statement in this group toward which a higher percentage of girls than boys indicated uncertainty.

Many of the statements in this area were used as a means of exploring the students' attitudes toward democratic family relationships in contrast to those in the authoritarian family. The books "Family Living" and "You and Your Family" describe both types of families and give essential characteristics of each. In Moore and Leahy's book, the point is stressed that the democratic family is one result of the social and economic changes which have occurred in our country. Such changes often bring uncertainty and confusion. As is frequently the case in democratic living, many persons want the freedom and privileges it brings, without being willing to assume its restraints and responsibilities. They state, "We could not go back to the 'good old days' even if it were desirable, but it takes mature, educated individuals to maintain a democratic family life."

In the authoritarian family, the father was the head of the house. His word was unquestioned. He was the wage-earner and the disciplinarian. He managed the money and made important decisions. The mother was subservient to him.

Her responsibility was to manage the house and take care of the children. Often the mother was the "go-between" who saved her children from too strenuous demands. She had few interests outside her children and her home. Children were expected to "be seen and not heard". They were taught to obey their parents without question. Stornness was the keynote.

The democratic family is very different. It is recognized that each member has rights and responsibilities. Important decisions which affect the family are made by all of its members. The work and good times of the family are shared by all. There is no work or responsibility which belongs exclusively to the husband or wife. Often the wife works outside the home. The husband helps with the care of the children, and with other household tasks. The money of the family is often managed by both husband and wife, although any arrangement which is satisfactory to both may be used. Children are helped to become increasingly self-disciplined.

It is interesting to examine the answers of the boys and girls in relation to these concepts. In response to the statement, "The father should be the head of the family", 65 per cent of the boys and 60 per cent of the girls answered "agree". Twenty-eight per cent of the girls and 19 per cent of the boys indicated that they disagreed with this authoritarian concept. When replying to the statement. "The

father should be the disciplinarian in the home", 30 per cent of the boys and 25 per cent of the girls checked "agree". Twenty-six per cent of the girls and 32 per cent of the boys indicated uncertainty in regard to this statement. Nearly 75 per cent of all boys and girls answered "disagree" when checking the statement, "The mother should have the responsibility for training the children." In regard to the statement, "The mother should be the 'go-between' in children's relationships with their father", 70 per cent of the boys and 80 per cent of the girls answered "disagree". However, more than one-fifth of the boys indicated that they were uncertain about this.

In answer to the statement, "A mother should put her children's interest above everything else", 26 per cent of the girls and 31 per cent of the boys seemed to agree that she should. Over 20 per cent of the girls and more than 30 per cent of the boys indicated that they were uncertain. However, 64 per cent of the girls and 43 per cent of the boys answered "disagree" in response to the statement, "A mother should give up outside activities while her children are small." A higher percentage of boys than girls answered "agree" and "uncertain" when answering this statement. Seventy-five per cent of the boys, and nearly 85 per cent of the girls disagreed with the authoritarian concept that "Children should be seen but not heard."

Although 70 per cent of the girls and 60 per cent of the boys answered "disagree" in reply to the statement, "Democratic practices are not suitable for most families because of the differences in age of the members", 20 per cent of the girls and 29 per cent of the boys indicated that they were uncertain about this. One generally accepted concept of democracy in family living is that the restrictions and privileges of each member should be adjusted to his age and to his ability to assume self-discipline and responsibility. It is possible that the students did not recognize the implications of this concept when checking the statement, "All children in the family should have the same restrictions and privileges." Seventy per cent of the boys and 60 per cent of the girls indicated that they agreed with the statement. Thirty-two per cent of the girls and only 18 per cent of the boys disagreed with the statement.

Both boys and girls expressed uncertainty regarding the statement, "Mothers are too easy on their children." Twenty-six per cent of the girls and 34 per cent of the boys checked "uncertain" in reply to this statement. Sixty-four per cent of the girls and 49 per cent of the boys indicated that they did not agree that the mothers are too easy on their children.

There were two statements relative to women working outside the home. In reply to one of these, "Women should not work outside the home unless it is a financial necessity",

78 per cent of the boys and 74 per cent of the girls agreed. Taking a somewhat opposite view, Duvall, in "Family Living", states: "To-day's wives have time for outside employment, especially before children come. They are trained for it. Many girls enjoy the work experience itself. The social contribution of woman's work is significant. Then too, some women say that they are finer people to live with if their outside interests are rich and challenging."

In response to the other statement which concerned the working wife, "If a wife works outside the home, the husband should expect to help with the housekeeping", 64 per cent of the girls and 68 per cent of the boys agreed. Twenty-three per cent of the girls and 16 per cent of the boys answered "disagree". In discussing the problems involved when the wife works outside the home, Duvall states, "Most co-operative modern husbands realize the fairness of dividing the home tasks, when both are working outside, too."

The writer was aware of the controversial loading of some questions such as "Women do not organize their housework", "Wives have too much leisure time", and "Men work too hard." Some of these concepts are supported by Folsom in "The Family and Democratic Society". He suggests that part of the dilemma of modern society may be due to the fact that many upper and middle class men work very hard endeavoring to support a wife in a life of leisure and luxury. At the

same time, the wife is pictured as being bored and unstable because she lacks enough constructive activity to occupy her time. The weakness of the statements as they are used in this study is that no age group or class is signified in the statements. Folsom's study was concerned with the urban population, but the majority of the students with which this study is concerned come from farms or from small towns. A relatively high percentage of girls expressed disagreement with each of the statements. Although a slightly smaller percentage of boys than girls expressed disagreement, a much higher number of boys than girls indicated that they were uncertain.

The statement with which the highest number of subjects indicated agreement was, "Every family should take time to play together." Ninety-eight per cent of all boys and girls agreed with this statement. Another statement with which a high percentage of the subjects agreed was, "A good family life is the source of the greatest happiness in life." In reply to the statement, "Running a home is a dull, monotonous job," 95 per cent of the girls and 60 per cent of the boys answered "disagree".

There were three statements relative to the management of the family money: that the wife should be responsible; that the husband should manage the money, or that the responsibility should be shared. A majority of the subjects agreed that the responsibility should be shared, but four times as many boys and girls thought that the husband should manage the money as thought the wife should manage it.

More than 90 per cent of the girls and boys agreed that "Constant quarreling between his parents will seriously affect the emotional life of a child." Eighty-seven per cent of the girls and 74 per cent of the boys agreed that "Many women resort to crying in order to get their own way." A large number also agreed that "Sometimes people become ill in order to get their own way."

A high percentage of all boys and girls recognized that "The arrival of the first baby presents many problems and adjustments for a young couple." However, in response to the statement, "If a husband and wife do not get along well together, having a child will help bind them together" there was less conformity. Forty-two per cent of the boys and 29 per cent of the girls checked "agree"; but 28 per cent of the girls and 35 per cent of the boys answered "uncertain". This statement was taken from one of the recommended tests in the book "Units in Personal Health" and the keyed answer was "disagree".

There were several statements pertaining to sibling relationships and several pertaining to parent-child relationships. Duvall states, "Some feelings of rivalry and jealousy are common between brothers and sisters. Studies of children have shown that when a new baby comes into the family, the older child is commonly jealous of the newcomer." However, in response to the statement, "Jealousy between children in the same family is natural and to be expected," only 38 per cent of the girls and 36 per cent of the boys answered "agree". The writer feels that

the students may have been applying the statement to an older age group than Duvall was discussing.

Most authorities believe that self-competition rather than rivalry between children should be practiced in the family. In this regard, Moore and Leahy state, "A common difficulty in families, and one that makes it hard for the members to be happy together, is the constant comparison of one child with another, the constant holding up of one child as a model to the other. Each child should be in competition with himself, and himself alone." In response to the statement, "Competition between children in a family is desirable", more girls than boys seemed to agree with the concept of the authorities. Forty-three per cent of the girls and 23 per cent of the boys indicated disagreement with the statement; 34 per cent of the girls and 48 per cent of the boys indicated agreement with the statement.

Duvall discusses the importance of family position in regard to helping develop friendly persons. She states, "There seems to be some evidence that the oldest child has a little more difficulty getting started in having friends than do younger children in the family. As older children get acquainted around town and their friends visit in the home, the younger children have opportunities for getting acquainted in easy informal ways that were not possible for the oldest child." In this study, 37 per cent of the girls and 26 per cent of the boys agreed with the statement, "Younger children in the family usually find it easier to be friendly than does the oldest child."

However, 35 per cent of all girls and boys disagreed with the statement and a large number indicated that they were uncertain.

In discussing the effect of position in the family Duvall states, "The oldest child in the family probably has a certain amount of parent educating to do. By the time the oldest child has been launched into dating, the parents have had enough experience so that they are less strict and more understanding with the younger boys and girls as they come along." However, 45 per cent of the girls and more than half of the boys indicated that they disagreed with the statement, "Parents are more strict with their older children than with younger ones."

Fifty per cent of the boys and 40 per cent of the girls answered "agree" in reply to the statement, "It is the responsibility of the parents to protect children from hardships." Forty-three per cent of the girls and 23 per cent of the boys disagreed with the statement. The generally accepted concept regarding this idea, is that it is more important for the parents to help strengthen children so that they will be able to withstand hardship, than to protect them from hardship.

Concerning the statement, "The main reason for so much juvenile delinquency to-day is that parents are not strict enough," the boys and girls showed interesting differences. Forty-five per cent of the boys and 29 per cent of the girls expressed agreement with the statement. Thirty-two per cent of the boys and 51 per cent of the girls indicated that they

disagreed with the statement. Moore and Leahy, in "You and Your Family," discuss some problems of juvenile delinquency. They state, "Neither the community nor the family should be charged with full responsibility. It is easy to say that the parents of a delinquent child are to blame. Probably they have failed to give the child a set of values that is workable. They should offer security in their love and affection that will carry youth through their difficulties. They should help their youngsters to develop emotional stability and capacity to solve problems."

Duvall discusses the expectations of parents. She states, "Less secure parents seem to expect much more of their children in the way their behavior looks to the neighbors. Fifty-one per cent of the girls and 35 per cent of the boys agreed with the statement that, "Parents are overly concerned about the way their child's behavior will look to the neighbors."

Moore and Leahy, in discussing parent's expectancies write, "Because they want so much for their children, it sometimes appears that they are pushing them beyond their capacity." However, 76 per cent of the girls and 62 per cent of the boys disagreed with the statement, "Parents expect too much of their children" Only eight per cent of all boys and girls agreed with this statement.

EXPLANATION OF FIGURE II

Figure II shows the percentage of girls and boys who answered "agree", "disagree", or "uncertain" in relation to the answer key on each of the fifty-three statements on family relations. Open bars are used to show the percentage of girls who answered in each category; closed bars are used to show the percentage of boys who answered in each category.

A: Agree; D: Disagree; and U: Uncertain.

FIGURE 2
FAMILY RELATIONS

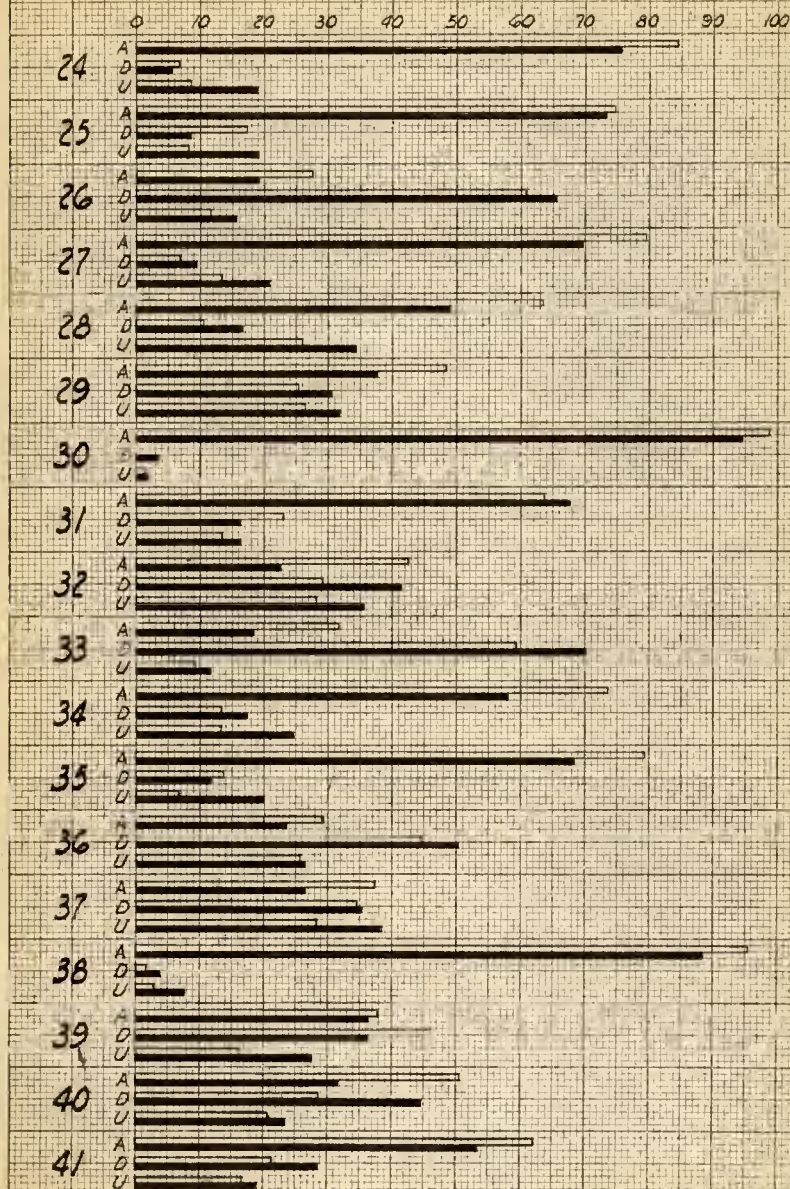
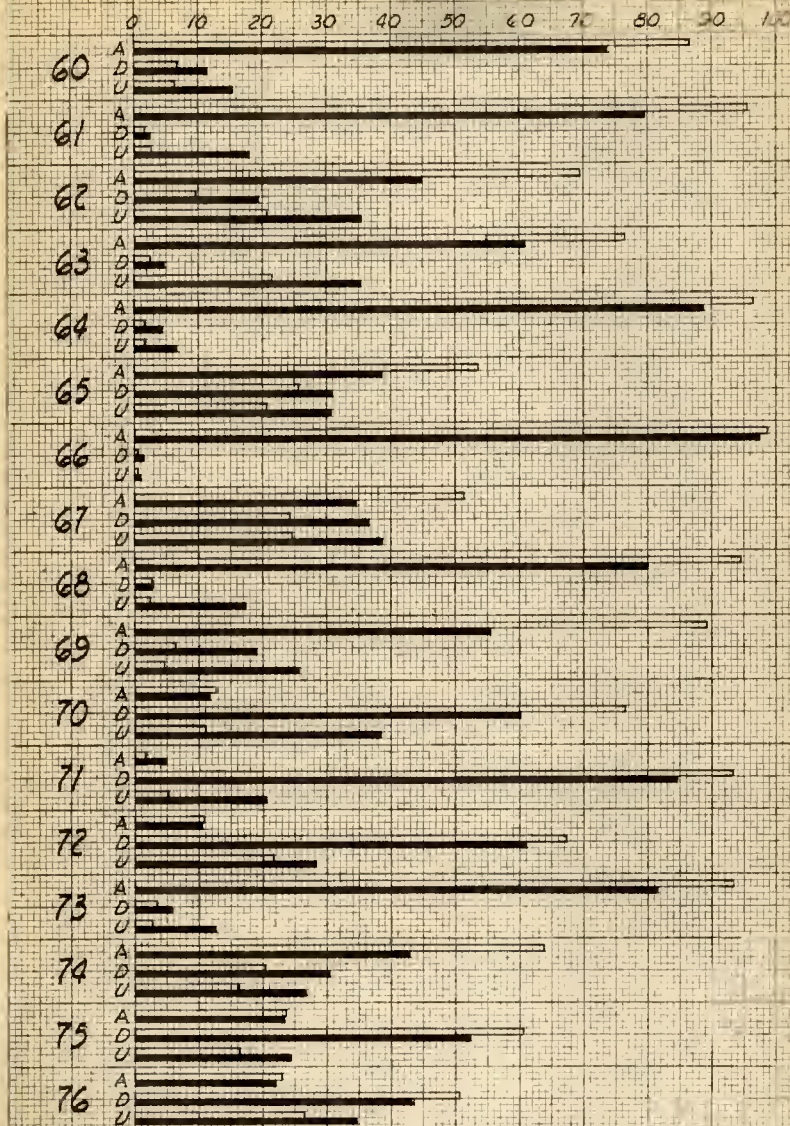


FIGURE 2 (Continued)
FAMILY RELATIONS



FIGURE 2 (Continued)
FAMILY RELATIONS



Marriage Preparation

There were thirty-three statements on marriage preparation. On twenty-eight of these statements, more than 50 per cent of the girls gave answers which agreed with the accepted answer; on twenty-four statements, 50 per cent or more of the boys gave answers which agreed with the accepted ones. There were only two statements on which fewer than 25 per cent of the boys and girls agreed with the accepted answers.

There were thirteen statements on which 75 per cent or more of the girls checked an answer which agreed with the key, and ten statements on which 75 per cent or more of the boys checked an answer in agreement with the key. In reply to eight statements 25 per cent or more of the girls indicated that they disagreed with the accepted answers; 25 per cent or more of the boys indicated that they disagreed with the accepted answers on five statements. There were only two statements about which more than 25 per cent of the girls indicated uncertainty, but 25 per cent or more of the boys expressed uncertainty concerning twelve statements. A higher percentage of boys than girls indicated that they were uncertain in response to each statement.

In response to the statement, "The standards of dating couples should be largely the responsibility of the girls", 59 per cent of the girls and 58 per cent of the boys answered "disagree"; 32 per cent of the girls, but only 17 per cent of

the boys agreed with the statement; whereas nine per cent of the girls and 25 per cent of the boys indicated that they were uncertain about this statement. Only eight per cent of the girls and 18 per cent of the boys gave answers indicating that they agreed that, "In 'petting' it is all right for the boy to 'go as far' as a girl will let him." Eighty-five per cent of the girls, but only 58 per cent of the boys disagreed with the statement, and seven per cent of the girls and 25 per cent of the boys answered "uncertain."

In discussing these problems, Duvall states, "There used to be a time when the responsibility for the conduct of a couple rested almost entirely with the girl. She was supposed to know how intimate she should let the boy be and see to it that he met her standards. The boy, on the other hand, felt justified in going as far as the girl permitted. Standards were her responsibility. This situation still prevails in some communities, but it is not so usual as it once was. Intelligent people to-day realize that the boy has some responsibility for his conduct." Two thirds of the girls, but only one-half of the boys agreed that, "Boys should conform to the same moral standards as girls." Seventeen per cent of the girls and 26 per cent of the boys expressed uncertainty about this statement, however.

When answering the statement, "If a boy does not have sexual experience before marriage, he is a sissy," 95 per cent of the girls and 83 per cent of the boys answered

"disagree". This is the expected answer in middle class society. The fact that the subjects were preparing to enter college, indicates that they are from the middle class. However, recent studies of class differences in American culture indicate that the values of the lower class in this regard may be different, and that the expected answer in that stratum of society might be "agree". A statement in the unit on child care which was somewhat related to this one had to do with the source of children's sex information. More than 71 per cent of the boys, but only 56 per cent of the girls agreed that, "Most children get their sex information from people outside the home."

In reply to some statements concerning the background of those planning to marry, the students gave the following answers: sixty-five per cent of all boys and girls disagreed with the statement, "Differences in interest are seldom a cause of conflict in marriage"; 94 per cent of the girls and 81 per cent of the boys agreed that "wide differences in religious belief are often a cause of conflict in marriage; 73 per cent of the girls and 64 per cent of the boys agreed that it is desirable to marry someone of the same educational level as yourself."

In response to the statement, "There is no such thing as love at first sight", 49 per cent of the girls and 52 per cent of the boys answered "disagree". Sixteen per cent of the

girls and 36 per cent of the boys indicated that they were uncertain. This statement was taken verbatim from a suggested test given in "Units on Personal Health", and the keyed answer was "agree". In a topic called, "What is this thing we call love?" Moore and Leahy state, "Love, in this sense, does not mean that we are merely attracted to one another by 'personal magnetism', good looks, good clothes, or popularity. These may be a part of our initial attraction. However, they are not the deep and underlying foundation of love that will last through all the everyday living that makes up a marriage." Moore and Leahy also state, "Engagements are necessary, not only for planning for the future, but for learning to get along with each other on a more intimate level." A larger percentage of boys than girls gave answers which were in accordance with the accepted one in reply to the statement, "The engagement period is no longer considered a necessary prelude to marriage." Sixty-nine per cent of the boys answered "disagree", but only 58 per cent of the girls gave that answer. Twenty-six per cent of the girls and 14 per cent of the boys answered "agree".

Sixty-eight per cent of the girls and only 50 per cent of the boys agreed that "there is a strong relationship between the length of time a couple have known each other and the permanence of their marriage."

According to the 1949 statistics of the United States

Bureau of Census, the median age at which men first marry is 22.7 years, and the median age when women first marry is 20.5 years. Duvall states that these are younger ages both for the man and the woman than for marriages that occurred in 1890, when the median age for the man was 26.1 and for the woman, 22.0. Duvall also states that, "More teen-age marriages end in divorce than any other age group." In response to statements of these facts, only 25 per cent of the girls and 36 per cent of the boys agreed that "Boys and girls tend to marry at any earlier age to-day than did their grandparents." Sixty-two per cent of the girls and 45 per cent of the boys disagreed with the statement. Forty-seven per cent of the boys and 43 per cent of the girls agreed with the statement that, "More teen-age marriages end in divorce than those of any other age group."

Duvall states, "You marry someone you know. When you know only the one with whom you have been going steady, you have a narrow choice indeed. Only as you date different kinds of boys or girls can you find out the wide variety of persons from among whom you can ultimately choose the companion for the rest of your life." In this study, 67 per cent of the girls and only 43 per cent of the boys disagreed with the statement, "A couple who goes steady through high school and college is more apt to have a happy marriage than if they date widely." Twenty per cent of the girls and 36 per cent of the boys indicated that they were uncertain. More of the

boys and girls, however, agreed that "individuals who have a wide variety of friends through their development have a more successful marriage than those who lead a more isolated existence." Seventy-nine per cent of the girls and 65 per cent of the boys agreed with this statement.

The statement in this area on which the highest percentage of boys and girls seemed to disagree with the accepted concept was that, "Marriage should be a private affair between two individuals, not a matter for public regulation." This statement was taken verbatim from a suggested test in "Units on Personal Health", and the keyed answer was "disagree". Fewer than 15 per cent of the students gave this answer, but 77 per cent of the girls and 67 per cent of the boys answered "agree" on this statement.

When discussing this concept, Moore and Leahy state, "Marriage means the establishment of a new family. Whom we marry is a matter of individual desire and choice. Our marriage itself is of social and legal significance and is, therefore, controlled not only by custom and convention but by law as well. Men and women who marry assume responsibility for their new families. They assume responsibility for the transmission of our culture from one generation to the next." It is quite probable that the boys and girls did not have the training and information to see the deeper implications of this statement. It is apparent that a large

number of them were able to see that some regulation is desirable, however, because more than 90 per cent agreed that, "A couple should have medical examinations before they are married."

In response to the statement, "A secret marriage is desirable under some circumstances," twice as many girls answered "disagree" as indicated agreement. However, the boys were more evenly divided in regard to their answers to this statement. More than one-third of them agreed with it, the same number disagreed, and a slightly smaller number indicated that they were uncertain. Moore and Leahy have this to say about secret marriages, "Concealment of anything as important to living as marriage is almost an impossibility. Some couples have managed to conceal their marriage at the terrific cost of peace of mind. Statistics are available which show that secret marriages are far behind others in their chance for success."

Only about half of the students agreed with the concept that, "If a couple is not willing and ready to accept the responsibility of having a baby, they are not mature enough to marry." This statement was one used in a recommended test in the book "Units in Personal Health" and the keyed answer was "agree". In discussing the maturity required for marriage, Duvall states, "Two people are ready for marriage when they are mature enough to enjoy the privileges and

responsibilities of marriage. They must be ready to find satisfaction in real responsibilities, hearty co-operation, vigorous interdependence. They must be ready to settle down."

It is apparent, however, that the boys and girls are aware of the fact that marriage entails responsibility and adjustments, because more than 80 per cent of them agreed that, "Most marriages could succeed if both partners care more about the relationship than they do about their personal whims", and that, "It takes work to make a marriage succeed." A large number of them also agreed that, "Boys and girls need courses in family living."

EXPLANATION OF FIGURE III

Figure III shows the percentage of girls and boys who checked "agree", "disagree", and "uncertain" in relation to the answer key on each of the thirty-three statements in the area of marriage preparation. Open bars are used to show the percentage of girls who answered in each category; closed bars are used to show the percentage of boys who answered in each category.

A: Agree; D: Disagree; and U: Uncertain.

FIGURE 3
MARRIAGE PREPARATION

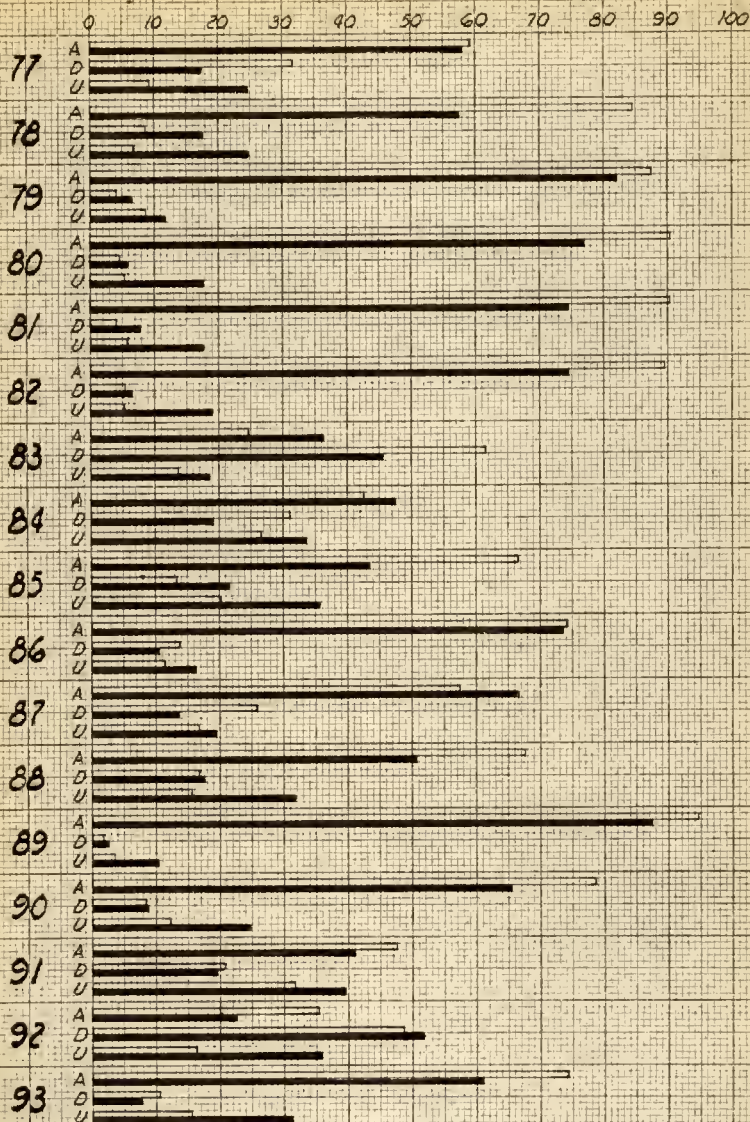
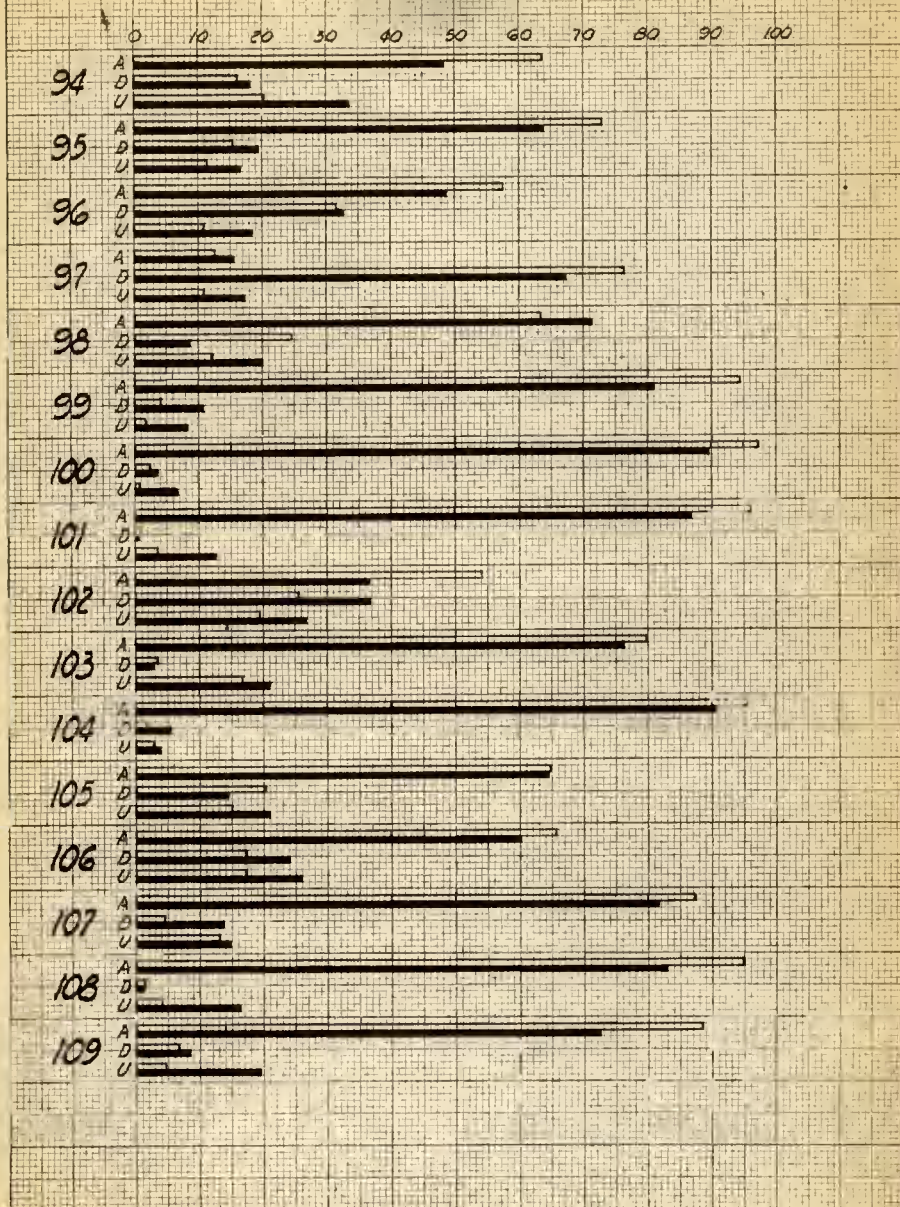


FIGURE 3 (Continued)
MARRIAGE PREPARATION



Child Care

There were forty-one statements on child care and development. Many of the statements are based on scientific facts rather than upon attitudes. It seems probable that it would be easier to effect a change in knowledge than it would be to change attitudes. Thus, education in this area might make a great difference in the answers. Girls may have more training than boys in child care in home economics classes, in the home, or as "baby sitters".

There were twenty-nine statements on which 50 per cent or more of the girls gave answers in agreement with the accepted one, and twenty-one on which 50 per cent or more of the boys agreed with the key. There were twelve statements on which 75 per cent or more of the girls gave answers in agreement with the accepted one, but only four statements on which 75 per cent or more of the boys gave answers in agreement with the accepted one.

More than 50 per cent of the boys gave answers which disagreed with the key on five statements, but on only two statements did 50 per cent or more of the girls give answers which disagreed with the accepted one.

A much higher percentage of boys than girls indicated uncertainty in this area. There was no statement about which fewer boys than girls expressed uncertainty. There were only two statements on child care about which fewer than 10 per cent

of the boys expressed uncertainty. More than 25 per cent of the boys indicated uncertainty concerning twenty-three of the forty-one statements. There were two statements about which more than 25 per cent of the girls expressed uncertainty.

A fact which has been substantiated by scientific research is that it is not possible for a mother to mark her baby before birth. The statement used in the check list was that, "It is possible for a mother to mark her baby before birth", and the keyed answer was "disagree". Sixty-seven per cent of the girls and 44 per cent of the boys gave this answer, but 21 per cent of the girls and 45 per cent of the boys indicated that they were uncertain.

Nearly one half of the boys were uncertain about the fact that, "The eyes of a new baby do not focus together, causing him to look cross-eyed." More than one fourth of all boys and girls answered "disagree" in response to this statement.

In reply to the statement, "The most important function of a home is to provide physical care for children until they are grown," 43 per cent of the girls and 49 per cent of the boys checked "agree". This is contrary to the opinion of most authorities. Research has shown that institutional care which provides mainly physical care can be the basis of serious emotional problems. Duvall lists several functions

of the home and states, "Good, peer or indifferent, your home has left its mark upon you. To a considerable extent, you are what your home has taught you to be. Your home influences have been important building blocks in your personality.

A rather high percentage of boys and girls expressed agreement with the authoritarian concept that, "A good child is one who keeps neat, and obeys his parents." Forty-eight per cent of the girls and 56 per cent of the boys expressed agreement with the statement, but 37 per cent of the girls and 24 per cent of the boys expressed disagreement.

Nearly one third of the students agreed with the statement. "Children should be taught to obey without question." Fifty per cent of the boys and 57 per cent of the girls disagreed with this authoritarian concept, however. In this respect, Moore and Leahy state, "Parents should give good reasons when they request certain behavior of their children. 'No, because I said so', is a way parents deny the integrity of the personality of their children. It is a way of domination, of arbitrary control, of superiority versus inferiority. None of us in a democratic country such as our wishes to see democracy shut out of the family."

Thirty-seven per cent of the girls and only 22 per cent of the boys indicated agreement with the statement, "A child of two or three should be expected to say 'please'

and 'thank you'." Forty-eight per cent of the boys and 40 per cent of the girls answered "disagree" when checking this statement. Authorities think that when the small child is trying to learn many new skills he should not be confused by having to learn adult etiquette. Sixty-eight per cent of the boys and girls agreed that "It is natural behavior for a two year old to snatch and grab what he wants."

More than 90 per cent of the boys and girls agreed with two well recognized facts regarding a child's needs: "Children need loving as much as they need food" and "Play is just as necessary for children as work is for adults."

Concerning a recent change in feeding methods of babies, Duvall states, "The most sensible feeding plan seems to be to let the baby be the guide of when he is hungry, and to feed him when he wants to be fed. Most babies soon want their milk at fairly regular intervals." Moore and Leahy state, "Baby wants to eat when he is hungry. Mother feeds him when he cries until his own schedule is achieved. Physical care or physical neglect shows up in the emotional reactions of babies and in their feeling of being wanted or not. Too rigid schedules timed by Mother and not to baby's real needs may do damage as well." This reversion to 'grandmother's way' may be unfamiliar to many of these students brought up during the period of rigid schedules. In response to the statement, "Modern feeding of babies follows the plan of letting the

baby be fed whenever he wants to eat," fifty-four per cent of the boys and 47 per cent of the girls answered "disagree". Forty-seven per cent of the girls, but only 20 per cent of the boys answered "agree".

Duvall states, "Research has shown that babies who are cuddled and held close while being fed, grow faster and better than those who have their bottles propped up." Thirty-two per cent of the girls, but only 13 per cent of the boys indicated agreement with this fact. More than 40 per cent of the students answered "disagree" when checking this statement.

Ten per cent of the boys and 16 per cent of the girls agreed that "Thumb sucking is an indication that the baby is lacking something in his diet. Twenty-one per cent of the girls and 38 per cent of the boys expressed uncertainty about this. Duvall says that thumb sucking may mean that the baby "has a need for sucking, needs loving, cuddling or comforting, or is expressing fatigue, hunger, dissatisfaction or boredom," and that the best remedy is to "find out what he wants and needs and provide it as best you can." In response to the statement, "Physical restraint should be used if necessary to break a baby of the habit of thumb sucking," nearly one fourth of all boys and girls expressed agreement. Twenty-four per cent of the girls and 39 per cent of the boys indicated uncertainty in this regard.

In reply to the statement, "Babies have to be taught to

walk," thirty-seven per cent of the girls and 40 per cent of the boys answered "agree". Authorities in child development know that walking is part of a developmental sequence and depends upon "readiness" more than upon any other factor. Duvall states, "We know to-day that children should not be 'pushed'. They will walk and talk and read and all the rest when they are ready." More girls and boys recognized this concept of readiness when it was expressed in less definite terms. Seventy-three per cent of the girls, but only 46 per cent of the boys disagreed with the statement that, "A child who is pushed to learn as fast as possible will learn more than if he is left to learn at his own rate." Twelve per cent of the girls and 30 per cent of the boys expressed uncertainty when answering this statement.

Two statements, "Boys should not be allowed to play with dolls," and "Girls should be expected to stay cleaner than boys," show a difference in expectancy according to sex roles. The keyed response to each of these statements was "disagree". Eighty-three per cent of the girls gave this answer in reply to each statement. Although a smaller percentage of boys than girls answered "agree" when checking this statement, a much higher percentage of boys than girls indicated that they were uncertain.

Very few students agreed that, "New methods of discipline consist of letting a child do as he pleases as long as he

doesn't hurt anyone else." Sixty per cent of the boys and 75 per cent of the girls disagreed with this statement. Thirty-one percent of the boys and 17 per cent of the girls expressed uncertainty about it.

Fifty-one per cent of the girls and 61 per cent of the boys indicated agreement with the statement that, "If a child uses bad language, he should be punished." Twenty-eight per cent of the girls and 18 per cent of the boys disagreed with the statement. In discussing some common problems of childhood, and methods of handling them Duvall says that "if a child uses bad language he may be imitating someone, trying to get attention, or 'letting off steam'." She states, "So do not get excited, feel shocked, scold or punish him. You might try something like this: Relax, understand what it means, calmly tell him to stop, or give him healthy outlets for his feelings."

Concerning the use of allowances for children, Duvall states, "There is general agreement now that children should have regular allowances as soon as they have use for money. This allowance should be the child's as he sees fit to use it, with only the supervision he may require to help him learn to use it well...The great value in allowances for children is that it gives them experience in handling money through the years, so that as they grow up they know how to use it wisely." Moore and Leahy state, "Allowances are the

steady income of children and youth. By having a given sum to spend each week without question or accounting, we soon discover how far it will go. We learn the value of our money. When we run out, we do without." There were two statements in the check list having to do with the allowance. Nearly 70 per cent of the boys and a slightly higher per cent of the girls answered "agree" in response to the statement, "The most important reason for having an allowance is to teach children how to save money." Only 21 per cent of the girls and 12 per cent of the boys checked "disagree". Forty per cent of the girls and 56 per cent of the boys indicated agreement with the statement that, "If a child does not do his household duties, his allowance should be withheld." More than 25 per cent of the students expressed uncertainty about this statement.

EXPLANATION OF FIGURE IV

Figure IV shows the percentage of girls and boys who checked "agree", "disagree", and "uncertain" for each of the forty-one statements in the area of child care. Open bars are used to show the percentage of girls who answered in each category; closed bars are used to show the percentage of boys who answered in each category.

A: Agree; D: Disagree; and U: Uncertain.

FIGURE 4
CHILD CARE

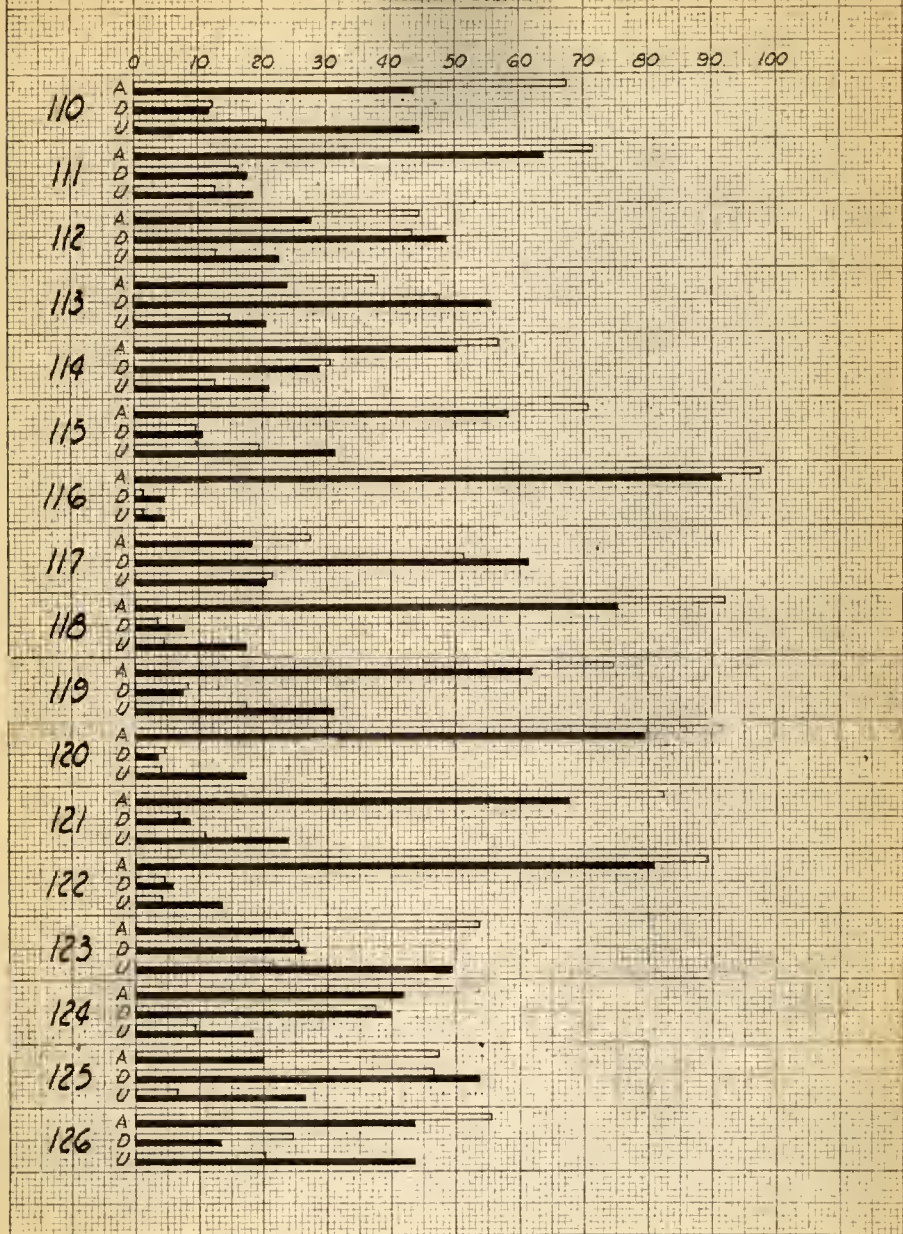


FIGURE 4 (Continued)
CHILD CARE

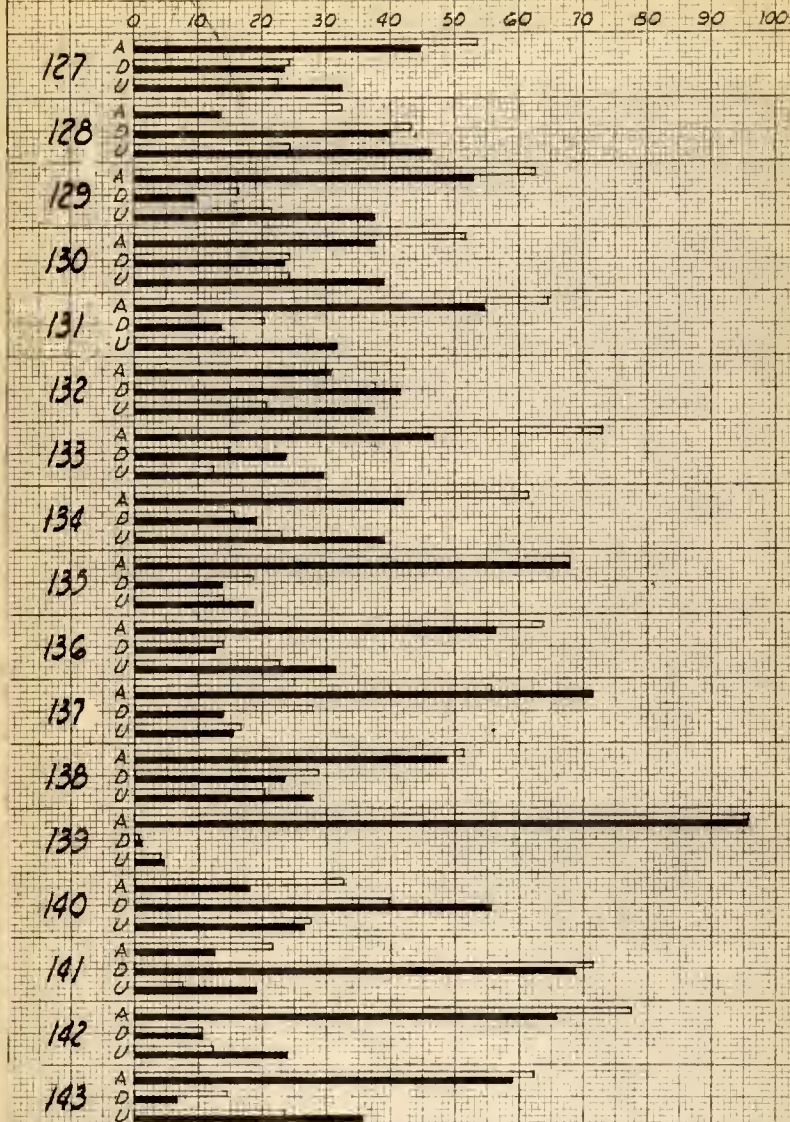
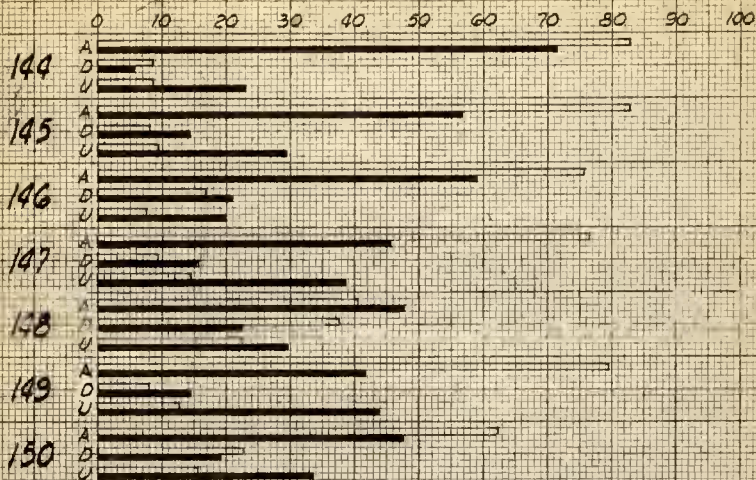


FIGURE 4 (Continued)
CHILD CARE



SUMMARY AND CONCLUSIONS

A check list of one hundred and fifty statements on personal relations, family relations, marriage preparation, and child development was given as part of the regular battery of tests to a group of entering college freshmen during orientation week. The purpose of the study was to discover the knowledge and attitudes of this group in relation to some concepts of family living.

The subjects for the study were boys and girls who were seventeen and eighteen years of age and who were graduates of Kansas high schools. A group of one hundred and seventy-four girls and two hundred and five boys met these criteria. The check list as constructed by the writer was based on material in three recent texts for family living. These texts were written especially for use in teaching personal and family relationships at the secondary level. Some statements were taken verbatim from these books; others were rephrased by the writer. The texts used were: "Family Living" by Evelyn Millis Duvall; "You and Your Family" by Bernice Moore and Dorothy M. Leahy; and "Units in Personal Health and Human Relations" by Lillian Beister, William Griffith, and N. O. Pearce, M. D.

An answer key was made to be used in analyzing the responses. For the key, each statement was assigned a

rating of "Agree" or "Disagree" on the basis of facts known in present research and on the concepts of the authors whose material was used in constructing the check list. Separate answer sheets were provided on which the subjects were instructed to check a space which showed one of the following responses to each statement: 1. agree; 2. disagree; or 3. uncertain. The rating of uncertain was included on the answer sheet because the writer believed that a scale which would require one of two answers would encourage guessing and not give a true picture of areas in which the subjects lacked information.

The responses of the boys and those of the girls were tabulated separately, and the numbers converted to percentages. The answers were analyzed in relation to the answer key, and comparisons were made between the answers of the girls and those of the boys. From this analysis, the following conclusions were drawn:

1. A higher percentage of girls than boys agreed with the key representing the concept of the authorities on all except eleven of the one hundred and fifty statements.

2. Of the eleven statements on which a higher percentage of boys than girls agreed with the key, five statements were in the area of marriage preparation, two were on personal relations, two were on family relations, and two were on child care.

3. If the girls did not agree with the accepted answer, they tended to show disagreement rather than uncertainty, but the boys tended to indicate uncertainty. There were five statements on which more than 75 per cent of the girls disagreed with the key, but there was only one statement on which more than 75 per cent of the boys disagreed with the key.

4. There were only two statements on which a higher percentage of girls than boys expressed uncertainty. On these two the difference was slightly more than one per cent, whereas on some answers the percentage of boys who expressed uncertainty was several times greater than the percentage for the girls.

5. There were sixty-one statements on which more than 25 per cent of the boys expressed uncertainty, but only thirteen statements on which more than 25 per cent of the girls expressed uncertainty.

6. There were no statements on which more than 50 per cent of either boys or girls expressed uncertainty, although 49 per cent of the boys were uncertain about one statement.

7. To the several statements presenting the authoritarian or the democratic concept of family living, a higher percentage of girls than boys gave responses which favored the democratic concepts, although the percentages for each group were not consistently high or low. The group seemed to accept

democratic concepts in theory, but were less able to apply them in specific family relationships.

8. A study of the responses in the four areas reveals some interesting conclusions which might be helpful in presenting courses in these areas.

In the area of personal relations, many boys and girls agreed with the accepted concepts as presented, indicating that subject matter in this area needs to be selected carefully in order to avoid repetition. Some of the material could be used for the boys, but less for the girls. Most of this group agreed that "As a person gains more freedom he should be able to assume more responsibility," but fewer than 20 per cent thought that "If a person feels the need to boss others he is not mature."

In the area of family relations, there is a need for more teaching for both boys and girls, especially in helping them apply democratic principles in family living.

The area of marriage preparation was the one in which both boys and girls had a rather wide knowledge of facts and accepted concepts although there are portions of this area in which more teaching is indicated. Statistics in regard to the age of marriage, and aspects of satisfaction in the marriage relationship were areas suggesting a need for wider information on the part of this group.

In the area of child care, it was apparent that boys and

girls lack information about many of the newer concepts. Recent developments in regard to the emotional significance of methods of child rearing are not well known to this group, particularly to the boys.

ACKNOWLEDGMENT

Indebtedness is gratefully acknowledged to Dr. Lois R. Schulz, Head of the Department of Child Welfare and Euthenics, for her patient and understanding assistance in this study; to Mr. Paul Torrance, and staff of the Counseling Bureau, for assistance in giving the test; and to the boys and girls who answered the test.

BIBLIOGRAPHY

- American association of school administrators. Nineteenth yearbook of National Education Association. Education for family life. Washington, D. C. 386 p. 1941.
- Boister, Lillian, William Griffith, and N. O. Pearce, M. D. Units in personal health and human relations. Minneapolis: University of Minnesota Press. 271 p. 1947.
- Bureau of Education, Department of Interior. Cardinal principles of secondary education. Washington, D. C.: United States Government Printing Office. 32 p. 1918.
- Cronbach, Lee J. Essentials of psychological testing. New York: Harper and Brothers. 475 p. 1949.
- Dennis, Lemo T. Living together in the family. Washington, D. C.: American Home Economics Association. 187 p. 1934.
- Douglas, Harl R. Education for life adjustment. New York: The Ronald Press Company. 491 p. 1950.
- Douglas, Harl R. Secondary education for youth in modern America. Washington, D. C.: American Council on Education. 137 p. 1937.
- Duval, Evelyn Millie. Family living. New York: The MacMillan Company. 410 p. 1950.
- Elder, Rachel Ann. Traditional and developmental conceptions of fatherhood. Marriage and Family Living. 11:98-106. Summer, 1949.
- Folsom, Joseph Kirk. The family and democratic society. New York: John Wiley and Sons. 604 p. 1943.
- Poster, Robert G. Marriage and family relationships, New York: The MacMillan Company. 342 p. 1944.
- Federal Security Association. Life adjustment education for every youth. Washington, D. C.: Office of Education. 122 p. 1948.

Gates, Kathryn Millor.

Reading and reading materials in home economics departments in certain Kansas high schools. Manhattan, Kansas: Unpublished Thesis, Kansas State College. 55 p. 1950.

Groves, Ernest R., Edna Skinner, and Sadie J. Swenson.

The family and its relationships. Philadelphia: J. B. Lippincott Company. 582 p. 1941.

Hull, J. Dan.

A primer for life adjustment education. Chicago: American Technical Society. 30 p. 1948.

Hutchinson, C. B.

Home economics: Education for living. Journal of Home Economics. Washington, D. C. Volume 41. Number 7: 353-356. September, 1949.

Johnson, Charles S.

Disintegrating factors in family life. Marriage and Family Living. 10:53-55. Summer, 1948.

Justin, Margaret M. and Lucile R. Rust.

To-day's home living. Philadelphia: J. B. Lippincott Company. 756 p. 1947.

Kansas Commission of Life Adjustment Education.

Education for life adjustment. Topeka, Kansas: State Department of Education and State Board for Vocational Education. 55 p. 1950.

Kansas State Teachers Association.

The life adjustment program: A progress report. Topeka, Kansas: Educational Planning Commission. 16 p. 1949.

Landis, Paul H.

Your marriage and family living. New York: McGraw-Hill. 373 p. 1946.

Landis, Judson T. and Mary G. Landis.

Personal adjustment, marriage and family living. New York: Prentice-Hall. 392 p. 1950.

McClanathan, Helen F.

Attitudes of high school boys toward certain family relationship problems when they are and when they are not enrolled in home economics classes. Minneapolis, Minnesota: Unpublished master's thesis, University of Minnesota. 78 p. 1940.

- Moore, Bernice M. and Dorothy M. Leahy.
You and your family. Boston: D. C. Heath and Company.
440 p. 1948.
- National Education Association.
Family living in our schools. Joint committee on curriculum aspects of education for home and family living.
New York: D. Appleton-Century. 1941.
- National Education Association.
The purposes of education in American democracy. Washington, D. C.: Educational Policies Commission. 157 p. 1938.
- Spafford, Ivol.
A functioning program of home economics. New York: John Wiley and Sons. 469 p. 1940.
- Williamson, Maude, and Mary Stewart Lyle.
Homemaking education. New York: D. Appleton-Century Company. 484 p. 1941.
- Wood, Mildred, W.
Living together in the family. Washington, D. C.: American Home Economics Association. 256 p. 1946.

APPENDIX

Table 1. Percentage of students answering in agreement, disagreement, and uncertain, according to key.

Question Key	Girls			Boys			
	A.	D.	U.	A.	D.	U.	
1.	A	49.4	37.9	12.7	46.8	29.3	23.9
2.	A	98.8	.6	.6	98.0	.5	1.5
3.	D	81.6	6.9	11.5	74.2	11.2	14.6
4.	A	78.7	9.8	11.5	77.6	10.7	11.7
5.	D	93.2	1.1	5.7	85.8	1.0	13.2
6.	D	87.3	4.6	8.1	66.3	9.3	23.9
7.	A	55.2	31.0	13.8	39.0	34.1	26.9
8.	A	91.4	4.6	4.0	74.6	7.8	17.6
9.	D	85.6	2.3	12.1	76.6	5.9	17.5
10.	A	21.8	46.0	32.2	12.2	46.3	41.5
11.	A	38.7	19.3	42.0	30.7	27.3	42.0
12.	A	41.4	41.9	16.7	44.4	31.7	23.9
13.	A	89.7	2.3	12.1	75.6	5.9	18.5
14.	D	64.9	19.0	16.1	55.2	20.5	26.3
15.	D	39.9	38.7	21.4	27.8	45.9	26.3
16.	D	96.0	1.7	2.3	86.3	2.9	10.8
17.	D	89.1	9.2	1.7	72.2	13.2	14.6
18.	A	46.6	37.9	15.5	33.8	45.6	20.6
19.	D	54.6	20.1	25.3	60.5	13.2	26.3
20.	D	92.5	3.5	4.0	82.5	2.4	15.1
21.	D	96.1	1.2	2.9	88.7	1.5	9.8
22.	D	89.6	2.3	8.1	80.0	2.9	17.1
23.	A	77.0	9.8	13.2	74.1	11.7	14.2
24.	D	84.5	6.9	8.6	75.1	5.9	19.0
25.	D	74.7	17.2	8.1	72.7	8.3	19.0
26.	D	27.6	60.9	11.5	19.0	65.4	15.6
27.	D	79.9	6.9	13.2	69.8	9.3	20.9
28.	D	63.5	10.5	26.0	49.0	16.7	34.3
29.	D	48.3	25.3	26.4	37.7	30.4	31.9
30.	A	98.8	-	1.2	94.6	3.4	2.0
31.	A	63.8	23.0	13.2	67.8	16.1	16.1
32.	D	42.5	29.3	28.2	22.9	41.5	35.6
33.	D	31.6	59.2	9.2	18.1	70.1	11.7
34.	D	73.6	13.2	13.2	58.0	17.1	24.9
35.	D	79.3	13.8	6.9	68.3	11.7	20.0
36.	A	29.3	44.8	25.9	23.4	50.2	26.4
37.	A	37.4	34.5	28.1	26.4	35.1	38.5
38.	A	95.4	1.7	2.9	88.3	3.9	7.8
39.	A	37.9	46.0	16.1	36.1	36.1	27.8
40.	D	50.6	28.7	20.7	31.7	44.9	23.4
41.	D	62.1	21.3	16.6	53.2	28.8	18.0
42.	D	69.5	10.9	19.6	59.5	11.7	28.8

Table 1. (cont.)

Question	Key	Girls			Boys		
		A.	D.	U.	A.	D.	U.
43.	D	84.0	8.0	8.0	64.4	12.2	23.4
44.	A	66.0	19.6	14.4	58.6	18.0	23.4
45.	A	79.9	10.3	9.8	71.2	9.3	19.5
46.	D	63.2	14.9	21.9	55.6	18.5	25.9
47.	D	42.5	33.9	23.6	23.0	48.3	28.8
48.	D	38.5	39.7	21.8	26.4	50.8	27.8
49.	D	81.0	7.5	11.5	70.2	9.3	20.5
50.	D	75.9	10.3	13.8	60.9	14.2	25.8
51.	A	7.5	76.4	16.1	7.8	62.0	30.2
52.	D	73.0	11.5	15.5	53.1	12.7	34.2
53.	D	89.1	3.4	7.5	71.7	8.3	20.2
54.	D	91.4	7.9	5.7	84.4	4.9	10.7
55.	D	19.6	73.5	6.9	11.7	78.0	10.3
56.	A	50.6	31.6	17.8	35.1	33.2	31.2
57.	D	93.2	1.1	5.7	79.1	2.4	18.5
58.	A	97.7	.6	1.7	91.2	3.4	5.4
59.	A	92.0	1.1	6.9	85.4	6.3	8.3
60.	A	86.8	6.9	6.3	73.7	11.2	15.1
61.	D	95.4	1.7	2.9	79.6	2.4	18.0
62.	D	69.5	9.8	20.7	44.9	19.5	35.6
63.	D	76.4	2.3	21.3	60.9	4.9	35.2
64.	A	96.6	1.7	1.7	88.8	4.4	6.8
65.	D	53.4	25.9	20.7	38.6	30.7	30.7
66.	A	98.8	.6	.6	97.5	1.5	1.0
67.	A	51.2	24.1	24.7	34.6	36.6	28.8
68.	D	94.8	2.9	2.3	80.0	2.9	17.1
69.	D	89.1	6.3	4.6	55.2	19.0	25.8
70.	A	12.7	76.3	11.0	11.7	60.0	33.3
71.	A	1.7	93.1	5.2	4.9	74.6	20.5
72.	A	10.9	67.2	21.9	10.7	61.0	28.3
73.	A	95.2	3.4	2.9	81.4	5.9	12.7
74.	D	63.8	20.1	16.1	42.9	30.2	26.9
75.	A	23.6	60.3	16.2	23.4	52.2	24.4
76.	A	23.0	50.6	26.4	22.0	43.4	34.6
77.	D	59.2	31.6	9.2	58.0	17.1	24.9
78.	D	84.5	8.6	6.9	57.5	17.6	24.9
79.	A	87.4	4.0	8.6	82.0	6.3	11.7
80.	D	90.2	4.6	5.2	77.0	5.4	17.6
81.	D	90.2	4.0	5.8	74.6	7.8	17.6
82.	A	89.6	5.2	5.2	74.7	6.3	19.0
83.	A	24.7	61.5	13.8	36.1	45.4	18.5
84.	A	42.6	31.0	26.4	47.3	19.0	33.7
85.	D	66.7	13.2	20.1	43.4	21.4	35.6
86.	A	74.7	13.8	11.5	73.6	10.3	16.1
87.	D	57.5	25.9	16.7	66.8	13.7	19.5

Table 1. (cont.)

Question	Key	Girls			Boys		
		A.	D.	U.	A.	D.	U.
88.	A	67.8	16.7	15.5	50.7	17.6	31.7
89.	A	94.8	1.7	3.5	87.3	2.5	10.2
90.	A	78.7	9.2	12.1	65.3	9.8	24.9
91.	D	47.7	20.7	31.6	41.0	19.5	39.5
92.	A	35.1	48.8	16.1	22.4	51.7	35.9
93.	D	74.2	10.3	15.5	61.0	7.8	31.2
94.	D	63.8	16.1	20.1	48.3	18.1	33.6
95.	A	73.0	15.5	11.5	63.9	19.5	16.6
96.	A	57.5	31.6	10.9	48.8	32.7	18.5
97.	D	12.6	76.5	10.9	15.6	67.3	17.1
98.	D	63.2	24.7	12.1	71.2	3.8	20.0
99.	A	94.3	4.0	1.7	81.0	10.7	8.3
100.	A	97.1	2.3	.6	89.3	3.4	6.8
101.	D	96.0	.6	3.4	86.8	.5	12.7
102.	D	54.0	26.5	19.5	36.6	36.6	26.8
103.	D	79.9	3.4	16.7	76.1	2.9	21.0
104.	A	95.4	1.7	2.9	90.7	5.4	3.9
105.	D	64.9	20.1	15.0	64.7	14.3	21.0
106.	A	65.6	17.2	17.2	50.0	24.0	26.0
107.	A	87.4	4.6	8.0	81.4	3.8	9.8
108.	D	94.9	1.1	4.0	82.9	1.0	16.1
109.	D	88.4	6.9	4.7	72.2	8.3	19.5
110.	D	67.2	12.1	20.7	43.6	11.3	44.6
111.	A	71.3	16.1	12.6	63.9	17.6	18.5
112.	D	44.3	43.1	12.6	28.8	48.8	22.4
113.	D	37.4	47.7	14.9	23.9	55.6	20.5
114.	D	56.9	30.5	12.6	50.2	28.3	21.0
115.	A	70.7	9.8	19.5	58.1	10.7	31.2
116.	A	97.8	1.1	1.1	91.2	4.4	4.4
117.	D	27.6	51.1	21.3	18.1	61.4	20.5
118.	D	92.0	3.4	4.6	75.1	7.8	17.1
119.	D	74.7	8.1	17.2	61.9	7.3	30.8
120.	D	91.4	4.6	4.0	79.5	3.4	17.1
121.	A	82.2	6.9	10.9	67.8	8.3	23.9
122.	A	89.1	4.6	6.3	80.9	5.9	13.2
123.	A	53.4	25.3	21.3	24.4	26.4	49.2
124.	D	63.4	37.4	9.2	41.9	40.0	18.1
125.	A	47.1	46.6	6.3	20.0	53.6	26.4
126.	D	55.2	24.7	20.1	43.4	13.2	43.4
127.	D	53.4	24.1	22.5	44.4	23.4	32.2
128.	A	32.2	43.1	24.7	13.7	40.0	46.3
129.	D	62.6	16.1	21.3	52.7	9.8	37.5
130.	D	51.8	24.1	24.1	37.6	23.4	39.0
131.	D	64.4	20.1	15.5	54.6	13.7	31.7
132.	D	42.0	37.4	20.6	30.8	41.4	37.8

Table 1. (concl.)

Question	Key	Girls			Boys		
		A.	D.	U.	A.	D.	U.
133.	D	73.0	14.9	12.1	46.3	23.9	29.8
134.	D	61.5	15.5	23.0	42.0	19.0	39.0
135.	A	67.8	18.4	13.8	67.8	13.7	18.5
136.	D	63.8	13.8	22.4	56.1	12.7	31.2
137.	A	55.7	27.6	16.7	71.2	13.7	15.1
138.	D	51.1	28.8	20.1	48.8	23.1	27.8
139.	A	95.4	.6	4.0	94.6	1.0	4.4
140.	D	32.8	39.7	27.6	13.0	55.6	26.4
141.	D	21.3	71.2	7.5	12.2	68.8	19.0
142.	D	77.6	10.3	12.1	65.8	10.3	23.9
143.	D	62.1	14.4	23.5	57.6	6.8	35.6
144.	D	82.8	8.6	8.6	71.2	5.8	23.0
145.	D	82.8	8.0	9.2	56.6	14.1	29.3
146.	D	75.9	16.6	7.5	59.0	21.0	20.0
147.	A	76.4	9.2	14.4	45.6	15.7	38.7
148.	D	40.2	37.2	22.4	47.8	22.4	29.8
149.	A	79.3	8.0	12.7	41.9	14.2	43.9
150.	A	62.1	22.4	15.5	47.4	19.0	33.6

Table 2. Percentage of subjects checking agreement with key.

Question	75.1-100 %		50.1-75.0%		25.1-50.0%		0-25.0%	
	G.	B.	G.	B.	G.	B.	G.	B.
	Personal relations							
1.					x	x		
2.	x	x						
3.	x			x				
4.	x	x						
5.	x	x						
6.	x			x				
7.			x				x	
8.	x			x				
9.	x	x						
10.							x	x
11.					x	x		
12.					x	x		
13.	x			x				
14.			x	x				
15.					x	x		
16.	x	x						
17.	x			x				
18.					x	x		
19.			x	x				
20.	x	x						
21.	x	x						
22.	x	x						
23.	x			x				

Table 2. (cont.)

Question	75.1-100%		50.1-75.0%		25.1-50.0%		0-25.0%	
	G.	B.	G.	B.	G.	B.	G.	B.
	Family relations							
24.	x			x				
25.			x	x				
26.					x			x
27.	x			x				
28.			x			x		
29.					x	x		
30.	x	x						
31.			x	x				
32.					x			x
33.					x			x
34.			x	x				
35.	x			x				
36.					x			x
37.					x	x		
38.	x	x						
39.					x	x		
40.			x			x		
41.			x	x				
42.			x			x		
43.	x			x				
44.			x	x				
45.	x			x				
46.			x	x				
47.					x			x
48.					x	x		
49.	x			x				
50.	x			x				
51.							x	x
52.			x	x				
53.	x			x				
54.	x	x						
55.							x	x
56.			x			x		
57.	x	x						
58.	x	x						
59.	x	x						
60.	x			x				
61.	x	x						
62.			x			x		
63.	x			x				
64.	x	x						
65.			x			x		
66.	x	x						
67.			x			x		

Table 2. (cont.)

Question	75.1-100%		50.1-75.0%		25.1-50.0%		0-25.0%	
	G.	B.	G.	B.	G.	B.	G.	B.
	Family relations (cont.)							
68.	x	x						
69.	x			x				
70.							x	x
71.							x	x
72.							x	x
73.	x	x						
74.			x			x		
75.							x	x
76.							x	x
	Marriage preparation							
77.			x	x				
78.	x			x				
79.	x	x						
80.	x	x						
81.	x			x				
82.	x			x				
83.							x	x
84.					x	x		
85.			x			x		
86.			x	x				
87.			x	x				
88.			x	x				
89.	x	x						
90.	x			x				
91.						x	x	
92.						x		x
93.			x	x				
94.			x			x		
95.			x	x				
96.			x			x		
97.							x	x
98.			x	x				
99.	x	x						
100.	x	x						
101.	x	x						
102.			x			x		
103.	x	x						
104.	x	x						
105.			x	x				
106.			x			x		
107.	x	x						
108.	x	x						
109.	x			x				

Table 2. (concl.)

Question	75.1-100%		50.1-75.0%		25.1-50.0%		0-25.0%	
	G.	B.	G.	B.	G.	B.	G.	B.
	Child Care							
110.			x			x		
111.			x	x				
112.					x	x		
113.					x			x
114.			x	x				
115.			x	x				
116.	x	x						
117.					x			x
118.	x			x				
119.			x	x				
120.	x	x						
121.	x			x				
122.	x	x						
123.					x			x
124.					x	x		
125.							x	x
126.					x	x		
127.			x			x		
128.					x			x
129.			x	x				
130.			x			x		
131.			x	x				
132.					x	x		
133.			x			x		
134.			x			x		
135.			x	x				
136.			x	x				
137.			x	x				
138.			x	x				
139.	x	x						
140.					x			x
141.							x	x
142.	x			x				
143.			x	x				
144.	x			x				
145.	x			x				
146.	x			x				
147.	x					x		
148.					x	x		
149.	x					x		
150.			x			x		

Table 3. (cont.)

Question	75.1-100%		50.1-75.0%		25.1-50.0%		0-25.0%	
	G.	B.	G.	B.	G.	B.	G.	B.
	Family relations							
24.							X	X
25.							X	X
26.			X	X				
27.							X	X
28.							X	X
29.					X	X		
30.							X	X
31.							X	X
32.					X	X		
33.			X	X				
34.							X	X
35.							X	X
36.				X	X			
37.					X	X		
38.							X	X
39.					X	X		
40.					X	X		
41.						X		
42.							X	X
43.							X	X
44.							X	X
45.							X	X
46.							X	X
47.					X	X		
48.					X			
49.				X			X	X
50.							X	X
51.	X			X				
52.							X	X
53.							X	X
54.							X	X
55.	X	X						
56.					X	X		
57.							X	X
58.							X	X
59.							X	X
60.							X	X
61.							X	X
62.							X	X
63.							X	X
64.							X	X
65.					X	X		
66.							X	X
67.						X		

Table 4. (concl.)

Question	75.1-100%		50.1-75.0%		25.1-50.0%		0-25.0%	
	G.	B.	G.	B.	G.	B.	G.	B.
	Child Care							
110.					x		x	
111.							x	
112.							x	x
113.							x	x
114.							x	
115.					x		x	
116.							x	x
117.							x	x
118.							x	x
119.					x		x	
120.							x	x
121.							x	x
122.							x	x
123.					x		x	
124.							x	
125.					x		x	
126.					x		x	
127.					x		x	
128.					x		x	
129.					x		x	
130.					x		x	
131.					x		x	
132.					x		x	
133.					x		x	
134.					x		x	
135.					x		x	
136.							x	
137.					x		x	x
138.							x	
139.					x		x	
140.							x	
141.							x	
142.					x	x		
143.							x	x
144.					x		x	
145.							x	
146.					x		x	x
147.							x	
148.					x		x	x
149.					x		x	
150.					x		x	

KANSAS STATE COLLEGE

Directions: Following are statements concerning personal and family relations, marriage, and child guidance. You are to indicate if you agree with the statement, disagree with it, or are uncertain about your feeling. You will know of exceptions to some statements, but if you agree more than you disagree, indicate by answering Agree, or marking between the lines in answer space 1; if you disagree more than you agree, answer Disagree by marking in space number 2; if you are uncertain how you feel, answer Uncertain by marking in space number 3. Disregard numbers 4 and 5. Please answer all statements.

Example 1. Babies walk at nine months.
(Answer shows "Disagree").

Answer sheet

1 2 3 4 5

1. : : : : :
: : : : :

- | | |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1. Adolescents want to be free of parental authority. | 15. Adolescents regard the opinions of their parents more highly than those of their friends. |
| 2. As a person gains more freedom he should be able to assume more responsibility. | 16. A good conversationalist is a person who talks a lot. |
| 3. It is better for a high school boy or girl to have a few close friends rather than a wide variety of friends. | 17. It is more important for girls to be well-groomed than for boys. |
| 4. It is during the teen years that many of the most important decisions of one's life are made. | 18. Boys in the family are allowed more privileges than girls. |
| 5. A person should do what the rest of the gang wants to do even if he feels that it is not right. | 19. Boys and men have an easier time in life than do girls and women. |
| 6. Reputation and character are the same. | 20. If a person shows affection, it is a sign that he is "soft". |
| 7. If we do not get along well in our family we probably will not get along well with others outside the family. | 21. Adults lead a free, unrestricted life. |
| 8. It is normal for adolescent boys and girls to want to be independent. | 22. Separate schools for boys and girls are best during adolescence. |
| 9. Personality is inherited. | 23. Shyness or popularity are not inherited, but are learned. |
| 10. If a person feels the need to boss others he is not mature. | 24. Children should be seen but not heard. |
| 11. Persons who have been frustrated often become aggressive. | 25. The mother should have the responsibility for training the children. |
| 12. Timid people usually are not popular. | 26. The father should be the head of the family. |
| 13. Learning to understand children helps us understand ourselves. | 27. The mother should be the "go-between" in children's relationships with their father. |
| 14. Temper is an inherited trait. | 28. Mothers are too easy on their children. |

- 2 -

29. The father should be the disciplinarian in the home.
30. A good family life is the source of the greatest happiness in life.
31. If a wife works outside the home, the husband should expect to help with the housekeeping.
32. If a husband and wife do not get along well together, having a child will help bind them together.
33. All children in the family should have the same restrictions and privileges.
34. A husband should not bring his business problems home.
35. A wife should be responsible for settling household problems by herself.
36. Parents are more strict with their older children than with younger ones.
37. Younger children in the family usually find it easier to be friendly than does the oldest child.
38. The arrival of the first baby presents many problems and adjustments for a young married couple.
39. Jealousy between children in the same family is natural and to be expected.
40. The main reason for so much juvenile delinquency to-day is that parents are not strict enough.
41. Parents have a right to expect children to be home at the hour specified, regardless of circumstances.
42. Democratic practices are not suitable for most families because of the differences in age of the members.
43. If a man suffers a financial loss in business, he should try to keep his children from knowing about it.
44. No two children in the family ever have exactly the same environment.
45. Conflicts between parents and children are to be expected during adolescence.
46. In order to help a child develop strength of character he should not be given much sympathy by other family members.
47. Competition between children in a family is desirable.
48. It is the responsibility of parents to protect children from hardships.
49. If a child resents being teased by other members of the family, he should be teased more often so that he will learn to "take it".
50. Most parents pry and snoop into the affairs of their adolescent children.
51. Parents expect too much of their children.
52. The husband's role in family life is more difficult than the wife's.
53. Most men would be better off if they remained single.
54. Most parents set rules and regulations for their children just so they can show who is boss.
55. Women should not work outside the home after marriage unless it is a financial necessity.
56. Parents are overly concerned about the way their child's behavior will look to the neighbors.
57. If an adult would rather remain at home than marry, it is a sign that his parents have done a good job of bringing him up.
58. Constant quarreling between his parents will seriously affect the emotional life of a child.
59. Sometimes people become ill in order to get their own way.
60. Many women resort to crying in order to get their own way.
61. Running a home is a dull, monotonous job.
62. The husband should manage the family money.
63. The wife should manage the family money.

- 3 -

64. The husband and wife should share responsibility for managing the family money.
65. A mother should put her children's interest above everything else.
66. Every family should take time to play together.
67. Some fathers are jealous of their own children.
68. Entertaining friends requires a great deal of money.
69. A child should not bring his friends home to play if they mess up the house.
70. Women do not organize their housework.
71. Wives have too much leisure time.
72. Men work too hard.
73. Every person needs a hobby.
74. A mother should give up outside activities while her children are small.
75. It is easier to confide in a friend than in one's parents.
76. Parents talk too much about their children.
77. The standards of dating couples should be largely the responsibility of the girl.
78. In "petting", it is all right for the boy to "go as far " as a girl will let him.
79. Most marriages could succeed if both partners care more about the relationship than they do about their personal whims.
80. Knowing a girl's family before marriage is not important.
81. A good marriage is one in which there are no problems, no adjustments, no conflicts.
82. Boys and girls need courses in family living.
83. Boys and girls tend to marry at an earlier age to-day than did their grandparents.
84. More teen age marriages end in divorce than those of any other age group.
85. A couple who goes steady through high school and college is more apt to have a happy marriage than if they date widely.
86. Individuals from homes in which the parents are happily married are a better marriage risk than those from broken homes.
87. The engagement period is no longer considered a necessary prelude to marriage.
88. There is a strong relationship between the length of time a couple have known each other and the permanence of their marriage.
89. One of the best ways to prepare for marriage is to begin before marriage to adjust cooperatively to others.
90. Individuals who have a wide variety of friends through their development have a more successful marriage than those who lead a more isolated existence.
91. Most of the problems of married life are due to sexual maladjustments.
92. There is no such thing as love at first sight.
93. If you are once in love with a person you will always be in love with him.
94. People expect less of each other in marriage than they used to.
95. It is desirable to marry someone of the same educational level as yourself.
96. If a couple is not willing and ready to accept the responsibility of having a baby, they are not mature enough to marry.

- 4 -

97. Marriage should be a private affair between the two individuals, not a matter for public regulation.
98. It is the bridegroom's privilege to assume full responsibility for planning the honeymoon.
99. Wide differences in religious belief are often a cause of conflict in marriage.
100. A couple should have medical examinations before they are married.
101. A couple should not get married until they are able to live at the same financial level as their parents.
102. A secret marriage is desirable under some circumstances.
103. It is best to marry someone who is your exact opposite.
104. It takes work to make a marriage succeed.
105. Differences in interests are seldom a cause of conflict in marriage.
106. Boys should conform to the same moral standards as girls.
107. A boy who drinks heavily is not a good marriage prospect.
108. If a boy does not have sexual experience before marriage, he is a sissy.
109. Helping with the housework is not masculine.
110. It is possible for a mother to mark her baby before birth.
111. No baby resembles one parent or the other completely.
112. The most important function of the home is to provide physical care for children until they are grown.
113. A good child is one who keeps clean and neat, and obeys his parents.
114. Children should be taught to obey without question.
115. A child would rather be punished than be ignored.
116. Children need loving as much as they need food.
117. If a child uses bad language, he should be punished.
118. Discipline and punishment are the same.
119. New methods of discipline consist of letting a child do as he pleases as long as he doesn't hurt anyone else.
120. The same rules apply in raising all children.
121. A baby's head is larger in proportion to his body than is the adults.
122. The average baby weighs about seven pounds at birth.
123. The eyes of a new baby do not focus together, causing him to look cross-eyed.
124. Babies have to be taught to walk.
125. Modern feeding of babies follows the plan of letting the baby be fed whenever he wants to eat.
126. It is easy to have babies trained to use the toilet by the time they are one year old.
127. If a baby cries for attention, it is best to let him cry it out.
128. Babies who are cuddled and held close while being fed, grow faster and better than those who have their bottle propped up.
129. Thumb sucking is an indication that the baby is lacking something in his diet.
130. Physical restraint should be used if necessary to break a baby of the habit of thumb sucking.
131. A child of two who says "no" frequently is just being stubborn.

132. Children two and three years old play together cooperatively.
133. A child who is pushed to learn as fast as possible will learn more than if he is left to learn at his own rate.
134. Mechanical toys are best for young children.
135. It is natural behavior for a two year old to snatch and grab what he wants.
136. The age at which a child begins to talk is a measure of his eventual language ability.
137. Most children get their sex information from people outside the home.
138. When a child first asks questions about sex, you should tell him all you know about the matter.
139. Play is just as necessary for children as work is for adults.
140. If a child does not do his household duties, his allowance should be withheld.
141. The most important reason for having an allowance is to teach children how to save money.
142. Some boys are just born "sissies".
143. When children do not eat well, it is a good idea to tell them stories during the meal.
144. Small children should be expected to sit quietly at the table.
145. Boys should not be allowed to play with dolls.
146. Girls should be expected to stay cleaner than boys.
147. If a child is tired or unhappy, he tends to slip back into baby habits.
148. A child of two or three should be expected to say "please" and "thank you".
149. Many children who have been pushed to hurry dawdle more than ever.
150. Mothers are overly conscientious about trying to get children to eat well.

THE RESPONSE OF A GROUP OF
COLLEGE FRESHMEN TO CONCEPTS OF
FAMILY LIVING

by

IVALEE HEDGE MCCORD

B. S., Kansas State College
of Agriculture and Applied Science, 1933

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of
the requirements for the degree

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1951

The purpose of the study was to discover the knowledge and attitudes of a group of entering college freshmen in relation to some concepts of family living. A check list of one hundred and fifty statements on personal relations, family relations, marriage preparation, and child development was given as part of the regular battery of tests during orientation week.

The subjects for the study were boys and girls who were seventeen and eighteen years of age and who were graduates of Kansas high schools. A group of one hundred and seventy-four girls and two hundred and five boys met these criteria.

The check list as constructed by the writer was based on material in three recent texts for family living. These texts were written especially for use in teaching personal and family relationships at the secondary level. Some statements were taken verbatim from these books; others were rephrased by the writer. The texts used were: Family Living, by Evelyn Millis Duvall; You and Your Family, by Bernice Moore and Dorothy M. Leahy; and Units in Personal Health and Human Relations, by Lillian Beister, William Griffith, and N. O. Pearce.

An answer key was made to be used in analyzing the responses. For the key, each statement was assigned a rating of "agree" or "disagree". This was based on facts

known in present research and on the concepts of the authors whose material was used in constructing the check list. Separate answer sheets were provided on which the subjects were instructed to check a space which showed one of the following responses to each statement: 1. agree; 2. disagree; or 3. uncertain. The rating of uncertain was included on the answer sheet because the writer believed that a scale which would require one of two answers would encourage guessing and not give a true picture of areas in which the subjects lacked information.

The responses of the boys and those of the girls were tabulated separately, and the numbers converted to percentages. The answers were analyzed in relation to the grading key, and comparisons were made between the answers of the girls and those of the boys. From this analysis, the following conclusions were drawn:

1. A higher percentage of girls than boys agreed with the key representing the concept of the authorities on all except eleven of the one hundred and fifty statements.
2. Of the eleven statements on which a higher percentage of boys than girls agreed with the key, five statements were in the area of marriage preparation, two were on personal relations, two were on family relations, and two were on child care.
3. If the girls did not agree with the accepted answer,

they tended to show disagreement rather than uncertainty, but the boys tended to indicate uncertainty. There were five statements on which more than 75 per cent of the girls disagreed with the key, but there was only one statement on which more than 75 per cent of the boys disagreed with the key.

4. There were only two statements on which a higher percentage of girls than boys expressed uncertainty. On those two the difference was slightly more than one per cent, whereas on some answers the percentage of boys who expressed uncertainty was several times greater than the percentage for the girls.

5. There were sixty-one statements on which more than 25 per cent of the boys expressed uncertainty, but only thirteen statements on which more than 25 per cent of the girls expressed uncertainty.

6. There were no statements on which more than 50 per cent of either boys or girls expressed uncertainty, although 49 per cent of the boys were uncertain about one statement.

7. To the several statements presenting the authoritarian or the democratic concept of family living, a higher percentage of girls than boys gave responses which favored the democratic concepts, although the percentages for each group were not consistently high or low. The group seemed to accept democratic concepts in theory, but were less able to apply them in specific family relationships.

8. A study of the responses in the four areas reveals some interesting conclusions which might be helpful in presenting courses in these areas.

In the area of personal relations, many boys and girls agreed with the accepted concepts as presented, indicating that subject matter in this area needs to be selected carefully in order to avoid repetition. Some of the material could be used for the boys, but less for the girls. Most of this group agreed that "as a person gains more freedom he should be able to assume more responsibility," but fewer than 20 per cent thought that "if a person feels the need to boss others he is not mature."

In the area of family relations, there is a need for more teaching for both boys and girls, especially in helping them apply democratic principles in family living.

The area of marriage preparation was the one in which both boys and girls had a rather wide knowledge of facts and accepted concepts although there are portions of this area in which more teaching is indicated. Statistics in regard to the age of marriage, and aspects of satisfaction in the marriage relationship were areas suggesting a need for wider information on the part of this group.

In the area of child care, it was apparent that boys and girls lack information about many of the newer concepts. Recent developments in regard to the emotional significance of methods of child rearing are not well known to this group, particularly to the boys.