

P E R S O N A L C O N C E R N S O F N I N T H
G R A D E H O M E M A K I N G S T U D E N T S
I N A N U R B A N A R E A

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE IN THE
GRADUATE SCHOOL OF THE TEXAS
WOMAN'S UNIVERSITY

COLLEGE OF
HOUSEHOLD ARTS AND SCIENCES

BY

BETTY KIRK THOMAS, B. S.

DENTON, TEXAS

AUGUST, 1966

Texas Woman's University

Denton, Texas

August 18 19 66

We hereby recommend that the **THESIS** prepared under
our supervision by **BETTY THOMAS**
entitled **PERSONAL CONCERNS OF NINTH GRADE**
HOMEMAKING STUDENTS IN AN
URBAN AREA

be accepted as fulfilling this part of the requirements for the Degree of
MASTER OF SCIENCE

Committee:

Jessie W. Bateman
Chairman
Dora R. Tye
Thilma C. Brown

Accepted:

Wallace W. Vasey
Dean of Graduate Studies

A C K N O W L E D G M E N T S

The author wishes to express her sincere appreciation to the following persons for assistance with the study:

Dr. Jessie W. Bateman, Dean of the College of Household Arts and Sciences, for guidance in identifying the problem, for assistance in designing the instruments for the collection of data, and for assistance in editing the manuscript.

Dr. Dora R. Tyer, Professor of Child Development, for helpful guidance and professional assistance during the study.

Dr. Wilma A. Brown, Professor of Foods and Nutrition, for patient assistance in the analysis of data and the development of the manuscript.

The administrators of Arlington Independent School District for cooperation during the conduct of the study.

The Homemaking I students of Ferguson, Nichols, Ousley, and Carter Junior High Schools for sharing their personal thoughts with the investigator, and to the

following teachers: Mrs. Ouida Capps, Mrs. Nancy Jones, and Mrs. Ann Hoit for cooperation in the administering of the survey forms.

Most of all the author wishes to express gratitude to her husband, Gerald, and her sons, Kirk and Kim, for the assistance, encouragement, and understanding expressed throughout graduate work.

T A B L E O F C O N T E N T S

Chapter		Page
	ACKNOWLEDGMENTS	iii
	LIST OF TABLES	vi
I	INTRODUCTION	1
II	PLAN OF PROCEDURE	8
	"Areas of Concern to Teen-Agers"	11
	"Survey Form for Girls, Revised"	22
III	PRESENTATION OF DATA AND DISCUSSION OF FINDINGS	28
	"Survey Form for Girls, Revised"	28
	"Areas of Concern to Teen-Agers"	53
IV	SUMMARY AND CONCLUSIONS	77
	BIBLIOGRAPHY	83

L I S T O F T A B L E S

Table		Page
1	DISTRIBUTION OF AGES OF 271 HOMEMAKING I STUDENTS LISTED BY SCHOOLS	30
2	DISTRIBUTION OF SIBLINGS OF 271 HOMEMAKING I STUDENTS	35
3	DISTRIBUTION OF EDUCATIONAL LEVEL ATTAINED BY THE PARENTS OF 271 HOMEMAKING I GIRLS . . .	39
4	DATING ACTIVITIES INDICATED BY 271 HOMEMAKING I STUDENTS	44
5	DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM	54

CHAPTER I

I N T R O D U C T I O N

Change is the key word for today's world. Roles of family members are changing. Mothers are working outside the home in ever increasing numbers. Fathers sometimes commute to work or travel as a part of their occupations and are away from home much of the time. The practice of working at one full-time and one part-time job is not unusual for the heads of many households. Services and goods are available that in generations past were a function of the family unit. The home is sometimes viewed as a place for the purposes of sleep and food before the family member begins the frantic pace again. Every day marriages are dissolved. Mental hospitals are filled to capacity and newspapers each day record tragedies of people unable to cope with life situations.

Luckey (14) states that in the past, education for family living was carried on in the home. In this present time of rapid social change, past generations can not instruct the young people for the future because the future is too uncertain. Young people need assistance in learning to recognize, analyze, and work out problems in social living.

The teenagers of today are confronted with many conflicts in the home and school environment which the classroom teacher might help to resolve if the problem areas were identified. The overall purpose of this study was to determine the problems of greatest concern in the areas of school, personal, and home and family relationships.

Adolescence is a term that refers to the period in an individual's life between puberty and adulthood. Traditionally the awkward preadolescent child is expected to accomplish developmental tasks as defined by Havighurst (9):

. . . a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with other tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks.

Havighurst (18) identifies five developmental tasks of adolescence:

- 1) Learning an appropriate sex role.
- 2) Achieving emotional independence of parents and adults.
- 3) Developing conscience, morality, and a set of values.
- 4) Getting along with age-mates.
- 5) Developing intellectual skills.

Hurlock (10) discusses "early" and "late" adolescence. The major developmental task of early adolescence is the preparation for adulthood, with emphasis on learning to be independent of adult guidance and control. Emphasis on learning skills needed to be an adult comes in late adolescence.

Cronbach (3) recognizes five basic needs of adolescence: the needs for affection, adult approval, peer approval, independence, and self-respect. In view of the desire to meet the needs and the developmental tasks of adolescence, the anxiety of the adolescent can be more readily understood. In striving for maturity there is frequent conflict between the adolescent and the adult. The individual may prefer peer companionship to adults, rebel against rules established solely by adults, or attempt to be free of family ties. The rebellion may be expressed in the form of open incivilities or may be more subtle, expressed as hair, clothing, or music fads.

The report of the 1960 Midcentury White House Conference on Children and Youth (18) emphasized eight stages of human development and that at each stage of development, there is a central problem to be solved if the individual is to proceed with vigor and confidence to the next stage of development. Another suggestion was that the attainment

of a sense of identity was the central problem for adolescence. In primitive societies there are symbolic rituals that denote the attainment of maturity and thus the child is no longer a child, but is recognized and accepted as an adult. In the United States various organizations recognize varying chronological ages as the age for maturity. The 12 year old may have to pay adult rates on transportation; the 14 year old may be recognized as mature by his church; the 16 year old is allowed to drop out of school without parental consent; the 18 year old may be drafted into military service; yet, the individual is not allowed to vote in most states until the attainment of age 21. There is much doubt in the mind of the adolescent as to when he will be "mature" and this fact leads to an urge to identify with peers, thus becoming a stereotype in behavior and ideals, and isolating himself from the "adult" world.

Beyerl (15) notes that the adult has lost or is rapidly losing some prior aids to adolescent discipline that were available in previous generations.

No longer have youngsters been raised in scarcity; materially, their needs are being met; psychologically, they are being understood; socially, they have formed their own sub-culture. What has been achieved is an adolescent who has been freed for greater self-enhancement and self-realization.

Kuhler (11) discusses changing interests of adolescents: a broadening awareness of the world at large, an increased capacity to deal with abstract matters, a definite change in moral values, a changing attitude toward truth, and a changing relationship with parents.

Without doubt, society is changing at a rapid rate. The questions arise as to whether basic adolescent problems are changing and if the basic problems are changing, what are the prime problems of adolescence today. Toops (15) related that though views of psychologists may conflict about the nature of adolescence, recent research indicates the main concerns for youth are socio-personal in nature.

The adolescents of the 1940's and 1950's tended to have problems in four major areas: social-personal, home and family, school, and the future (7) (13) (16). Heath and Gregory (18), in reporting the Grant study of 259 youth, conducted from 1938 to 1942, revealed most concerns of young normal college students centered around social and family relationships.

Remmers and Radler (18), in a 1958 study of 3000 high school students, revealed that the most common problem was "I want people to like me more". The investigators related that the majority were concerned about being over-weight and with personal popularity. The desire for popularity was

translated into an almost universal tendency toward conformity. Approximately three-fourths of the group believed that "learning to get along with others" was the most important item of learning to be gained in school. A 1956 study by Dooley (6) revealed that getting along with peers as well as personality and character development were the major concerns for Homemaking I girls. Dobrowolski (5) stated that the most extensive problems of high school girls related to the teenager's personality and her relationships with others. Crawford (2), in a study of a basically rural community, found that high school freshmen have more concerns than older girls in the areas of finance; morals and religion; home and family; and courtship, sex, and marriage.

Jones (18) relates that in urban American culture, girls appear to have a greater problem than boys in adjusting to changing social requirements. Girls encounter changes in the conception as to what constitutes desirable behavior. Changes and even reversals in the value system and in the relative ranking of traits which are important for popularity and prestige may occur.

American people today enjoy the most prosperous, affluent times in history. Harris (8) stated that: "today's family is the best educated, most experienced, most adaptable,

most married, most mobile, most insecure, most nervous, and least stable in history". This author related that emphasis has shifted from helping families produce goods and services to helping families manage all their resources for the development of each family member to useful citizenship.

Lee (12) states that education for family life is not being given in the home and that the young need help to become aware of the value content of daily life. Dixon (4) declares that as the status of the scholar increases, the institutions of learning replace the role of the home as an intellectual institution. The author states that the family remains the basic reproductive and economic unit, but social functions are being relinquished to the scholar. Thus, it may be assumed, the adolescent of today lives in an affluent, sub-society, where a different language, different ideals, and different morals prevail.

The purposes of the present study were: to survey a cross-section of female adolescents in a city which is part of a large metropolitan area, to identify the areas of concern to girls of mid-adolescence, to determine if the basic areas of concern are the same as have been related by past investigators, and to investigate factors in home and family background that may influence behavior.

CHAPTER II

P R O C E D U R E

In order to better understand the concerns of adolescents, two survey forms were administered to the Homemaking I students enrolled in the four junior high schools in Arlington, Texas. The study was conducted during May, 1966, in the Emma Ousley, J. I. Carter, Dora E. Nichols, and the J. C. Ferguson Junior High Schools. The two survey forms were administered to the students by the individual homemaking teachers in the respective schools on different days during regular class periods. Because of absenteeism, one survey form was completed by 271 and the other by 259 students. Approval of the school administration was obtained for conducting the study. To avoid possible embarrassment to the students from any disclosures made in answering the survey forms, the names of the students were withheld. The survey forms were: "Areas of Concern to Teenagers," developed by the author, and Bateman's (1) "Survey Form for Girls, Revised."

Arlington, Texas, is a rapidly growing city, as is evidenced by a population increase from 7000 in 1952 to

71,800 in 1966. Since Arlington is located within easy commuting distance of Fort Worth and Dallas and shares with a neighboring city the largest industrial district within the United States, many families choose to establish homes in this area. The families are young as can be seen by a public school enrollment of 17,000 students. The secondary school system consists of two senior high schools and four junior high schools. There are many private schools and kindergartens in the city in addition to two parochial schools which offer classes through the high school level. Arlington State College, a branch of the University of Texas, is located within the city and has an enrollment of more than 10,000 students.

Homemaking I is an elective subject for ninth grade girls in junior high school and is also taught at the senior high school level. Many girls choose the homemaking elective during the freshman year and do not enroll in homemaking classes again because of demands upon their course time by required subjects and electives considered to be essential to vocational training or essential for college acceptance.

The survey form, "Areas of Concern to Teenagers," was developed to aid in determining the areas of greatest concern for adolescent girls. The content of the survey form

is similar to the SRA Youth Inventory (17). One part of the form requested that statements be checked as "never," "sometimes," or "frequently" according to the individual's particular feeling about the subject. The second part required a "yes" or "no" answer to questions of personal concern to the students. The form included three areas of concern: school, home and family, and personal relationships. The survey form was administered to 259 girls during the regular homemaking class periods.

The survey form, "Areas of Concern to Teenagers," follows:

A R E A S O F C O N C E R N T O T E E N A G E R S

Please check the column that most closely represents your thoughts on each statement.

PART I

Statement	Fre- quently	Some- times	Never
<u>SCHOOL</u>			
I have difficulty spelling.			
I have difficulty with mathematics.			
I have difficulty with science courses.			
I have difficulty understanding reading assignments.			
I like all my school subjects.			
My parents select my courses without regard for my likes and dislikes.			
I have difficulty keeping my mind on my school work.			
Teachers assign too much homework.			
I need to know how to take class notes.			
I need to know how to study for tests.			
I have difficulty making oral reports.			
Even though I know the answers, I have difficulty expressing myself.			
I have difficulty understanding class assignments.			

Statement	Fre- quently	Some- times	Never
I have difficulty with library assignments.			
My teachers criticize me.			
I feel my teachers like me.			
My teachers are interested in me.			
My teachers have "pets".			
My teachers organize the class-work well.			
My teachers aren't interested in the things teenagers like.			
I will cheat to pass a test.			
I like to discuss my problems with my teachers.			
Tests make me nervous.			
I feel my classmates try harder than I do.			
I feel my classmates don't like me.			
I like to take responsibility for doing things.			
I feel I am not given enough responsibility to do things.			
I'm too shy to volunteer for projects I would like to do.			
I feel I'm not as good as my classmates.			
School rules are too strict.			

Statement	Fre- quently	Some- times	Never
<u>PERSONAL</u>			
I worry too much.			
I get upset easily.			
I sleep well at night.			
I feel unsure of myself.			
I daydream too much.			
I feel ashamed when I've done something wrong.			
I feel lonely.			
My feelings are easily hurt.			
I stand up for my rights.			
I make friends easily.			
I feel "blue" at times.			
I'm afraid I won't succeed in life.			
I feel awkward.			
I act without thinking.			
I like to be alone.			
I like to discuss my problems with my friends.			
I have bad habits that I would like to stop.			
I'm afraid others will make fun of me.			
I get upset if I can't have my way.			

Statement	Fre- quently	Some- times	Never
I feel I have to make excuses for my actions.			
I need more energy to keep up with my friends.			
Introductions are easy for me.			
I feel strange when I'm around people I don't like.			
I feel at ease at parties.			
I wish other girls would invite me to their homes.			
I can never think of anything to say.			
I set up goals that I can't reach.			
I need to know what to do when my friends do things I feel are wrong.			
I take advantage of others.			
I talk more than I listen.			
I feel the ideas of others are not as important as my own.			
I feel left out of activities attended by my friends.			
I want to be a leader.			
I like to work with a group.			
I want boys to like me.			
I feel it is all right to meet a boy away from home for a date.			
I like to date boys much older than I.			

Statement	Frequently	Sometimes	Never
I worry about dating a person from a church other than my own.			
I feel I am ready for marriage.			
Table manners are a problem for me.			
I worry about how to order food on a date.			
I worry about my skin.			
I wish I knew how to use make-up attractively.			
I wish I knew how to fix my hair attractively.			
I need more money to do the things my friends to.			
<u>HOME AND FAMILY</u>			
I have no privacy at home.			
I don't feel a part of my family.			
My family doesn't feel my opinion is worth much.			
My parents treat me like a baby.			
I am distrusted by my parents.			
My parents allow me to have too many dates.			
My parents are too strict with me.			
I wish my father had a better job.			
I'm ashamed of my mother's job.			
I wish my parents acted and dressed better.			

Statement	Fre- quently	Some- times	Never
I would like to leave home.			
My parents nag me.			
My parents don't like my friends.			
My parents care about what I do.			
I'm allowed to select my own clothes.			
My parents approve of teen-age fashions.			
I fight with my brothers and sisters.			
I feel that I am superior to my brothers and sisters.			
I can't spend my money as I would like.			
I prefer having my own room to sharing it.			
I can't use the family car.			
I dislike having to visit my parents' relatives.			
My parents go to church with me.			
My parents attend school activities.			

PART II

Check Yes or No to the following questions.

Question	Yes	No
<u>SCHOOL</u>		
Do you wish the school offered a greater choice of courses?		
Do you think the courses you are taking will help you in the future?		
Do you think teachers give enough individual help?		
Do teachers encourage you in your school work?		
Do you know what you want to do when you grow up?		
Do you need more help in selecting high school courses?		
Would you like to have more information about careers for girls?		
<u>PERSONAL</u>		
Do you think you are overweight?		
Do you think you are underweight?		
Do you have a physical handicap?		
Are you troubled with menstrual cramps?		
Do you feel that you are "different"?		
Do you bite your nails?		
Do you need more information about choosing the right foods for good health?		
Would you mind wearing braces on your teeth if you needed them?		

Question	Yes	No
Do you want to know more about the harmful effects of narcotics and drugs?		
Would you like to have more friends?		
Do you feel you are disliked because of your race or nationality?		
Do you feel you are disliked because of your religion?		
Can you invite friends to your home frequently?		
Do you prefer not to bring your friends to your home?		
Do people get angry with you frequently?		
Do you make friends easily?		
Does it bother you to talk to adults?		
Do you need more information about entertaining friends in your home?		
Do you feel there are enough places for teenagers to go in your community?		
Do you get along well with other teenagers?		
Are you a poor sport if you lose?		
Are you anxious to grow up?		
Do you feel you know what is proper to wear for most occasions?		
Do you want to learn to dance?		
Do you wish that you could have more dates?		
Can you accept a date graciously?		

Question	Yes	No
Do you know how to refuse a date without hurting the boy's feelings?		
Do you feel sure you know what is considered acceptable behavior on dates?		
Do you know how to break up with a boy and still keep his friendship?		
Do you need to improve your dating manners?		
Do vulgar jokes and language bother you?		
Do you wonder what boys say when they discuss girls?		
Do you feel you must smoke to be popular?		
Do you feel you must drink to be popular?		
Do you approve of "blind dates"?		
Do you like to go steady?		
Do you worry whether boys take you for granted?		
Do you feel the girl should select the place to go on a date?		
Do you feel it is proper for a boy friend to visit you while you baby-sit?		
Do you go to the drive-in movies on dates?		
Are you allowed to date?		
Do you sometimes "crash" parties?		
Would you date a person whom others did not approve?		
Do you think it is wrong to steal small items for fun?		

Question	Yes	No
<u>HOME AND FAMILY</u>		
Do you feel you are a burden to your family?		
Do your parents give you too many responsibilities?		
Do you feel you get encouragement from home?		
Do you feel you can tell your parents about most things you might do?		
Do you feel neglected by your parents?		
Do you feel your parents are selecting your future career for you?		
Would you rather your mother didn't work?		
Do you receive an allowance?		
Would you rather get money as you need it than have an allowance?		

A portion of Bateman's (1) "Survey Form for Girls, Revised" was used to provide general background information about the homelife of the students. Four areas of information were obtained from the form: personal and family, social life, relationships with others, and future plans. Each individual school was analyzed separately and the schools compared. The revised form was given to 271 girls in the same homemaking classes as the first instrument.

The "Survey Form for Girls, Revised" follows:

S U R V E Y F O R M F O R G I R L S , R E V I S E D

Dr. Jessie W. Bateman

I. P E R S O N A L A N D F A M I L Y I N F O R M A T I O N

1. Age _____
2. Distance you live from school _____
3. Means of transportation to school _____
from school _____
4. Is your father living? Yes _____ No _____
Is your mother living? Yes _____ No _____
5. Are your parents living together _____, separated
_____, or divorced _____?
6. If your parents are separated or divorced, are you:
(Check one)

Living with your mother _____	Living with your father _____
Living with other relatives _____	Other arrangements _____
7. How many people live in your home? _____

Brothers _____	Ages _____
Sisters _____	Ages _____
8. Does your family live: (Check one)

In a single family house? _____	How many rooms? _____
In a two family house? _____	How many rooms? _____
In an apartment? _____	How many rooms? _____

9. Does your family live: (Check one)
In a rented house? _____ A home they own? _____
In a home they are
paying for? _____
10. Does your family own a car? Yes _____ No _____ More
than one? Yes _____ No _____ Do you own your own car?
Yes _____ No _____
11. a) What is your father's occupation? _____
b) How far did your father go in school? _____
12. a) If your mother is employed, what does she do?

b) How far did your mother go in school? _____
13. Do you have outside help in your home? _____
14. How many times has your family moved in the last
five years? _____

II. YOUR SOCIAL LIFE

Indicate the extent to which (usually, occasionally, never) you perform the following activities:

Activity	Usu- ally	Occa- sion- ally	Never
Do you choose your own friends?			
Do you have parties in your home?			
Do you ask permission to go where you want to go?			
Do you tell your family where you are going?			
Does your family know where you are when you are out?			
Do you have a certain hour at which you are expected home at night?			
Do you talk over with the family about your going out?			
Do you go out on school nights?			
Do you go out on week end nights?			

III. YOUR RELATIONSHIPS WITH OTHERS

1. Do you go out with the boys? Yes____ No____
2. At present, are you dating a boy? Yes____ No____
3. How often do you have a date? _____
4. How old were you when you had your first date?
_____ years.
5. Have you ever gone "steady" with a boy? Yes____ No____
6. Does your family approve of your dating? Yes____ No____
If not, what are their chief objections? _____

7. Do you ever go on a date without your parents' approval? Yes____ No____
8. Are most of your dates: Single____ Double____
9. Where do you go most frequently on your dates?
 Stay at home____ School affairs____ Movies____
 Dancing____ Skating____ Drive-in movies____
 Drive-in restaurant____ Other_____
10. How old are the boys that you date?_____
11. Do you have a favorite girl friend? Yes____ No____
 What grade?_____
12. With whom would you rather attend the following functions? (Check one on each line)

	Mother	Father	Sister	Girl Friend	Boy Friend	Alone
Party at home						
Party at school						
School dance						
Movie						
Church						
Football game						
School play						
Go swimming						

13. With whom would you rather work on a class committee:
 Girls____ Boys____ Girls and boys together____
14. What is the favorite activity you like to do with your family? Why? _____

15. What activity do you least like to do with your family? Why? _____

16. What activities would you like to do with your family that you do not now do? _____

17. What are most disagreements about between you and your parents? _____

Between you and your sisters? _____

Between you and your brothers? _____

Between you and your girl friends? _____

18. What do you consider to be your most difficult problem? _____
19. With whom do you talk over most of your problems? (Check two)
- | | | |
|------------------|---------------|--------------|
| Girl friend_____ | Teacher_____ | Brother_____ |
| Boy friend_____ | Relative_____ | Sister_____ |
| Father_____ | Mother_____ | |
20. With whom do you prefer to be most popular?
- | | | |
|------------------------------------------------------|----------------|--------------|
| Girl friends_____ | Relatives_____ | Brother_____ |
| Boy friends_____ | Mother_____ | Father_____ |
| Teachers_____ | Sister_____ | |
| A small group of classmates?_____ | | |
| All the members of your class?_____ | | |
| At least one-half of the members of your class?_____ | | |

IV. YOUR FUTURE

1. What do you want to be when you grow up? _____

2. Do you plan to finish high school? Yes _____ No _____

3. Do you plan to go to college? Yes _____ No _____

CHAPTER III

P R E S E N T A T I O N O F D A T A W I T H D I S C U S S I O N O F F I N D I N G S

Two survey forms were administered to the Homemaking I students enrolled in the four junior high schools in Arlington, Texas. One instrument, "The Areas of Concern to Teen-Agers," was designed to determine areas of concern to ninth grade girls. The other form, "Survey Form for Girls, Revised," was shortened to provide background information concerning home, personal and family relationships, and activities of the students.

The junior high schools and the number of students in each school involved in the study were: 82 students from J. C. Ferguson, 55 students from Dora E. Nichols, 52 students from Emma Ousley, and 77 students from J. I. Carter Junior High Schools. The author taught Homemaking I at the J. I. Carter Junior High School.

SURVEY FORM FOR GIRLS, REVISED

The survey forms from the four different schools were compared to determine differences in general background information and to determine if the differences affected the problems recognized by the students in the schools. Some

of the students did not check a number of items on the survey form and therefore were not included in the tabulations.

The age range of the students was from 14 to 17 years. A majority of the girls were 15 years of age. Only two were 17 years old. Of note was the fact that there was as many 14 as 15 year-old students from the Ousley school. There were 26 girls of each of these two ages in the latter school. The Ousley area is an older section of the city in which residents are frequently in the upper middle class economically and may have sent their children to private school one year before the children were of legal age to attend public school. Except in some sparsely populated areas, a child must be six by September 1 to enter public school. (See Table 1.)

The survey included students from rural areas as well as those who lived within the city. All of the Emma Ousley school children lived some distance from the school and all but two girls were transported to school by automobile or school bus. The school is located in an old residential area of the city and is bordered by college and commercial property. Some nearby apartments tend to be occupied by college students rather than families with children of school age. None of the Ousley students lived within one-half mile of the school.

T A B L E 1
DISTRIBUTION OF AGES OF 271 HOMEMAKING I STUDENTS
LISTED BY SCHOOLS

Age	Schools							
	Ferguson		Nichols		Ousley		Carter	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
14	29	35.4	12	21.1	26	47.3	21	27.3
15	47	57.3	41	71.9	26	47.3	51	66.2
16	6	7.3	3	5.3	2	3.6	5	6.5
17	0	0.0	1	1.7	1	1.8	0	0.0
Total	82	100.0	57	100.0	55	100.0	77	100.0

The largest enrollment of students living near the school was for Ferguson Junior High School. The Ferguson school building is located in a residential area with a city park bordering the campus on two sides and residential homes on the other sides. The Carter school is surrounded by church and commercial property on three sides but has one of the finer sections of the city on the fourth side of the campus. The Nichols school is in a relatively undeveloped area and this fact accounts for the distances the children traveled to arrive at school.

Most of the participants attending the Ferguson, Nichols, and Carter schools lived within one mile of the school. Responses from the Ferguson students indicated that 33 girls lived within six blocks of the school. Most of the Ousley school students lived more than a distance of one mile away from the school building. Only 11 of the participants lived more than five miles from school. One student lived eight miles from the Carter school.

Few of the Ousley school participants walked either to or from school because of the distances involved. More students drove a car or were driven to school by others than walked or rode the bus. One reason for the large number driving to school is that mothers usually take all the children in the families to school in the morning. Since

dismissal time is not the same for all schools, the mothers cannot meet both the older and the younger children at their respective schools. Therefore, the older children in the families walk home while the younger children may ride with the mother. School bus service is available to any student living two or more miles from the school. More participants rode the bus or walked home after school than rode the bus to school. A breakdown of the methods of transportation for the students follows:

<u>School</u>	<u>Method of Transportation to School</u>			<u>School</u>	
	<u>Walk</u>	<u>Car</u>	<u>Walk or Car</u>	<u>Bus</u>	<u>Car or Bus</u>
Ferguson	21	43	6	11	0
Nichols	6	33	2	14	2
Ousley	2	34	0	13	6
Carter	16	43	6	8	3
Total	46	153	14	46	11

<u>School</u>	<u>Method of Transportation from School</u>			<u>School</u>	
	<u>Walk</u>	<u>Car</u>	<u>Walk or Car</u>	<u>Bus</u>	<u>Car or Bus</u>
Ferguson	31	28	10	12	0
Nichols	14	19	3	18	3
Ousley	5	21	1	23	5
Carter	29	27	9	8	3
Total	79	95	23	61	11

Parents of most of the students were living. Only 10 fathers and three mothers were deceased. The number of broken

homes was low compared to the national average of one in four. Parents of Ferguson students had the highest percentage of separations and divorces, 14.6 per cent, and parents of the Ousley girls had the lowest, 10.9 per cent. A total of 13 per cent of the Carter students and 14 per cent of the Nichols students came from broken homes. A total of 40 students came from broken homes and 32 of these students were living with their mothers. Three girls lived with their fathers and four lived with other relatives. Only one student had made other arrangements and was living in a foster home.

Four family members were reported as family size by 86 participants and five members by 85 participants. Approximately 27 per cent of the families had three or more children. Less than 11 per cent of the families were reported as having five or more children. The largest family had 11 members. The family size did not vary greatly from school to school.

A total of 189 siblings of the participants were of elementary school age. Participants at Carter Junior High School had more brothers and sisters than the girls in the other schools. The smallest number of siblings were of participants from Nichols Junior High School. Only 31 siblings who had completed high school were still living in the

homes (Table 2). Many young people choose to work, marry, or continue their education away from home and establish separate residences after graduation from high school.

Most of the participants lived in single family dwellings; only six of the 271 families lived in apartments. Most of the families were buying their homes. Only 28 rented houses or apartments. Responses indicated that 38 families had homes that were paid for. However, this figure is probably high as some of the students in the author's school gave evidence that they did not understand the difference between owning a home and buying a home, as family financial matters were not usually discussed in the homes. The number of families reported as owning, renting, or buying homes follows:

<u>School</u>	<u>Renting</u>	<u>Owning</u>	<u>Buying</u>
Ferguson	5	13	63
Nichols	6	11	39
Ousley	11	6	36
Carter	6	8	62
Total	28	38	200

The homes of most of the students were attractive tract houses. Only two students lived in small houses. The most frequently reported size of the homes was eight rooms. Only 11 homes were reported to have fewer than six rooms. Fifteen

T A B L E 2
DISTRIBUTION OF SIBLINGS OF 271 HOMEMAKING I STUDENTS

Siblings	Schools				Total
	Ferguson	Nichols	Ousley	Carter	
<u>Brothers</u>					
Pre-school	8	3	4	11	26
Elementary school	23	19	14	26	82
Junior high	7	14	13	9	43
Senior high	19	11	16	19	65
Out of school	3	2	6	4	15
Total	60	49	53	69	231
<u>Sisters</u>					
Pre-school	10	6	10	11	37
Elementary school	35	18	21	33	107
Junior high	18	10	7	12	47
Senior high	18	7	11	18	54
Out of school	3	2	3	8	16
Total	84	43	52	82	261
Total number of siblings	144	92	105	151	492

of the homes had 10 rooms which attests to the high standard of living in the community. One home was reported as having 14 rooms.

All the families except three owned at least one car. The two-car family is definitely a reality in Arlington since 79 per cent of the families of participating students owned two or more cars. There is no city transit system and the shopping centers tend to be scattered, thus one car is almost a necessity. Since so many mothers work, an extra car is needed for the mother's transportation. Bus service is provided only for those students living two or more miles from school. Many families feel an extra car is warranted for transportation of children to and from school. The nine cars owned by students serves to point out further the affluent society. The number of families owning one or more cars follows:

<u>School</u>	<u>Number of Families</u>		
	<u>One Car</u>	<u>Two Cars</u>	<u>Student Car</u>
Ferguson	82	62	2
Nichols	56	46	1
Ousley	55	46	2
Carter	75	60	4
Total	268	214	9

Economically, the families involved in the study varied from low to higher income levels. Only two heads of households were employed in professional occupations. One was a college professor and the other a dentist. One mother was a professional person, a physician. Most of the semi-professional fathers were engineers. There are many aircraft and electronics companies in the area who employ engineering personnel. Many of the skilled laborers were machinists, mechanics, and electricians. One was a glass blower for a local company. One father was a bookkeeper. There were 26 heads of families who were business owners or managers. Three of the unskilled heads of households were school or plant custodians. The others were day laborers. Eight fathers were career men in the military service, two were full-time students, and one was a disabled father. Ten students did not know their fathers' occupations. It could not be determined if these were children not living with their fathers.

The mothers who were engaged in semi-professional occupations were teachers or nurses. One mother was a librarian. Most of the women classified as skilled laborers were technicians. The mothers classified as semi-skilled were employed as secretaries, file clerks, or as other clerical workers. A total of 54.3 per cent of the mothers were full-time homemakers. Four mothers were full-time students.

Data revealed that seven fathers and six mothers did not complete elementary school, and that 39 fathers and 26 mothers did not go beyond junior high school. More mothers than fathers attended high school and more graduated. Approximately equal numbers of fathers and mothers attended college but did not graduate; however, three times as many fathers as mothers graduated from college. More fathers than mothers had advanced degrees. Educational levels of 35 fathers and 28 mothers were not indicated by the students. Many students indicated that parents had attended business or trade schools after high school graduation (Table 3).

Even though the standard of living was high, only 16.6 per cent of the families had outside help in the homes. Many respondents indicated that the outside help was a woman employed for ironing. The number of students reporting the employment of an individual in the home to assist with housework follows:

<u>School</u>	<u>Outside Help</u>	
	<u>Yes</u>	<u>No</u>
Ferguson	18	63
Nichols	9	48
Ousley	10	44
Carter	10	65
Total	47	220

T A B L E 3

DISTRIBUTION OF EDUCATIONAL LEVEL ATTAINED BY THE PARENTS OF

271 HOMEMAKING I GIRLS

Educational Level Achieved	Father					Mother					Total of Parents
	Ferguson	Nichols	Ousley	Carter	Total	Ferguson	Nichols	Ousley	Carter	Total	
Elementary	3	1	0	3	7	2	2	0	2	6	13
Junior high	13	10	5	11	39	8	5	2	11	26	65
Attended high school	10	4	3	5	22	17	13	4	8	42	64
Graduated from high school	25	15	18	26	84	35	26	23	28	112	196
Attended college	16	6	7	12	41	13	3	14	13	43	84
Graduated from college	7	7	14	11	39	1	3	2	7	13	52
Advanced degree	0	0	3	1	4	0	0	1	0	1	5
Unknown	8	14	5	8	35	6	5	9	8	28	63
Total	82	57	55	77	271	82	57	55	77	271	542

The relative stability of the community was indicated by the fact that 49 per cent of the families of participants had not moved during the past five years. Sixty-two families had moved once. Only nine families had moved as many as five times; however, one family had changed homes 15 times within the past five years.

Almost all the girls indicated choosing their own friends. Two girls from the Ferguson school and one each from the Ousley and Carter schools indicated occasionally choosing their own friends, and two girls from the Ferguson school related never choosing their own friends. Seventeen students could frequently have parties in the homes and 51 could never have parties at home. Most of the students could have parties occasionally. All except 30 students requested permission to "go where they wanted to go" and the remainder sometimes asked permission. All but two girls informed their parents as to where they were going and all but one as to where they could be found when away from home. Approximately 72 per cent of the students had a definite curfew and only 4.0 per cent indicated that they did not have a definite time to be home at night. More than half of the students "always" and 23 "never" informed their parents as to the activities in which they participated when away from home. A total of 70 girls reported staying home while 183 reported "sometimes" attending activities on school nights.

Most school activities are planned for Friday nights except the ninth grade junior high school football games, which are held on Thursday evenings. It can be assumed that those "occasionally" participating in evening activities would have been attending school games or church. Only eight girls reported staying home evenings during the weekend while 169 reported regular weekend activities away from home. A favorite Saturday evening activity for the junior high school students is going to the movies. Friends meet at the theater, see the movie, and are taken home by parents. Responses between schools were more alike than different. A list of the responses as to social activities follows:

<u>Activity</u>	<u>Almost Always</u>	<u>Occa- sion- ally</u>	<u>Never</u>
Do you choose your own friends?	264	4	2
Do you have parties in your home?	17	201	51
Do you ask permission to go where you want to go?	239	30	0
Do you tell your family where you are going?	249	18	2
Does your family know where you are when you are out?	231	35	1
Do you have a certain hour at which you are expected home at night?	196	46	11
Do you talk over with the family about your going out?	142	100	23
Do you go out on school nights?	14	183	70
Do you go out on weekend nights?	169	90	8

More than two-thirds of the group reported dating "sometimes" and 36.5 per cent related dating a boy at the time of the study. More indicated that they had gone steady than had dated. It was determined upon further investigation that the junior high school students regard "going steady" as meeting a boy in the hall between classes, allowing him to call on the telephone, and wearing at school the usual identifications of "going steady" such as the boy's award jacket, his "initial" ring, or even just an ordinary sweater belonging to the boy. The boy customarily collects his possessions before the school day is over and then returns them to the girl the next day. Perhaps, if more parents were aware of the junior high school student's definition of going "steady," there would be less parental concern for the teen-agers. Some of the students "go steady" with older boys. In the past a couple "going steady" were seriously thinking of marriage, however, today it means "I am dating only this boy for a few weeks and then I will date someone else." "Going steady" is a form of security in their insecure world.

More than 70 per cent of the families approved of the student's dating practices and most of the students indicated that they would not date without parental approval. The girls reported about as many single dates as double dates. The

reasons given for single dates were that boys frequently did not drive and a parent transported the couple to their destination, or that the girl did not want to risk double dating with a girl who might not "be nice" (Table 4).

Most of the students did not date regularly. Approximately 29 per cent indicated dating once a week or more. A greater number of the Ousley girls, than the other groups, did not date or dated irregularly. This lack of dating may be attributed to the younger age of the girls in the Ousley school group.

Of those students reporting dating, almost one-third had first dated at age 14, approximately 23 per cent at age 13, and only one girl began dating as young as 10. Only nine of the Ousley school girls had dated before the age of 14. Three girls did not begin dating until age 16. All of the girls who had not begun to date indicated age as the reason. Many gave the age of 16 years as a parent-approved age for dating.

The students participated in many activities on dates with the most popular activity being attending the movies. Dancing is also a favored activity. The city park department sponsors dances at the city recreation center. Different teen-age musical groups play for the dances. Drive-in movies were favored as dating activities by 82 girls and drive-in

T A B L E 4
 DATING ACTIVITIES INDICATED BY 271
 HOME MAKING I STUDENTS

Statement	Ferguson	Nichols	Ousley	Carter	Total
Do you date?					
Yes	56	47	36	52	191
No	26	10	19	25	80
Presently?					
Yes	28	26	20	25	99
No	54	31	35	52	172
Have you ever gone steady?					
Yes	61	48	42	53	204
No	21	9	13	24	67
Family approve?					
Yes	64	44	38	50	196
No	18	13	17	27	75
Date without approval?					
Yes	15	10	3	8	36
No	67	47	52	69	235
Most dates					
Single	33	27	14	27	101
Double	33	19	28	26	106

restaurants by 74 respondents. "Coke" dates to a favorite drive-in is a frequent first date. School affairs were enjoyed by 58 students as dating activities. The small number involved in school activities may be explained by a policy of the schools to restrict school activities such as school-sponsored dances or parties to only those students enrolled in the sponsoring school. Most of the junior high school girls date boys in high school. Since boys mature more slowly than girls, many ninth grade boys are not particularly interested in dating girls, and those who do date tend to date girls in the seventh or eighth grade. Skating parties, and sports activities, both spectator and active, were enjoyed by some of the students. Church activities were enjoyed by 11 students.

The girls tended to date boys one or two years older than themselves. Approximately 21 per cent of those dating, dated boys 16 years old. A total of 50 girls dated 17 year old boys. Twenty-one of the students dated boys who had already completed high school, with one student dating a man 25 years old. All girls reporting dating, dated boys 14 years or older. A total of 100 of the 200 girls answering the question "How old are the boys that you date?" dated boys 16 years or younger.

Approximately 90 per cent of the students had a best girl friend and 87 per cent of the best girl friends were in

the ninth grade. One student indicated the reason for not having a best girl friend was "I do not play favorites," and two others reported recently moving to the school and not having had time to establish friendships. Four students had best friends who were enrolled in the seventh grade, seven had best friends enrolled in the eighth grade, and three best friends were enrolled in senior high school.

With the exception of church, the students preferred to go everywhere with either girl friends or boy friends, rather than parents or siblings. A slight preference was indicated for attending functions with boy friends. The students preferred to attend church with family members. Of the 271 students in the group surveyed, 237 liked to work on committees of boys and girls, 23 preferred to work with girls only, and five indicated a preference for boys only on committees.

The best-liked family activities reported were those carried on out-of-doors such as camping, out-door cooking, boating, and water-skiing. These activities were mentioned by more than 25 per cent of the respondents. The reasons given for liking out-door activities were that all the family enjoyed out-door activities and the family enjoyed doing things together. Participation in different sports such as bowling, tennis, and volley-ball were indicated as favorite family

activities by 39 students. Since the family performed activities well, everyone enjoyed them, or everyone liked to be together. Dining in a restaurant was given as an enjoyed activity by 10 per cent of the students because they liked to eat, enjoyed being with the family, or enjoyed the family conversation while dining away from home. Church activities were mentioned by 20 girls with such reasons as: "We feel closer together," "I feel respected there," and "I enjoy the spiritual up-lift." Other activities mentioned were spectator sports, drive-in movies, shopping, family vacations, television, games, driving around, working together, visiting friends, and just staying home.

Of the 186 who indicated family activities, 53 did not like to attend movies with the family. The reasons were: they could not sit with their friends, all the other teenagers were there with dates, and they could not relax and "be themselves." Parties attended by parents were given as a disliked activity by 25 respondents. The girls felt they were being watched and became nervous. Eighteen of the group disliked various out-door activities such as swimming, fishing, and camping out. Reasons stated were: some mothers were over-cautious and upset the girls, the girls did not like to fish, some talked too much to fish, and one did not like to kill fish. Twelve stated that visiting friends with the family was uninteresting. Different home activities such

as reading, watching television, chores, and home games were disliked by a total of 24 girls. Thirty-nine of the students responded that all family activities were liked because being with the family was enjoyed.

Of the 188 students responding to the question concerning new family activities, 57 students indicated no new ones were desired. Many stated they already participated in most activities. Of those indicating new activity, 32 expressed a desire for participating in sports as a family unit. Some sports mentioned were swimming, bowling, skating, tennis, and horseback riding. Fourteen girls mentioned boating and water skiing and 12 wanted more camping. Fourteen students desired to go to the drive-in movies more frequently. Eleven of the students wanted to attend church as a family unit regularly. Ten mentioned dining out and nine expressed a desire to go on family trips. Home parties were indicated by four and spectator sports by five students.

Of the 214 students indicating topics of most disagreements with parents, 64 mentioned dating, 34 mentioned chores, 20 disagreed about appearance, 16 had conflicts over school and grades, 16 disagreed with parents' ideas, 15 differed about places to go, 13 mentioned siblings, and 12 argued concerning money. Clothing was a source of contention for 14 and use of the car for 11 participants.

Student responses indicated that other conflicts with parents were: not allowed to date; could not go where they wanted to go on dates; the curfew hour was too early; and parents did not approve of the boy being dated. "Car-dating" was not allowed by some parents. Car-dating was interpreted as the boy bringing the car for the girl rather than his parents providing transportation.

Chores were the second major problem mentioned. Some girls indicated parents nagged them and others said they did not do chores well enough to please the parents. Doing the dishes and cleaning of the girls' rooms were the chores mentioned most as causes for disagreement.

Various areas of personal appearance were related as causing disagreements between the students and parents. Hair styles and the amount of make-up being worn by the students were listed by several girls as causes of conflicts with parents.

Some of the girls expressed the need for more money to go places and for their wardrobe. The adolescent girl grows at such a rapid rate, parents may be financially unable to clothe the girl in the manner desired by the teen-ager. The girls wanted more clothes, especially wool skirts and sweaters for winter wear. Skirt lengths and styles were frequently areas of disagreements between the girls and their parents.

Chores caused more disagreements between siblings than any other concern. Twenty-eight girls gave chores as the prime cause of disagreements between them and their sisters and 21 listed chores as a cause of friction between them and their brothers. Many did not need a "cause" to dispute with siblings, for 36 girls indicated that "anything" could be the cause for arguments with brothers and 23 mentioned "anything" as a factor in disagreements with sisters. Possessions were the source of trouble for 25 girls and sisters and 13 girls and brothers. More than 12 per cent of the girls disputed with sisters over clothing and sharing a room. Approximately 8.0 per cent argued with sisters about boys. Television was also listed as a source of disagreement between siblings. Other items disagreed upon by siblings but not mentioned as frequently were: the telephone, friends, tattling, authority, the car, the radio, teasing, and manners. Twelve girls reported no disagreements with sisters and 36 reported none with brothers.

Disagreements with girl friends were usually over boy friends. Of the 189 students responding to the question, approximately one-third quarreled over boy friends. Other friends were mentioned as a cause for dispute by 10 per cent and 8.0 per cent listed making plans as a major cause of contention with friends.

When requested to list the teen-ager's most difficult personal problem, 51 of the girls listed dating. Over one-half of the girls from Ferguson school indicated dating as the most difficult problem. Personal appearance was of concern to 19 per cent of the girls and approximately 27 per cent of the students stated school was a problem. Getting along with parents was difficult for approximately 20 per cent of the respondents. Personality and being liked by others were concerns of 12 per cent of the students. Too much responsibility was a problem for 11 per cent of the participants and 10 per cent recognized controlling a bad temper as a problem. Eleven per cent simply wrote "me" or "myself" as their main problem, recognizing the importance of self-approval. Other problems mentioned less frequently were: friends, the future, siblings, accepting responsibility, communicating with others, growing up, personal attitudes, and poor habits.

The students were requested to check the two people with whom personal problems were more frequently discussed. Of the 258 students checking the item, approximately three-fourths of the respondents indicated that problems were discussed with girl friends and approximately one-half discussed problems with their mothers. Only seven girls indicated that teachers were consulted about concerns. One student reported solving personal problems without assistance.

In decreasing rank order the individuals with whom the girls indicated a desire for popularity were: boy friends, 163 respondents; girl friends, 116 students; and all classmates, 107 participants.

In response to the question concerning future plans only 22 responded "I don't know." Students were concerned about their future, but were uncertain as to what occupations were desired as indicated by the fact many students listed as many as four possible vocations. The ninth grade students are expected to plan high school courses and the students realize that some definite career plans must be made. The vocations mentioned as possible future careers were: secretary (82), homemakers (66), teachers (53) [nine girls expressed a desire to be a homemaking teacher], airline hostess (27), nurse (24), beautician (19), and model (16).

All except one student completing the form expected to complete high school, and 218 of the girls planned to attend college. However, many listed planned vocations as those learned in trade school rather than college. Possibly many may have considered beauty, airline hostess, and business schools as college. It is interesting to note that most of the girls are planning to continue their educations beyond the high school level to be better prepared for the changing world.

AREAS OF CONCERN TO TEEN-AGERS

The data were tabulated and the responses were placed in categories of concerns being checked by 75, 50, and 25 per cent or more of the students as being of real concern in the areas of school, personal, and home and family relationships.

A tabulation of the data received from the "Areas of Concern to Teen-Agers" survey form follows. No attempt was made to compare the responses of the four schools involved in the survey because the responses made on the "Survey Form for Girls, Revised" varied very little as to schools. In some instances the students declined to indicate an answer because the question was not understood, was overlooked, or did not pertain to that particular student. These were not included in the tabulation of data. The number of students who indicated "frequently," "sometimes," or "never" in response to the items on the survey form, "Areas of Concern to Teen-Agers," may be found in Table 5.

Areas of Concern to 75 Per Cent or More of Students

No items of concern for the area of school were checked as concerns by as many as 75 per cent of the students in the "frequently," "sometimes," or "never" categories of the survey form. Only one item, "I want boys to like me" was checked in

T A B L E 5
DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Statement	Fre- quently	Some- times	Never
<u>SCHOOL</u>			
I have difficulty spelling	31	176	51
I have difficulty with mathematics	103	130	26
I have difficulty with science courses	91	146	21
I have difficulty understanding reading assignments	25	141	92
I like all my school subjects	50	160	47
My parents select my courses without regard for my likes and dislikes	14	23	222
I have difficulty keeping my mind on my school work	53	185	21
Teachers assign too much homework	109	138	11
I need to know how to take class notes	48	137	74
I need to know how to study for tests	97	124	37
I have difficulty making oral reports	104	117	38
Even though I know the answers, I have difficulty expressing myself	71	161	27
I have difficulty understanding class assignments	12	184	61
I have difficulty with library assignments	10	131	116

T A B L E 5 (Continued)

DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Statement	Fre- quently	Some- times	Never
My teachers criticize me	19	102	132
I feel my teachers like me	73	150	29
My teachers are interested in me	56	154	44
My teachers have "pets"	101	123	29
My teachers organize the classwork well	82	162	12
My teachers aren't interested in the things teen-agers like	38	168	51
I will cheat to pass a test	12	71	173
I like to discuss my problems with my teachers	12	127	118
Tests make me nervous	113	120	23
I feel my classmates try harder than I do	22	184	50
I feel my classmates don't like me	11	143	102
I like to take responsibility for doing things	104	132	21
I feel I am not given enough responsibility to do things	46	139	71
I'm too shy to volunteer for projects I would like to do	44	128	85
I feel I'm not as good as my classmates	37	141	78
School rules are too strict	88	130	38

T A B L E 5 (Continued)
 DISTRIBUTION OF RESPONSES OF 259 HOME MAKING I STUDENTS
 TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Statement	Fre- quently	Some- times	Never
PERSONAL			
I worry too much	88	138	27
I get upset easily	84	126	42
I sleep well at night	124	105	24
I feel unsure of myself	54	169	29
I daydream too much	75	139	38
I feel ashamed when I've done some- thing wrong	140	100	13
I feel lonely	41	149	63
My feelings are easily hurt	60	130	63
I stand up for my rights	142	100	11
I make friends easily	103	142	8
I feel "blue" at times	52	188	13
I'm afraid I won't succeed in life	33	135	85
I feel awkward	35	163	54
I act without thinking	48	172	32
I like to be alone	54	151	47
I like to discuss my problems with my friends	111	130	12
I have bad habits that I would like to stop	97	132	24

T A B L E 5 (Continued)
 DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
 TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Statement	Fre- quently	Some- times	Never
I'm afraid others will make fun of me	49	149	55
I get upset if I can't have my way	10	130	112
I feel I have to make excuses for my actions	25	142	84
I need more energy to keep up with my friends	22	98	138
Introductions are easy for me	85	148	24
I feel strange when I'm around people I don't like	90	138	30
I feel at ease at parties	93	137	27
I wish other girls would invite me to their homes	81	150	24
I can never think of anything to say	47	151	59
I set up goals that I can't reach	23	146	89
I need to know what to do when my friends do things I feel are wrong	75	137	45
I take advantage of others	13	113	130
I talk more than I listen	56	138	62
I feel the ideas of others are not as important as my own	19	113	125
I feel left out of activities attended by my friends	30	147	80
I want to be a leader	51	141	64

T A B L E 5 (Continued)

DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Statement	Fre- quently	Some- times	Never
I like to work with a group	136	110	10
I want boys to like me	202	47	8
I feel it is all right to meet a boy away from home for a date	57	110	91
I like to date boys much older than I	52	120	84
I worry about dating a person from a church other than my own	23	82	153
I feel I am ready for marriage	27	45	182
Table manners are a problem for me	6	123	126
I worry about how to order food on a date	39	140	75
I worry about my skin	132	100	23
I wish I knew how to use make-up attractively	100	115	39
I wish I knew how to fix my hair attractively	145	93	17
I need more money to do the things my friends do	80	120	55
HOME AND FAMILY			
I have no privacy at home	66	101	88
I don't feel a part of my family	37	80	137
My family doesn't feel my opinion is worth much	32	108	114

T A B L E 5 (Continued)
 DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
 TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Statement	Fre- quently	Some- times	Never
My parents treat me like a baby	41	96	118
I am distrusted by my parents	32	76	145
My parents allow me to have too many dates	7	19	228
My parents are too strict with me	45	110	100
I wish my father had a better job	24	72	155
I'm ashamed of my mother's job	1	8	235
I wish my parents acted and dressed better	9	59	186
I would like to leave home	27	91	137
My parents nag me	49	149	57
My parents don't like my friends	17	123	115
My parents care about what I do	217	25	13
I'm allowed to select my own clothes	167	78	9
My parents approve of teen-age fashions	64	168	23
I fight with my brothers and sisters	95	122	36
I feel that I am superior to my brothers and sisters	36	102	114
I can't spend my money as I would like	38	96	120
I prefer having my own room to sharing it	187	37	28

T A B L E 5 (Continued)

DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Statement	Fre- quently	Some- times	Never
I can't use the family car	40	70	140
I dislike having to visit my parents' relatives	28	127	100
My parents go to church with me	129	76	50
My parents attend school activities	37	143	75
Question	Yes		No
SCHOOL			
Do you wish the school offered a greater choice • of courses?	231		27
Do you think the courses you are taking will help you in the future?	218		39
Do you think teachers give enough individual help?	83		173
Do teachers encourage you in your school work?	173		86
Do you know what you want to do when you grow up?	176		83
Do you need more help in selecting high school courses?	152		107
Would you like to have more information about careers for girls?	214		44

T A B L E 5 (Continued)
 DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
 TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Question	Yes	No
PERSONAL		
Do you think you are overweight?	126	133
Do you think you are underweight?	53	207
Do you have a physical handicap?	23	236
Are you troubled with menstrual cramps?	113	146
Do you feel that you are "different"?	101	157
Do you bite your nails?	113	145
Do you need more information about choosing the right foods for good health?	135	124
Would you mind wearing braces on your teeth if you needed them?	105	154
Do you want to know more about the harmful effects of narcotics and drugs?	153	104
Would you like to have more friends?	248	10
Do you feel you are disliked because of your race or nationality?	12	245
Do you feel you are disliked because of your religion?	7	249
Can you invite friends to your home frequently?	228	29
Do you prefer not to bring your friends to your home?	43	213
Do people get angry with you frequently?	53	204
Do you make friends easily?	218	39

T A B L E 5 (Continued)
 DISTRIBUTION OF RESPONSES OF 259 HOMEMAKING I STUDENTS
 TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Question	Yes	No
Does it bother you to talk to adults?	89	167
Do you need more information about entertaining friends in your home?	163	93
Do you feel there are enough places for teen-agers to go in your community?	61	196
Do you get along well with other teen-agers?	241	16
Are you a poor sport if you lose?	22	235
Are you anxious to grow up?	157	100
Do you feel you know what is proper to wear for most occasions?	199	58
Do you want to learn to dance?	181	64
Do you wish that you could have more dates?	203	53
Can you accept a date graciously?	216	36
Do you know how to refuse a date without hurting the boy's feelings?	156	100
Do you feel sure you know what is considered acceptable behavior on dates?	206	50
Do you know how to break up with a boy and still keep his friendship?	151	105
Do you need to improve your dating manners?	135	118
Do vulgar jokes and language bother you?	157	100
Do you wonder what boys say when they discuss girls?	237	20

T A B L E 5 (Continued)
 DISTRIBUTION OF RESPONSES OF 259 HOME MAKING I STUDENTS
 TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Question	Yes	No
Do you feel you must smoke to be popular?	3	254
Do you feel you must drink to be popular?	4	253
Do you approve of "blind dates"?	131	125
Do you like to go steady?	186	68
Do you worry whether boys take you for granted?	178	88
Do you feel the girl should select the place to go on a date?	73	183
Do you feel it is proper for a boy friend to visit you while you baby-sit?	65	191
Do you go to the drive-in movies on dates?	111	144
Are you allowed to date?	167	88
Do you sometimes "crash" parties?	38	219
Would you date a person whom others did not approve?	155	98
Do you think it is wrong to steal small items for fun?	176	81
HOME AND FAMILY		
Do you feel you are a burden to your family?	64	190
Do your parents give you too many responsibilities?	46	211
Do you feel you get encouragement from home?	176	79

T A B L E 5 (Continued)
 DISTRIBUTION OF RESPONSES OF 259 HOME MAKING I STUDENTS
 TO THE "AREAS OF CONCERN TO TEEN-AGERS" SURVEY FORM

Question	Yes	No
Do you feel you can tell your parents about most things you might do?	147	108
Do you feel neglected by your parents?	58	197
Do you feel your parents are selecting your future career for you?	20	235
Would you rather your mother didn't work?	102	126
Do you receive an allowance?	150	105
Would you rather get money as you need it than have an allowance?	155	98

the personal area of the test and no items were marked with the above stated frequency in the home and family area of the survey form.

Items indicated as "never" being a concern by 75 per cent or more of the students were: (school) "My parents select my courses without regard for my likes and dislikes," by 222 students, (personal) "My parents allow me to have too many dates," by 228 students, and "I'm ashamed of my mother's job" by 235 girls, and (home and family), "My parents care about what I do" was checked "frequently" by 217 of the 259 participants in the study.

Checked in the affirmative as concerns in the "yes" or "no" part of the survey form by 75 per cent of the students in the area of school were: "Do you wish the school offered a greater choice of courses?" (231) and "Would you like to have more information about careers for girls?" (214). In the area of personal concerns "Would you like to have more friends?" was indicated by "yes" by more than 95 per cent of the respondents. "Do you feel there are enough places for teen-agers to go in your community?" was answered in the negative by approximately 95 per cent, and "Do you wish you could have more dates?" was marked "yes" by approximately 78 per cent of the girls. "Do you wonder what boys say when they discuss girls?" was of concern to 93 per cent of the

respondents. There were no home and family items indicated as concerns by 75 per cent or more of the students.

Items marked by 75 per cent of the students as not being concerns follow: "Do you think the courses you are taking will help you in the future?" was checked "no" by 218 students. Noted by one student on the survey form was "all but science, I don't think it will help." Checked as "no" in the area of personal concern by 236 students were "Do you have a physical handicap?" and 207 students "Do you think you are underweight?" Asthma was mentioned by one participant as a handicap. Indicated as not being problems were "Do you feel you are disliked because of your race or nationality?" and "Do you feel you are disliked because of your religion?" by approximately 98 per cent of the students. "Can you invite friends to your home frequently?", "Do you prefer not to bring your friends to your home?" and "Do people get angry with you frequently?" were checked "no" by 80 per cent or more of the girls. "Do you get along well with other teen-agers?", "Do you make friends easily," and "Are you a poor sport if you lose?" were not concerns for 85 per cent or more of the students. Checked as concerns in the "yes" column were: "Do you feel you know what is proper to wear for most occasions?" by 199 students; "Can you accept a date graciously?", by 216 participants, and "Do you feel sure you know what is considered acceptable

behavior on dates?" by 206 respondents. Checked as "no" by approximately 98 per cent of the students were "Do you feel you must smoke to be popular?" and "Do you feel you must drink to be popular?", indicating that students are developing their own personal values. "Do you crash parties?" was marked "no" by approximately 85 per cent of the respondents.

Indicated as "no" in the home and family area were "Do your parents give you too many responsibilities?" (121), "Do you feel neglected by your parents?" (197), and "Do you feel your parents are selecting your future career for you?" (235).

Areas of Concern to 50 to 75 Per Cent of Students

In the area of school on the "frequently," "sometimes," and "never" part of the survey form, two-thirds of the students marked "no" to "Do you think teachers give enough individual help?" and almost 60 per cent indicated "yes" to "Do you need more help in selecting high school subjects?" In the area of personal concern, "I worry about my skin." and "I wish I knew how to fix my hair attractively." were indicated as problems. "I prefer having my own room to sharing it." was indicated as a home and family problem by approximately 72 per cent of the students. This was a concern mentioned frequently on the "Survey Form for Girls, Revised."

Items marked as not being of concern by as many as 50 per cent of the girls but less than 75 per cent follows:

"My teachers criticize me" was "never" a problem for slightly more than one-half of the respondents. Approximately two-thirds of the group stated "never" to "I will cheat to pass a test." "I feel ashamed when I've done something wrong," "I stand up for my rights," "I need more energy to keep up with my friends," "I never take advantage of others," and "I like to work with a group" were marked as being of no concern by more than one-half of the group. Approximately 60 per cent of the respondents indicated "never" to "I worry about dating a person from a church other than my own." While the students involved in the study were young and most were just beginning to date, future marriage is a probability and continuing unconcern for religious differences could be a factor in causing future marital problems. "I feel I am ready for marriage" was marked as "never" by approximately 70 per cent of the group.

In the home and family area, "I don't feel a part of my family," was given a negative response by 60 per cent of the students. "I am distrusted by my parents" was indicated as "never" by approximately 56 per cent of the girls. A total of 60 per cent indicated "never" to "I wish my father had a better job." One student who checked "frequently" on the previous statement wrote "He works so hard" indicating a desire for a better job for the parent, not for prestige or money, rather so the father would not have to perform such

difficult labor. "I wish my parents acted and dressed better" was not a concern to 186 students and slightly more than half checked "never" to "I would like to leave home." An indication of growing independence was given by approximately 64 per cent of the girls who checked "frequently" to "I'm allowed to select my own clothes." "I can't use the family car" was of no concern to slightly more than one-half of the respondents. Many students noted on the survey form "I can't drive, yet."

On the "yes" or "no" part of the survey form more than one-half but less than 75 per cent of the students indicated "yes" to "Do you need more help in selecting high school courses?". Although all of the students had previously had at least one semester of training in the area of foods and nutrition, more than half indicated "yes" to the question "Do you need more information about choosing the right foods for good health?". "Do you want to know more about the harmful effects of narcotics and drugs?" was of concern to more than one-half of the respondents. "Do you need more information about entertaining in your home?" was of concern to slightly more than 60 per cent of the students as was "Are you anxious to grow up?". To the question "Do you want to learn to dance?" 181 answered affirmatively, although many indicated already having a knowledge of dancing, but would like to dance better. "Do you need to improve your dating

manners?" was checked "yes" by 137 girls and 157 checked "yes" to "Do vulgar jokes and language bother you?". To the question, "Do you like to go steady?" approximately 72 per cent of the girls answered "yes," approximately 68 per cent were concerned with "Do you worry whether boys take you for granted?", and 60 per cent of the respondents indicated "yes" to "Would you date a person of whom others did not approve?". Many students qualified their answers, indicating that dating such a boy would be unthinkable without parental approval and the reason for disapproval would have to be considered. Of the 259 girls completing the survey form 167 or 64.4 per cent were allowed to date. On the "Survey Form for Girls, Revised" 70.5 per cent indicated dating, however, 13.2 per cent indicated dating without parental approval. To the question "Would you rather get money as you need it than have an allowance?" 155 responded "yes" and slightly less than one-half of the students received an allowance.

Areas of Concern for 25 to 50 Per Cent of the Students

More than 25 but less than 50 per cent of the students indicated having difficulty with mathematics and science. A total of 109 girls indicated that teachers assigned too much homework. Needing to know how to study for tests, difficulty with oral reports, and expressing one's thoughts in class

were marked as school problems. More than one-third of the group expressed the opinion that teachers had "pets."

Approximately one-third liked to take responsibilities for doing things. Eighty-eight students indicated concern that school rules were too strict.

"I worry too much," "I get upset easily," "I daydream too much," and "I have bad habits that I would like to stop" were checked as personal problems. Social activities providing concern were: "I feel strange when I'm around people I don't like," "I wish other girls would invite me to their homes," "I set up goals that I can't reach," "I need to know what to do when my friends do things I feel are wrong," and "I want to be a leader." Eighty students indicated needing more money to do the things friends did.

Home and family concerns mentioned were: "I have no privacy at home" and "I fight with my brothers and sisters." Slightly less than 50 per cent of the girls attended church with their parents "sometimes" or "never." "Sometimes" might be only on religious holidays. On the "Survey Form for Girls, Revised," 11 students expressed a desire to go to church as a regular family activity. Seventy-five students indicated parents did not attend school activities. One girl noted on the survey form that her parents attending the school activities was a matter of personal concern.

On the "yes" or "no" part of the survey sheet more than one-third of the students marked that teachers did not give enough help. Most classes tend to be large and the slower students frequently do not have enough assistance. Approximately 44 per cent of the students were troubled with menstrual cramps. On the question "Do you feel you are different?" some of the girls interpreted the meaning to be "strange" or "odd" and others thought that it meant "individualistic" or not "going along with the crowd," thus the author was of the opinion that it was a poor question. Approximately 44 per cent of the students bite their fingernails and 41 per cent would mind wearing braces on their teeth even though needed. Talking to adults was of concern to 89 and 100 students did not know how to refuse a date without hurting the boy's feelings. How to stop dating a boy without breaking the friendship and improving dating manners were of concern to more than one-third of the group. Approval of blind dating was given by 131 girls, however, many gave qualified answers such as "parents would have to approve" and "would have to know someone who knew the boy." One-fourth of the students indicated no concern about a boy friend visiting at a baby-sitting job. Nearly 40 per cent of the girls go to the drive-in theater on dates. Approximately 31 per cent of the participants saw no harm in stealing small items for fun. One student noted "if it is just for fun."

Approximately one-fourth of the girls indicated concern about being a burden to their families and approximately 30 per cent indicated not receiving encouragement from home. Approximately 42 per cent indicated not discussing activities with parents. Several of the girls recognized that parents did not always approve of their conduct when away from home. Approximately 40 per cent of the girls indicated "yes" to the question "Would you rather your mother didn't work?". Many respondents did not check this question commenting "she doesn't."

Areas of Greatest Concern

The major concerns of 75 per cent of the students in the area of school problems were the school's offering a greater choice of courses and the students desiring more information about careers for girls. In the area of personal problems, the most concerns were wanting to be liked by boys, desiring more friends, wanting more community activities for teen-agers, desiring more dates with boys, and wondering if boys discuss girls with other boys. No home and family problems were mentioned by as many as 75 per cent of the girls.

Problems indicated in the area of school by as many as 50 per cent of the girls but less than 75 per cent of the

group were: teachers did not give enough individual help and the students needed more advice in the selection of high school courses. The classes tend to be large and teachers are unable to assist students except during class or after school. Many times students are unable to stay after school or are not encouraged to stay after school and may not get the individual assistance needed to pass the courses.

Personal concerns mentioned by more than 50 per cent of the respondents were: worrying about skin, wanting to be able to arrange hair attractively, needing more information about nutrition, wanting more information about narcotics and drugs, needing more information about home entertaining, wanting to grow up, either learning to dance or improving dancing, improving dating manners, being concerned about the use of vulgar jokes and language among peers, liking to go steady, worrying about boys' attitudes toward them as individuals, and dating persons not approved by others. In the area of home and family, the students would rather get money as it was needed than have an allowance.

In the area of school concerns, checked by 25 per cent but less than 50 per cent of the students, areas of concerns were: having difficulty with science and mathematics courses, teachers assigning too much homework, needing to know how to study for tests, having difficulty with oral reports, and

expressing one's thoughts. The complaint was frequently made by students during the school year that all teachers seemed to assign difficult homework at the same time. All teachers also appeared to select one particular day, Friday, to give tests. The students frequently expressed the thought "it isn't fair." Many of the above problems recognized by students could be attributed to a lack of self-confidence of the students. Other school problems indicated by the students were: teachers having "pets," cheating to pass tests, being nervous about tests, and school rules being too strict. Much emphasis is placed upon achieving good grades in school. Students know good grades are essential for college entrance, and loyalties to peers needing assistance on tests may influence the decision to cheat on tests. Other school concerns were needing more encouragement from teachers and "not knowing what vocation to choose for the future."

Personal concerns mentioned by at least 25 per cent but less than 50 per cent of the girls were: worrying too much, getting upset easily, daydreaming too much, having bad habits, not knowing how to act when associating with people not liked by the students, wanting to be invited to visit other girls, needing to know what to do when friends' actions were thought by the student to be wrong, and needing more money for personal activities. Other personal problems were: being troubled by menstrual cramps, biting fingernails, not

liking braces for the teeth, talking to adults, having better dating manners, selecting dating activities, and developing moral values. Home and family concerns mentioned by 25 per cent of the group were: not having enough privacy at home, disputes with siblings, sharing a room, and parents not attending church and school activities with the respondents.

The school concerns checked most frequently by the students were: desiring a greater choice of school subjects and more career information to be made available. The most frequently indicated personal concerns were those pertaining to boy-girl relationships and wanting more friends. Sharing a room was the most frequently mentioned home and family concern.

CHAPTER IV

S U M M A R Y A N D C O N C L U S I O N S

The overall purpose of this study was to determine the major areas of concern to teen-age girls in the belief that if the problems were known, much could be done by the classroom teacher to relieve the problems. The specific purposes for the study were: to survey a cross-section of female adolescents in a city which is part of a large metropolitan area, to identify the areas of concern to girls of mid-adolescence, to determine if the basic areas of concern are the same as had been related by past investigators, and to investigate factors in home and family background that may influence behavior.

Data for the study were obtained through the use of two survey forms, "Areas of Concern to Teen-Agers" and "Survey Form for Girls, Revised." The survey forms were completed by 259 and 271 girls respectively, enrolled in Homemaking I classes in the four junior high schools in Arlington, Texas. The girls had an age range of 14 to 17 years with most of the group being 15 years old. The students came from low to high middle class homes with most of the fathers being skilled laborers or semi-professional workers.

Approximately one-half of the mothers worked outside the home. Approximately 74 per cent of the parents had attended high school and approximately 11 per cent had graduated from college. Most of the families had two or three children, a majority of whom were of elementary school age; lived in single family houses; and owned two cars. Approximately 95 per cent of the students had two living parents. However, a total of 40 students came from broken homes. Some stability within families was evidenced by the fact that about one-half of the families had not moved within the last five years. Although the standard of living was high, most families had no household workers employed in the homes.

Most of the girls recorded selecting their own friends, occasionally having parties in the home, asking parents' permission to be away from home, informing parents of destinations when away from home, having a definite curfew, discussing activities with parents, staying home most of the time on school nights, and going out regularly on weekend evenings. More than two-thirds of the group reported sometimes dating or going steady at some time, but most did not date regularly. Approximately 37 per cent were going with a boy at the time of the study. Most of the students' families approved of the students' dating and most of the students reported not dating without parental approval. There was little difference in the number of students

participating in single and double dates. More students began dating at age 14 than at any other age included in the study. Movies, dancing, "coke" dates, and school activities were favorite dating practices of the girls. Most of the girls dated boys one or two years older than the girls.

Approximately 90 per cent of the girls had a best girl friend and 87 per cent of the best girl friends were enrolled in the ninth grade. With the exception of church the girls preferred to go everywhere with boy friends or girl friends with a slight preference being expressed for boy friends. Most of the students preferred to work on committees of both boys and girls.

Outdoor activities, sports, dining out, and church activities were the most popular family activities. Movies, parties attended by parents, and visiting friends were family activities most frequently mentioned as disliked. Activities frequently mentioned as desired by some students for the family group were sports, drive-in movies, attending church regularly, and family trips.

The topics causing most disagreements between students and parents were: dating, chores, personal appearance, school and grades, parents' ideas, places students wanted to go, siblings, and money. The main topics of disputes between siblings were chores, "anything," possessions; girls

argued with sisters about sharing a room and clothing. Most sources of contention between friends were boy friends and jealousies over other girl friends. The teenagers frequently mentioned as their most difficult personal problems: dating, personal appearance, school, getting along with parents, personality, and being liked by others. The students preferred to discuss problems with girl friends and mothers, and to be popular with boy friends, girl friends, and classmates in the order named.

In regard to the future, the most popular vocations mentioned were: secretary, teacher, airline hostess, nurse, beautician, and model listed in order of number of responses. All except one student planned to complete high school and most stated plans for furthering education through college or vocational schools.

On the form, "Areas of Concern to Teen-Agers," the areas of concern were divided into school, personal, and home and family. School problems indicated most often by the students were that the students desired a greater choice of school subjects and more career information. Of lesser concern were: teachers did not give enough individual assistance and the students needed more help in the selection of high school subjects. Mentioned by fewer than 50 per cent of the respondents were: difficulty with mathematics courses,

science courses, studying for tests, oral reports, and expressing thoughts; too much homework; teachers having "pets"; school rules being too strict; needing the teachers' encouragement; and uncertainty about a life's vocation.

The personal problems mentioned most frequently were: uncertainty about boy-girl relationships, wanting more friends, and wanting more community activities for teenagers. Of lesser concern were: personal appearance; more knowledge of nutrition, narcotics and drugs, home entertaining, dancing, dating manners, and dating problems that might occur; and wanting to grow up. Concerns indicated by fewer than 50 per cent of the students were: wanting to break bad habits, social relations with others, needing more money for personal activities, health, and developing personal moral values. The major concerns in the area of the home and family were: would prefer getting money as needed rather than an allowance, not having enough privacy, disputes with siblings, sharing a room, and parents attendance at school and church activities.

A major conclusion was that adolescents had many problems and that most of the problems could be categorized into three major areas: school, personal, and home and family relationships. Basically these areas are similar to those determined by past investigators (7)(13)(16). Many

of the specific problems that made up each individual area are peculiar to this decade and will change as the times change.

Many implications for the classroom teacher lie within the data. For example, simple scheduling of homework or tests on alternate days would relieve the "too much homework" concern. Homeroom classes on dating etiquette and other social-personal relationships could utilize a sometimes wasted half-hour each day, and some class time could be devoted to learning the techniques for study. If the students knew how to study, the need for cheating on tests could be diminished.

This study was conducted in a community of middle class homes. It would be interesting to know if similar results would be obtained from a community of low income or a community of high income levels.

The classroom teacher may relieve many anxieties through classroom teaching if such anxieties are known. The homemaking teacher has a rich opportunity to help the adolescent through special units of study and incorporation into other units of study the items of concern to the teenager.

B I B L I O G R A P H Y

1. Bateman, Dr. Jessie W. "Survey Form for Girls, Revised." Texas Woman's University, College of Household Arts and Sciences, Denton, Texas. (Mimeographed)
2. Crawford, Billie Louise. "A Study of Concerns of Girls of Jacksboro High School." Unpublished Master's thesis, Texas Woman's University, Denton, Texas, 1965.
3. Cronbach, Lee J. Educational Psychology. New York: Harcourt, Brace and Company, 1954.
4. Dixon, James P. "Our Changing Society: Impact on Families," Journal of Home Economics (September, 1963).
5. Dobrowolski, Sister Agnes Ann. "A Unit in Personality Development and Social Adjustment." Unpublished Master's thesis, Texas Woman's University, Denton, Texas, 1957.
6. Dooley, Marie Louise Boyett. "The Enrichment of the Homemaking Education Program in Human Relations Through Planned Experiences." Unpublished Master's thesis, Texas Woman's University, Denton, Texas, 1956.
7. Elias, L. J. High School Youth Look at Their Problems. Pullman, Washington: Students Book Corporation, Washington State College, 1949.
8. Harris, Jessie W. "Panorama of Home Economics," Journal of Home Economics (February, 1960).
9. Havighurst, R. J. Human Development and Education. New York: Longmans, Green, 1953.
10. Hurlock, Elizabeth B. Child Development. New York: McGraw-Hill Inc., 1956.
11. Kuhler, Raymond G. "Adolescence," Encyclopedia of Educational Research. New York: The Macmillan Company, 1960

12. Lee, Dorothy. "The Individual in a Changing Society," Journal of Home Economics (February, 1960).
13. Little, Wilson and A. L. Chapman. Developmental Guidance in Secondary School. New York: McGraw-Hill Book Company, 1953.
14. Luckey, Eleanor Braun. "Education for Family Living in the Twentieth Century," Journal of Home Economics (November, 1965).
15. Needs of Adolescent Youth. Danville, Illinois: The Interstate Printers and Publishers, 1963.
16. Remmers, H. H. and C. C. Hackett. Let's Listen to Youth. Chicago: Science Research Associates, 1950.
17. SRA Youth Inventory. Chicago: Science Research Associates, 1949.
18. The Adolescent - A Book of Readings, edited by Jerome M. Seidman. New York: Holt, Rinehart, and Winston, Inc., 1960.