

**INTERRELATIONSHIP OF GROWTH ACCOMPLISHMENT OF YOUTH  
WITH PARENTAL EDUCATION, PERSONAL ADJUSTMENT,  
AND FAMILY PROBLEMS AND TENSIONS AS REVEALED BY  
THE TEXAS COOPERATIVE YOUTH STUDY**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements  
For the Degree of Master of Science in  
Home Economics Education  
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College of Household Arts and Sciences**

**by**

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## CHAPTER I

### INTRODUCTION

This thesis is based on a study of interrelationships between certain interests and concerns of youth of high school age, their parents' education, their growth accomplishment, and the type of school which they attended, as shown by data collected in the Texas Cooperative Youth Study.

### BACKGROUND OF THE STUDY

The Texas Cooperative Youth Study was designed and developed for the purpose of learning more about the needs, interests, and problems of young persons in the field of their personal and family living. In 1954, Ruth Huey, Coordinator of Home and Family Life Education, Texas Education Agency, and Bernice Milburn Moore, Consultant in Home and Family Life Education for the same agency and Consultant for the Hogg Foundation for Mental Health, the University of Texas, examined the possibilities of a cooperative research program to be conducted through colleges and universities in Texas offering graduate programs in Home Economics (7). A tentative proposal was planned by Bernice Milburn Moore, which was submitted for consideration to Robert L. Sutherland, Director of the Hogg Foundation for Mental Health, and to Ruth Huey. Wayne Holtzman, of the Department of Psychology of the University of Texas, at that time acting as Consultant on Re-

search to the Hogg Foundation, was consulted as to the feasibility of the program and the soundness of the research design.

In March, 1954, a conference was held on "Graduate Work and Research in Home Economics Education" under the leadership of Beulah I. Coon, Specialist for Research and Special Studies, Home Economics Education, United States Department of Education. This conference brought out suggestions for possible study of the concerns and interests of youth in personal and family living as a basis for curriculum evaluation and development. The interests, attitudes, and concerns of Texas youth were predicted by high school teachers, area supervisors, and curriculum educators making suggestions based on their observations and experiences. After setting up the tentative guide, a cooperative research program was undertaken to ascertain whether or not the predicted interests, attitudes, and concerns were actually those of Texas youth (7).

Materials from high school youth, teachers, parents, college faculties, and consultants from the Texas Education Agency and the Hogg Foundation for Mental Health were submitted to be organized by the members of the Central Work Committee of the Texas Cooperative Youth Study (9). This Committee developed an instrument designed to measure attitudes, concerns, and interests of youth of high school age.

The instrument used in the research program proper was the result of preliminary work in which tentative survey forms were used in testing sessions at conferences for homemaking teachers in San Antonio and Prairie View (10).

A Pilot Study was conducted in 1955 in several Texas schools to establish the reliability of the proposed instrument. The study itself began in 1956, during which 164 public high schools in Texas cooperated (9).

The Texas Cooperative Youth Study was sponsored by 16 Texas colleges and universities approved for the training of vocational homemaking teachers in cooperation with the Home and Family Life Division of the Texas Education Agency, and the Hogg Foundation for Mental Health of the University of Texas. The instrument was administered to more than 13,000 high school students by faculty members of colleges and universities, by graduate students in Home Economics Education, and by counselors, homemaking teachers, and principals of the cooperating high schools. Technical guidance and coordination of data came from the Hogg Foundation for Mental Health and the Home and Family Life Division of the Texas Education Agency.

During the academic year 1956-57, several independent studies were conducted by graduate students in Home Economics Education in institutions which had cooperated in

the Texas Cooperative Youth Study. Rozelle Bezzant (1) used items pertaining to personal, family, and community relationships as a part of the home and family life curriculum. Items were categorized in the area of "Personal Relationships," "Social Inadequacy," "Authoritarian Discipline," "Family Tensions," "Family Problems," "Social Conformity," "Personal Adjustments," and "Orientation to Society." One hundred twenty-six Burbank and Brackenridge Youth participated in the study.

In a study of 82 students from Galena Park Senior High School, Nettie Purcell (5) used Part I of the instrument entitled: "Attitudes Toward Personal and Family Living," and Part II on "Concerns and Problems in Personal and Family Living" for the purpose of developing a curriculum in the homemaking department. Other studies have been completed by Vivyan Nelson (4), by Ollie LaRue Kee (3), and by Billie Davenport (2).

#### OBJECTIVES OF THE STUDY

The objectives of the study reported in this thesis were the following:

- (1) To make growth accomplishment evaluations of all of the youth in the Texas Cooperative Youth Study from height-weight data collected during the study;

- (2) To ascertain whether or not the extent of formal education of the father and of the mother, respectively, showed a relationship to the growth accomplishment of the child;
- (3) To ascertain whether or not the evaluation of response of the participants with respect to items concerning personal adjustment, family problems, and family tensions as revealed by the Texas Cooperative Youth Study and their height, weight, and growth accomplishment were related;
- (4) To ascertain whether or not the same items derived from the Texas Cooperative Youth Study as outlined in Objective (3), above, were related to the type of school (White, Negro, Integrated).

## CHAPTER II

### PLAN OF PROCEDURE

### SUBJECTS OF THE STUDY

#### DISTRIBUTION OF SUBJECTS BY SEX AND AGE

The number of subjects in this study totaled 13,084 from the four grades of high school of small, medium, metropolitan, and non-urbanized metropolitan communities in five geographic regions of Texas. Of the total sample, the following represents the per cent falling into the various age ranges, with males and females combined.

<u>Age Ranges</u> <u>(years)</u>	<u>Per Cent of</u> <u>Subjects</u>
13 - 14 . . . . .	10.5
15 - 16 . . . . .	47.4
17 - 18 . . . . .	38.2
19 - 21 . . . . .	3.8
Unknown . . . . .	0.1

Of the entire group of subjects, 6,252 (47.8 per cent) were males and 6,840 (52.2 per cent) were females.

Table I (Appendix) gives the data on the sex-age distribution of the subjects of the study. Of the males, the largest concentration fell in the 17- to 18-year age range.

The highest per cent of females were found in the 15- to 16-year group. Of both sexes, almost one-half were 15 to 16 years of age, as shown in the summary above.

#### DISTRIBUTION OF SUBJECTS BY PARENTAL EDUCATION

Tables II and III (appendix) give the distribution of the high school students in the study according to the extent of formal schooling of the parents.

Table II shows that the highest per cent (31.7) of mothers of 13- to 14-year old subjects and 28.5 per cent of mothers of 15- to 16-year old subjects had completed high school, the educational classification with the highest per cent of the total. Mothers of 17- to 18-year old subjects had their greatest per cent in the category of those completing grades between nine and eleven (29.1 per cent). Of the subjects of ages 19 to 21, 31.7 per cent had completed grades five to eight, constituting the highest concentration of subjects in this age range.

Figure 1 shows that 27.7 per cent of the mothers of all the subjects of all ages had schooling to grades nine to eleven, and that 26.7 per cent completed high school.

With respect to the fathers' education, Table III shows that the highest per cent of fathers of each age group had formal schooling to grades five to eight; age 13 to 14 (25.5 per cent); age 15 to 16 (33.0 per cent); age 17 to

18 (30.2 per cent); and age 19 to 21 (33.0 per cent).

Figure 1 also shows that 28.3 per cent of fathers of all of the subjects of all ages had schooling only to grades five to eight.

A very small per cent of the mothers and of the fathers of the high school students in the study had had no formal schooling. Aside from this, the two extremes in the educational classification - those who went further than the fourth grade and those holding college degrees - included relatively small percentages of mothers and of fathers. The per cent whose schooling did not continue beyond the fourth grade exceeded that of those whose formal education included a college or university degree.

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KEY TO FIGURE 1

[illegible]

John James, Training Officer, Criminal Justice  
 Centre for Learning

[illegible]

EDUCATION OF PARENTS

- 1 - No schooling
- 2 - Completed grades 1 - 4
- 3 - Completed grades 5 - 8
- 4 - Completed grades 9 - 11
- 5 - Completed high school
- 6 - Had some college training
- 7 - Junior college graduate
- 8 - Four-year college graduate
- 9 - Unknown
- 10 - Business college graduate, county veterans school, and others

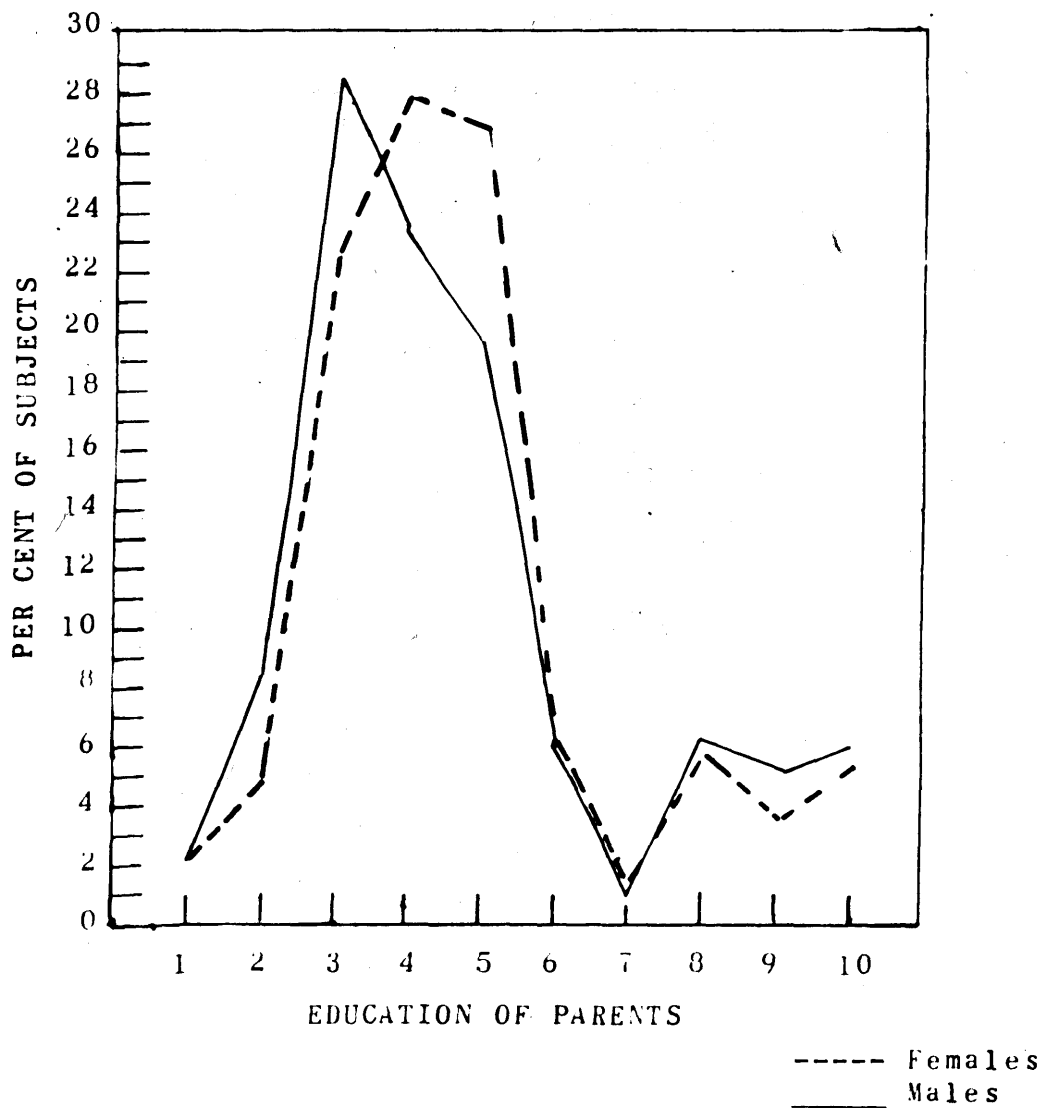


Figure 1

EDUCATIONAL STATUS OF THE FAMILIES

### DISTRIBUTION OF SUBJECTS ACCORDING TO TYPE OF SCHOOL

The types of schools attended by the 13,084 youth taking part in the study were taken from the IBM cards, as follows, regardless of the age range in which the students fell:

<u>Type of School</u>	<u>Males (per cent)</u>	<u>Females (per cent)</u>	<u>Males and Females (per cent)</u>
White	75.7	72.0	73.7
Negro	13.2	15.5	14.4
Integrated	11.1	12.5	11.9

The full data concerning the type of school by sex-age groups appear in Table IV in the Appendix.

### THE INSTRUMENT USED

The instrument used in the Texas Cooperative Youth Study was designed in different parts for convenience in administering one or more sections of the test and in handling the data. The data from individual student records were recorded on International Business Machine cards to be used for further analysis of data. A set of the cards was provided the author by the Hogg Foundation for Mental Health covering the parts of the instrument which were to be included in this study.

The data of the study came from the following parts of the Survey Forms: The Student Information Sheet; Part I; and Part II. The contributions made by each of these parts follows:

Student Information Sheet (CYS-FS)

The student's sex

The student's age

The student's height

The student's weight

Type of school attended by the student

Extent of the student's father's formal education

Extent of the student's mother's formal education

CYS PART I. ATTITUDES TOWARD PERSONAL  
AND FAMILY LIVING

When the instrument was administered, each student was asked to respond to each of 101 questions in this part of the Instrument by use of a five-point continuum which had the following possible levels of agreement concerning attitudes toward Personal and Family Living:

- (1) Strongly agree
- (2) Agree
- (3) Undecided or uncertain
- (4) Disagree
- (5) Strongly disagree.

This part of the Instrument had been used by the Central Work Committee to evaluate Family Problems, with the following series of items those upon which the rating given to each individual student was based.

Scale CYS I. 5    Family Problems

<u>Item Number</u>	<u>Item</u>
1	I can always count on my family for help when I get in trouble or have a problem.
10	I usually get fair treatment at home.
38	Members of my family feel hurt every time I want to go out with others instead of with them.
42	My family never gives me any privacy.
44	We have enjoyable times together during meals in our home.
98	Our family never seems to plan anything ahead of time.

CYS PART II. CONCERNS AND PROBLEMS IN  
PERSONAL AND FAMILY LIVING

In Part II, the students had been asked at the time when the data were gathered to respond to 90 statements within one or the other of the following five categories relating to concerns and problems in Personal and Family Living:

- (1) False - does not apply to you
- (2) Generally true, but of no concern to you
- (3) Generally true, but of little concern to you
- (4) Generally true, but of much concern to you
- (5) Generally true, and of greatest concern to you.

This section of the Instrument was used to gain information from the students on Family Tensions and Personal Adjustment.

The following items were used by the Central Work Committee as the basis for rating the participants as to Family Tensions.

Scale CYS II. 1 Family Tension

Item Number    Item

- |     |  |
|-----|--|
| 152 | Mother is really the boss in our family.                 |
| 160 | My mother is always nagging me to help around the house. |
| 170 | Family problems are never talked over with me.           |

- 174 I like one of my parents much better  
than I like the other.
- 176 My parents never have time to help me.
- 181 Dad makes all the decisions at our house.
- 182 My parents usually disagree about things  
I am to be punished for.
- 185 Arguments in my family always upset me.
- 196 Everyone in my family seems to be  
against me.
- 200 My parents do not agree about religion.
- 201 My parents seem to change from day to  
day in the way they treat me.
- 204 My parents quarrel and fight much of the  
time.
- 206 I feel that I have often been punished  
when I didn't deserve it.
- 210 My parents often object to the kind of  
boys and girls I go around with.
- 213 If we didn't feel so crowded in our  
house, we'd be much happier.
- 215 I have to take care of the younger child-  
ren in our family.
- 216 My parents never take part in school  
affairs.
- 220 Our family seems to have more problems  
than others in our neighborhood.

221 Dad always seems too busy to pal around with me.

235 I am never able to discuss personal problems confidentially with either of my parents.

Part II of the Survey also was used by the Central Work Committee as a means of assigning scores to the students as to Personal Adjustment, using the items which follow.

Scale CYS II. 2 Personal Adjustment

<u>Item Number</u>	<u>Item</u>
153	Sometimes I feel I have been very wicked.
155	I'm often asked to drop out to let someone else have my place.
157	I'm teased a lot by other boys and girls.
161	People gossip about me behind my back.
162	I can't seem to make other people understand I really like them.
163	Others always look better than I.
165	Sometimes I feel things are not real.
168	I would like to get married as soon as possible.
172	I don't seem to live up to my religious teaching as well as others do.
177	I get mad and do things I shouldn't when I can't have my way.

- 178 I can never figure out what grownups  
want me to do.
- 179 I work hard but never get anything done.
- 187 I feel tired all the time.
- 189 I wonder if for my age I am normal in  
my physical development.
- 192 I think about sex a good deal of the  
time.
- 194 My going steady presents real problems  
in petting.
- 203 It's hard for me to live up to the repu-  
tation of others in my family.
- 214 Sometimes criticism gets me down.
- 218 I never seem to be able to get anywhere  
on time.
- 219 I'm never chosen by the teacher to do  
any special tasks.
- 224 People sometimes tell me I am a snob.
- 226 I don't sleep well.
- 234 I am prejudiced against some people.

HEIGHT - WEIGHT . AND  
DEVELOPMENTAL LEVEL  
ACCOMPLISHMENT ESTIMATIONS

The heights and weights of the students were measured in the schools in which faculty members of Texas Women's University administered or supervised the administration of the Instrument by the school nurse or the home economics teacher with care. Interviews with some others having charge of the inventory in other schools revealed the fact that the same plan was used by them. The author had no basis for doubt that the heights and weights recorded by other respondents were not taken with care.

The Developmental Level Accomplishment of each of the 13,084 high school students in the study was calculated by the author of the study. This was done by plotting the height against the weight of each individual on a Wetzel Grid (6). From this, the Developmental Level Line of each youth was found from the chart; and the average Developmental Level Accomplishment per month since the end of infancy (30 months) was computed.

The following classes were assigned to each subject on the basis of their conformity to the accomplishment of an average of one developmental level per month since infancy:

Class 1 - an average of 1.00 developmental  
level per month since infancy;

Class 2a- from 0.99 to 0.90;

Class 2b- from 0.89 to 0.85;

Class 3 - from 0.84 to 0.75;

Class 4 - from 0.74 to 0.60;

Class 5 - an average of 0.59 developmental  
level per month since infancy.

CHAPTER III  
P R E S E N T A T I O N   O F   D A T A   O N  
V A R I O U S   F A C T O R S  
C O N C E R N I N G   Y O U T H

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

Figure 2 and Table V show the distribution of all 13,084 subjects according to height. In this diagram, all subjects of the respective sexes are included, regardless of age.

The height ranged from less than 56 inches to 74 inches and greater. Of all subjects, 31.4 per cent of the females, age 13 to 14, were 64 to 65 inches tall. Of the same age, 21.7 per cent of the male subjects were 66 to 67 inches in height. Females of the 15- to 16-year age range had 29.5 per cent from 64 to 65 inches, in comparison with 22.9 per cent of males who were 70 to 71 inches tall. The same height range was found for the 17- to 18-year old subjects. According to the figure under discussion, the greatest proportion (29.7 per cent) of female subjects was 64 to 65 inches; and 70 to 71 inches was the height of the greatest proportion (23.9 per cent) of the male subjects.

HEIGHT OF SUBJECTS

- 1 - Less than 56 inches
- 2 - 56 to 57 inches
- 3 - 58 to 59 inches
- 4 - 60 to 61 inches
- 5 - 62 to 63 inches
- 6 - 64 to 65 inches
- 7 - 66 to 67 inches
- 8 - 68 to 69 inches
- 9 - 70 to 71 inches
- 10 - 72 to 73 inches
- 11 - 74 inches and greater
- 12 - Unknown

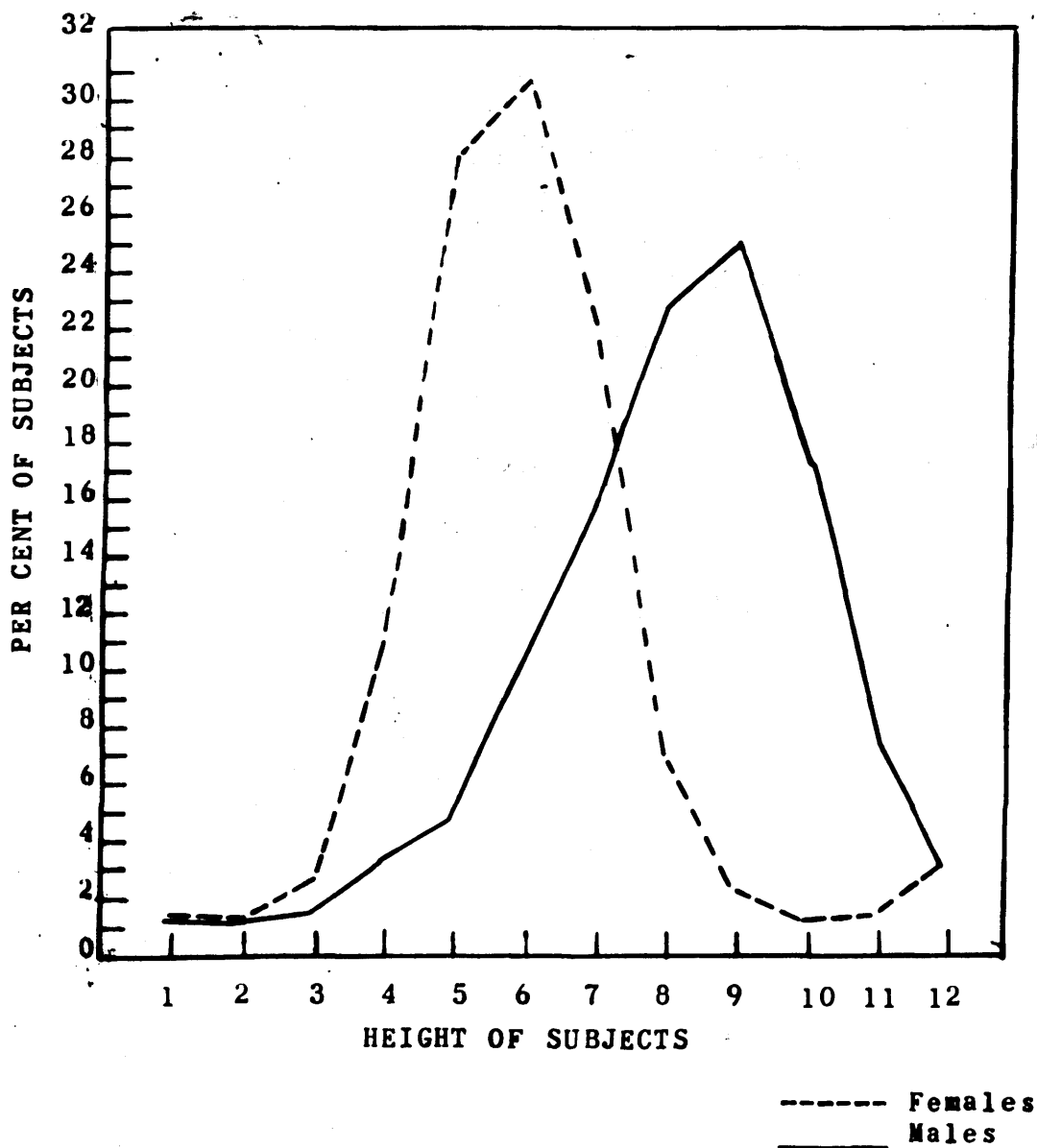


Figure 2

DISTRIBUTION OF SUBJECTS ACCORDING TO HEIGHT

With respect to weight, Table VI gives the distribution of subjects whose weight ranged from less than 70 pounds to 205 pounds and greater. According to the data, 36.3 per cent of all female subjects, age 13 to 14, weighed 100 to 114 pounds. Of the 15- to 16-year old females, 36.6 per cent weighed 115 to 129 pounds; and 33.0 per cent of the females, 19 to 21 years of age, weighed 100 to 114 pounds. Figure 3 shows that the highest per cent (35.7) of the female subjects, all ages combined, weighed from 115 to 129 pounds.

Of the male subjects, age 13 to 14, 23.5 per cent had a weight of 130 to 144 pounds. Also, of the 15- to 16-year age group, 27.7 per cent fell within the same weight range. The male subjects, age 17 through 21, had a weight which ranged from 145 to 159 pounds. The same figure (Figure 3) shows that 25.4 per cent of the males, all ages, averaged 145 to 159 pounds in weight.

KEY TO FIGURE 3

change of units used - 1

change of of of - 2

change of of of - 3

change of of of - 4

change of of of - 5

change of of of - 6

KEY TO FIGURE 3 - 7

change of of of - 8

change of of of - 9

change of of of - 10

change of of of - 11

change of of - 12

WEIGHT OF SUBJECTS

- 1 - Less than 70 pounds
- 2 - 70 to 84 pounds
- 3 - 85 to 99 pounds
- 4 - 100 to 114 pounds
- 5 - 115 to 129 pounds
- 6 - 130 to 144 pounds
- 7 - 145 to 159 pounds
- 8 - 160 to 174 pounds
- 9 - 175 to 189 pounds
- 10 - 190 to 204 pounds
- 11 - 205 pounds and greater
- 12 - Unknown

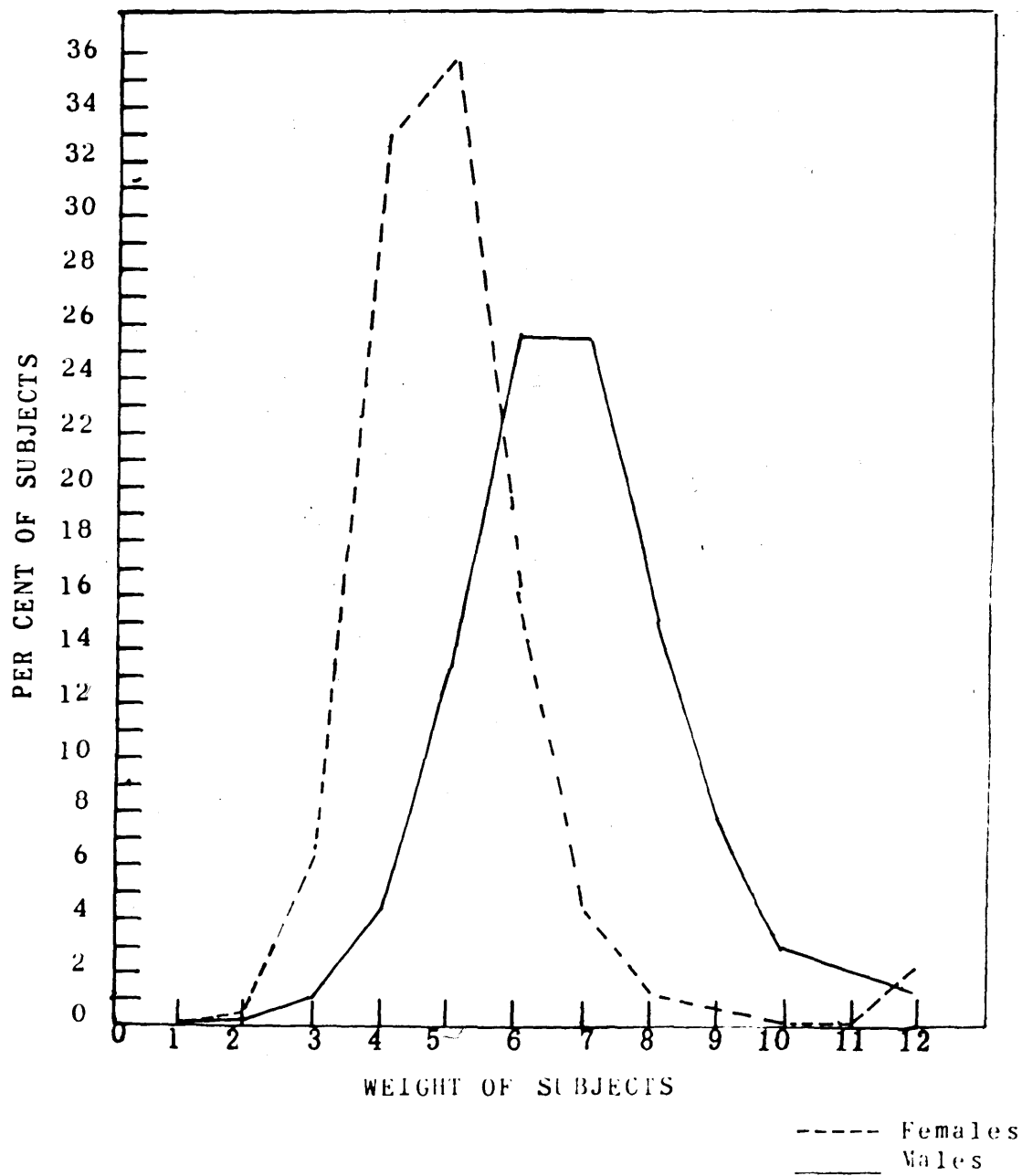


Figure 3

DISTRIBUTION OF SUBJECTS ACCORDING TO WEIGHT

### DEVELOPMENTAL LEVEL ACCOMPLISHMENT OF SUBJECTS

According to Table VII, 55.4 per cent of the males and 23.0 per cent of the females had a developmental level accomplishment per month of chronological age after infancy of one developmental level per month or more (Class 1); 30.9 per cent of the males and 33.3 per cent of the females had accomplished from 0.99 to 0.90 developmental level per month (Class 2a); 6.7 per cent of the males and 15.5 per cent of the females had gained an average only of 0.89 to 0.85 developmental level per month (Class 2b); 2.9 per cent of the males and 20.7 per cent of the females had gained 0.84 to 0.75 developmental level (Class 3); none of the subjects fell in the 0.74 to 0.60 developmental level group (Class 4); and 3.8 per cent of the male subjects and 0.9 per cent of the female subjects had gained 0.59 developmental level or less.

### STATISTICAL ANALYSIS OF DATA

Table VIII summarizes the interrelationships which were tested by the Chi-square technique. The table gives the factors compared, the Chi-square value, the degrees of freedom, and the level of probability of significance of 32 relationships which were tested by this technique. Of the total, 10 pairs of factors were found to be related significantly; and the data emanating from the Chi-square test of these 10 relationships are summarized in Tables IX through XV and XIX through XXI.

INTERRELATIONSHIP OF PARENTS' EDUCATION  
WITH GROWTH ACCOMPLISHMENT

Table IX shows the relationship of the mother's education to the developmental level of each subject; and Table X shows father's education with the developmental level as determined by the Wetzel Grid.

The application of the Chi-square formula to the mother's education gave the following information concerning the statistical significance of the findings. In the study, which included both sexes as a group, Table IX shows that the level of education of the mother had a definite relationship to the developmental level of the youth. Most of the subjects whose mothers had some college education or who were college graduates had achieved an average of one developmental level per month or more (Class 1). The probability that this occurred by chance alone was less than one in 1000 for all subjects.

In Table X, the comparison of the fathers' education and the developmental level of the high school youth showed a relationship significant at the 0.10 level.

RELATIONSHIP OF FAMILY PROBLEMS TO  
GROWTH ACCOMPLISHMENT

The ratings of the students on the group of items coming under the category of Family Problems were not found to be related significantly to the height, the weight, or the developmental level accomplishment of either sex at any age range.

RELATIONSHIP OF FAMILY TENSIONS TO  
GROWTH ACCOMPLISHMENT

Only one sex-age group showed a statistically significant relationship between height of the subjects and the problem of Family Tensions. This was the girl 15 - 16 years of age who was in the taller ranges. The Chi-square test showed the tall girls of this age range to have more recognition of family tensions than shorter girls of the same age group. The level of significance was 0.05.

Boys 15 to 16 years old in the heaviest weight range for this age (175 - 205 pounds and greater) made lower scores than expected according to the total population, which showed tensions between the heavier boys and their families. The finding was significant at the 0.02 level.

Developmental level accomplishment according to the Maternal Grid was not found to be related significantly to Family Tension.

### RELATIONSHIP OF PERSONAL ADJUSTMENT TO GROWTH ACCOMPLISHMENT

No relationship was found between overall developmental level accomplishment and Personal Adjustment of the high school students taking part in the study.

With respect to height, no relationship appeared between the 13-14 year old males and Personal Adjustment, although there appeared to be problems with both sexes in relation to height in the 15-16 year old group. The taller girls tended to have lower scores in the Personal Adjustment area, with a Chi-square significant at the 0.05 level.

On the other hand, the shorter boys had lower scores proportionately in the 15-16 year range than the population as a whole. This relationship between height and Personal Adjustment of males was significant also at the 0.05 level.

The weights of females were not found to be significantly related to Personal Adjustment at any age range. Males 13-14 years of age, on the other hand, showed a relationship between weight and this factor significant at the 0.05 level.

In the heavier than average group, fewer boys fell in the group of those with high or with low scores than expected, with a large proportion clustered in the range having intermediate scores on this factor. The boys of this age range of lighter weight showed a trend toward being better adjusted than those of intermediate weights. The latter had fewer subjects with high ratings on Personal Adjustment than expected.

Table XI gives the statistical data on the Relationship of Height of Females 15 to 16 years of age and Personal Adjustment.

Table XII gives the same data for males 15-16 years old.

Table XIII summarizes the data on the statistical findings concerning height and Family Tensions of females 15-16 years of age.

Table XIV gives the data on weight of males 13-14 years old in relation to Personal Adjustment.

Table XV summarizes the findings on weight and Family Tensions of males 15 to 16 years of age.

## INTERRELATIONSHIP OF TYPE OF SCHOOL WITH VARIOUS FACTORS

Table XVI summarizes the developmental level accomplishment of the participants in the study in comparison with the type of school - White, Negro, or Integrated. Table XVII gives a summary of the data on heights of the subjects also according to their types of school, and Table XVIII gives the same kind of data with respect to weights of the students.

### DEVELOPMENTAL LEVEL VERSUS TYPE OF SCHOOL

It was found that 57.5 per cent of the White males, 47.4 per cent of the Negro males, and 49.5 per cent of the males in Integrated schools had progressed in growth by an average of one developmental level per month after infancy (Class 1 according to the Wetzel Grid). The females were somewhat below the males (22.6, 25.5, and 22.3 per cent in Class 1) for those in the three respective types of schools.

Therefore, there were no noteworthy differences in growth accomplishment in those in the three types of schools under discussion.

INTERRELATIONSHIP OF THE TYPES OF SCHOOLS  
AND PROBLEMS OF YOUTH

Table XIX, XX, and XXI summarize the problems of youth as compared with the types of schools. Table XIX compares Family Problems with the three types of schools; Table XX compares Family Tensions; and Table XXI compares Personal Adjustment.

Figures 4, 5, and 6 show graphically the relationships of the three problems with the type of school.

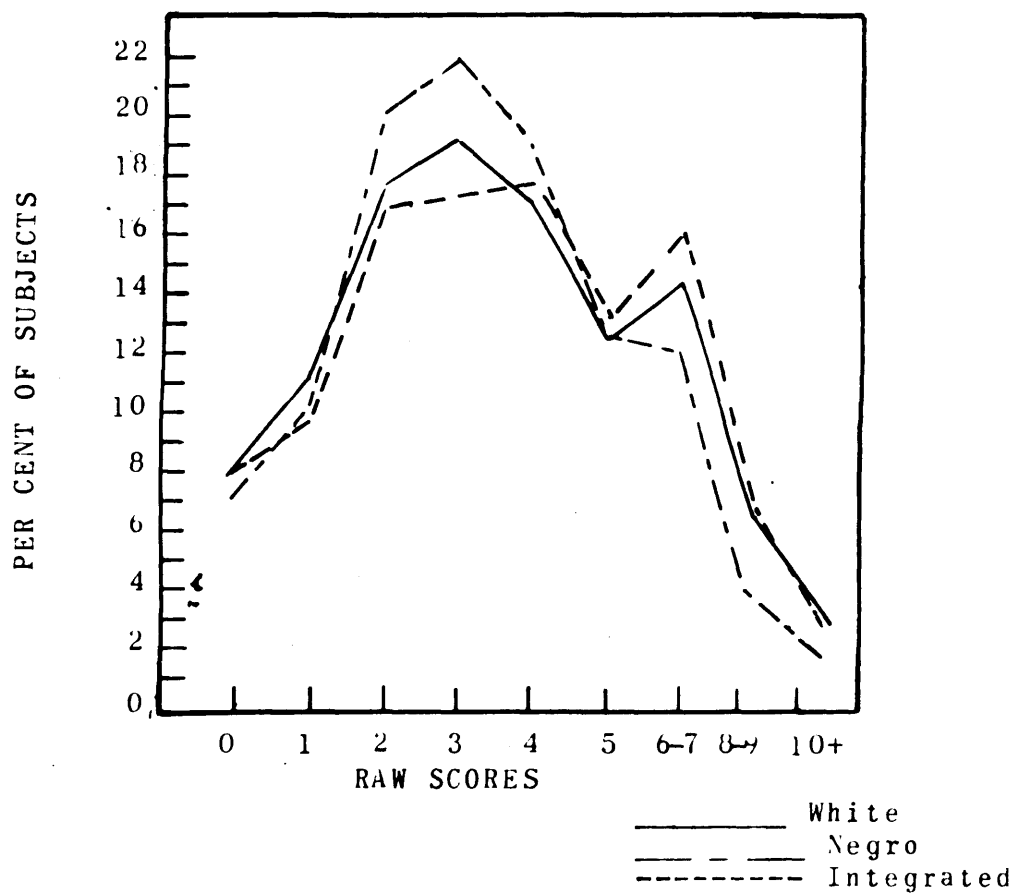


Figure 4

COMPARISON OF FAMILY PROBLEMS AND  
THE THREE TYPES OF SCHOOLS

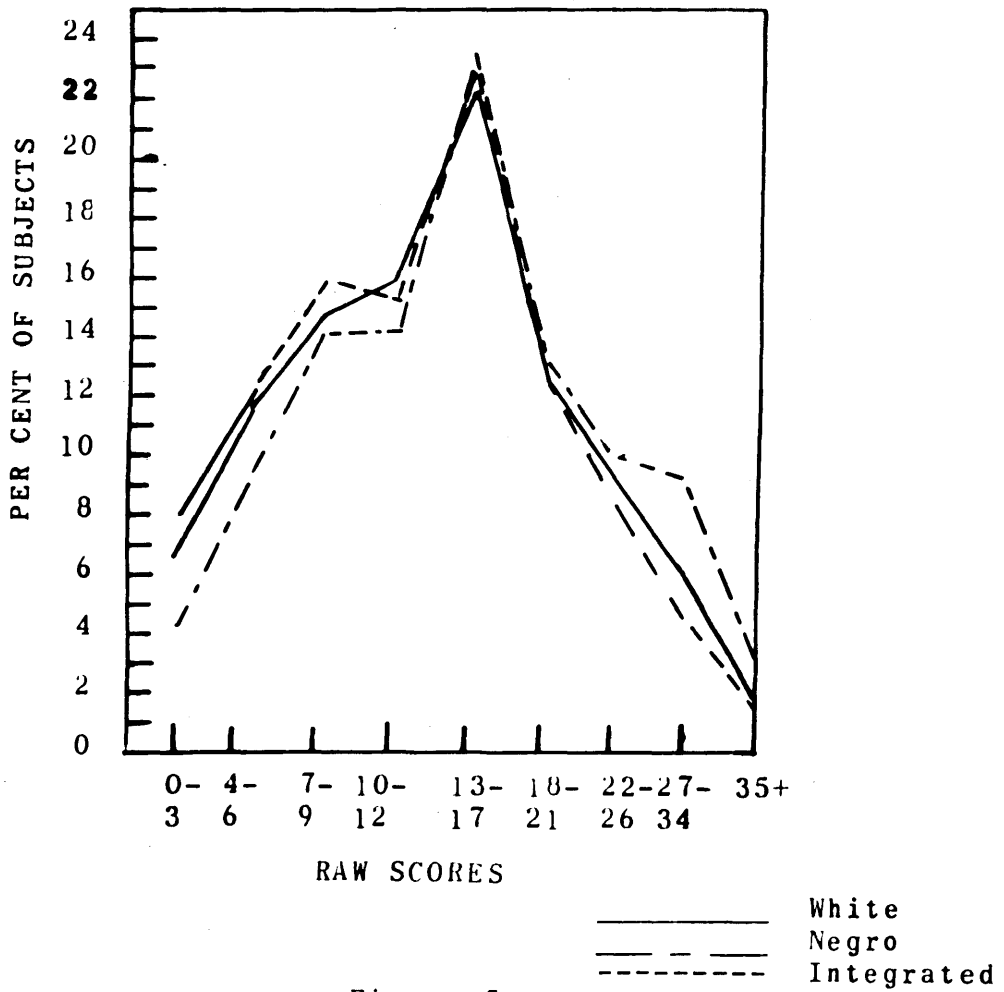


Figure 5

COMPARISON OF PERSONAL ADJUSTMENT  
AND THE THREE TYPES OF SCHOOLS

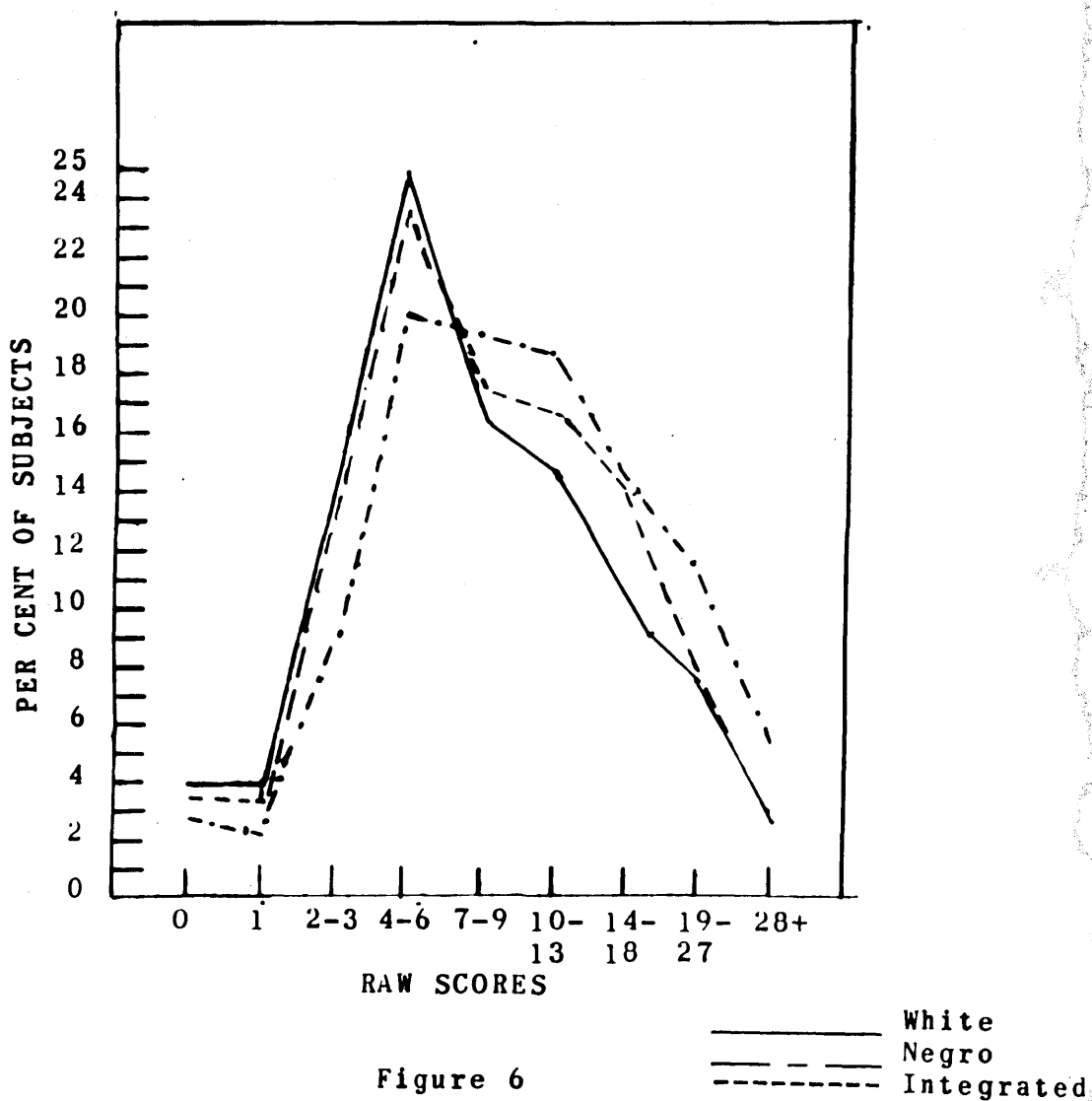


Figure 6

COMPARISON OF FAMILY TENSIONS AND  
THE THREE TYPES OF SCHOOLS

### FAMILY PROBLEMS IN COMPARISON

#### WITH TYPE OF SCHOOL

Subjects in this study, as noted, attended three types of schools - White, Negro, Integrated. According to Table XIX, the subjects from Negro schools tended to fall primarily in the middle category with respect to Family Problems, with more uniformity with respect to problems. The subjects in the White schools followed expectancy with regard to their Family Problems. The subjects attending the Integrated schools did not follow the expected distribution with respect to Family Problems as closely as did those in the Negro schools. The relationship between Family Problems and type of school was significant at the 0.001 level.

### FAMILY TENSIONS IN COMPARISON

#### WITH TYPE OF SCHOOL

Table XX shows that there was a relationship between type of school and family tensions of the students. The largest deviation from expectancy came from those in Negro schools. Fewer Negroes than expected fell in high scores, with more than expected in low scores. Again, the highest per cent of Negroes clustered in the area of intermediate scores on Family Tensions.

The White children, on the other hand, had numbers relatively close to expectation in the high, medium, and low scores for Family Tensions. In short, they were close to the population in general.

Among those in the Integrated schools, a slightly smaller number than expected fell in low scores on Family Tensions, although they generally did not differ markedly from the distribution of White students on the same problem.

PERSONAL ADJUSTMENT IN COMPARISON  
WITH TYPE OF SCHOOL

Table XXI shows the relationship between Personal Adjustment and Type of School of high school students, significant at the 0.001 level. Again, the Negroes clustered in the area of intermediate scores, with respect to Personal Adjustment, although there was a markedly greater number than expected in the higher score range. The White children tended to be closer to expectancy with respect to Personal Adjustment than the other two groups. The youth in Integrated schools had fewer of their number than expected in the highest range of raw scores for Personal Adjustment, with more than expected in the intermediate range of scores and only slightly fewer in the low score range.

## CHAPTER IV

### DISCUSSION OF FINDINGS

The fact that growth achievement of the high school student was found to be related to the mother's level of formal education to a high degree of significance and to the father's to a less significant level conforms with findings concerning more than 10,000 children and youth in the Pennsylvania-Texas mass nutrition studies. In the latter, relation between a youth's growth and the extent of the mother's education was found to be highly significant while that of the father also was significant, but not to so great an extent. In the Pennsylvania-Texas studies, the children are weighed on a calibrated balance and measured with a calibrated stadiometer at an hour in the morning which routinely follows two urinations. It is interesting, therefore, to note that similar findings were obtained with respect to growth and parental education in the more precise medical-nutrition study as in the Texas Cooperative Youth Study in which highly refined methods of measurement were not generally possible in the various schools.

With respect to the finding itself, it can be hypothesized that the more highly educated mother would have more training with respect to nutrition, with the father having less influence than the mother concerning the child's eating habits.

Family Problems had no significant relationship to the growth accomplishment as exemplified by the Developmental Level accomplishment according to the Metzel Grid.

Taller than average girls of 15-16 years of age had personal adjustments. This may have resulted from the fact that the girls developed faster than others, making them self-conscious of their height. The boys of the same age group, but of the shorter than average range, also had adjustment problems. They tend to develop slower than girls; and because they are shorter than their peers, they tend to face problems, especially with the adolescent.

There also was a reflection of tensions in the families of the girls 15-16 years of age who were taller than average. This range was 66 inches to 74 inches and greater. The boys of the same age and height seemed to be well-adjusted personally and with their families. This age range of boys (15-16 years) who weighed 175 to 205 pounds and greater, had significant family tensions. This showed that any deviation from the average in the growth of adolescents had significant relationship with respect to themselves and their families.

The three problems were highly significant in relationship to the three types of schools - Negro, White, and Integrated.

## S U M M A R Y

The purpose of this study was to find the relationship of growth with parental education and certain interests and concerns of high school youth as revealed by the Texas Cooperative Youth Study. The author found by using the Chi-square test, the following relationships which were statistically significant:

- (1) Mother's education had significant relationship to growth accomplishment of the youth; whereas the father's education had a lesser role in the growth accomplishment, although the latter also was statistically significant.
- (2) The Texas youth followed expectancy with regard to Family Problems.
- (3) The tall female students, age 15-16, had personal adjustment problems and family tensions.
- (4) The shorter than average male, 15-16 years old, had personal adjustment problems greater than the population as a whole. Also, the boys of the same age who weighed more than average had Family Tensions.
- (5) The boy, age 13-14, was found to be more likely to have personal adjustment problems when he was overweight.
- (6) Significant relationships were found between the type of school (White, Negro, and Inte-

grated) and Family Tensions, Family Problems,  
and Personal Adjustments.

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## A P P E N D I X

T A B L E I

DISTRIBUTION OF SUBJECTS ACCORDING TO SEX AND AGE

Age Range (years)	Per Cent of All Males and Females in Designated Age Ranges	Sex Distribution Within Each Age Range (Per Cent)		Totals
		Males	Females	
13 - 14	10.5	41.1	58.9	100.0
15 - 16	47.4	45.6	54.4	100.0
17 - 18	38.2	51.0	49.0	100.0
19 - 21	3.8	61.5	38.5	100.0
Unknown	0.1	57.1	42.9	100.0
All Subjects	100.0	47.8	52.2	100.0

TABLE I I

DISTRIBUTION OF SUBJECTS ACCORDING TO MOTHERS' EDUCATION

Mothers' Education Classifications	PER CENT OF SUBJECTS BY SEX AND AGE														
	13 - 14 years			15 - 16 years			17 - 18 years			19 - 21 years			Age Unknown		
	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes
No Schooling	0.5	0.4	0.4	1.6	0.9	1.2	2.7	2.4	2.6	10.5	9.9	10.3	0.0	0.0	0.0
Grades 1 - 4	4.0	2.9	3.3	3.6	3.9	3.7	5.1	6.2	5.6	11.0	19.9	15.0	8.3	11.1	9.5
Grades 5 - 8	18.0	18.2	18.2	21.4	22.9	22.2	21.5	23.7	22.5	32.2	30.9	31.7	41.7	22.2	33.3
Grades 9 - 11	23.4	28.1	26.2	25.0	29.1	27.3	28.5	29.6	29.1	26.3	22.0	24.6	0.0	44.5	19.0
Completed High School	32.4	31.2	31.7	30.7	26.5	28.5	26.9	22.6	24.8	11.5	7.9	10.1	25.0	22.2	23.8
Had Some College	5.0	6.2	5.7	5.8	6.6	6.2	5.6	7.3	6.4	1.7	1.6	1.6	8.4	0.0	4.8
Junior College Graduate	1.8	1.9	1.8	1.4	1.4	1.4	1.0	1.2	1.1	0.7	0.5	0.6	0.0	0.0	0.0
4-Year College Graduate	8.8	7.1	7.8	7.2	5.5	6.2	5.2	4.1	4.7	0.0	3.1	1.1	8.3	0.0	4.8
Unknown	6.1	4.0	4.9	3.3	3.2	3.3	3.5	2.9	3.2	5.3	4.2	4.9	8.3	0.0	4.8

TABLE III

DISTRIBUTION OF SUBJECTS ACCORDING TO FATHERS' EDUCATION

Fathers' Education Classifications	PER CENT OF SUBJECTS BY SEX AND AGE														
	13 - 14 years			15 - 16 years			17 - 18 years			19 - 21 years			Age Unknown		
	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes	Males	Fe-males	Both Sexes
No Schooling	0.5	0.8	0.7	1.7	1.3	1.5	3.4	2.4	2.9	8.9	8.5	8.7	8.3	0.0	4.8
Grades 1 - 4	7.0	4.1	5.4	8.2	8.1	8.1	9.1	8.7	8.9	16.7	24.9	19.9	8.3	0.0	4.8
Grades 5 - 8	24.4	26.1	25.5	26.8	27.1	26.9	31.2	29.2	30.2	33.1	32.8	33.0	16.7	66.7	30.1
Grades 9 - 11	21.3	24.2	22.9	21.3	24.3	23.0	22.2	24.6	23.4	20.0	15.9	18.4	25.0	33.3	28.5
Completed High School	22.9	22.1	22.5	23.3	19.2	21.1	18.4	17.2	17.8	9.8	5.3	8.1	33.3	0.0	19.0
Had Some College	6.3	7.1	6.7	5.6	7.3	6.5	5.4	6.9	6.2	3.3	1.6	2.6	0.0	0.0	0.0
Junior College Graduate	1.6	0.6	1.0	0.9	0.8	0.8	0.9	0.9	0.9	0.0	0.5	0.2	0.0	0.0	0.0
4-Year College Graduate	9.0	9.7	9.4	7.5	6.5	7.0	4.9	4.5	4.7	0.3	2.6	1.2	0.0	0.0	0.0
Unknown	7.1	5.3	5.9	4.7	5.4	5.1	4.5	5.6	5.0	7.9	7.9	7.9	8.4	0.0	4.8

TABLE IV

DISTRIBUTION OF SUBJECTS ACCORDING TO TYPE OF SCHOOL

Age Ranges (years)	WHITE			NEGRO			INTEGRATED		
	Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
13 - 14	75.3	72.3	73.6	11.3	15.9	14.0	13.4	11.7	12.4
15 - 16	77.3	73.2	75.3	11.3	15.6	13.7	10.9	11.2	11.0
17 - 18	75.6	71.6	73.6	14.3	14.2	14.3	10.1	14.2	12.1
19 - 21	57.7	52.4	55.4	24.9	29.3	26.6	17.7	18.3	17.9
Unknown	66.7	77.8	71.4	25.8	11.1	19.0	8.3	11.1	9.5
All Ages	75.7	72.0	73.7	13.2	15.5	14.4	11.1	12.5	11.9

T A B L E   V

DISTRIBUTION OF SUBJECTS ACCORDING TO HEIGHT

Height (inches)	PER CENT OF SUBJECTS BY SEX AND AGE														
	13 - 14 years			15 - 16 years			17 - 18 years			19 - 21 years			Age Unknown		
	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes
Less than 56"	0.7	0.5	0.6	0.3	0.5	0.4	0.1	0.2	0.2	0.0	0.5	0.2	0.0	0.0	0.0
56"-57"	0.9	0.5	0.6	0.1	0.3	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
58"-59"	1.8	1.6	1.7	0.4	1.6	1.1	0.1	1.5	0.6	0.0	3.2	1.2	0.0	0.0	0.0
60"-61"	8.8	10.9	10.0	2.5	9.9	6.5	0.7	9.3	4.9	0.7	15.8	6.5	8.3	11.1	9.5
62"-63"	13.4	30.9	23.7	4.0	27.8	16.9	1.6	24.7	12.9	2.3	23.7	10.6	0.0	0.0	0.0
64"-65"	16.6	31.4	25.3	10.4	29.5	20.8	3.9	30.0	16.7	5.0	23.1	12.0	0.0	33.3	14.3
66"-67"	21.7	16.5	18.7	16.8	20.5	18.8	11.4	23.0	17.1	17.9	21.1	19.1	0.0	11.1	4.8
68"-69"	16.8	4.5	9.6	22.8	5.9	13.6	21.6	7.2	14.6	22.2	7.4	16.5	0.0	0.0	0.0
70"-71"	11.2	0.5	4.9	22.9	1.2	11.1	20.2	1.9	15.3	20.9	2.1	13.6	0.0	0.0	0.0
72"-73"	4.4	0.1	1.9	13.8	0.3	6.5	21.0	0.4	10.9	20.5	0.5	12.8	8.3	0.0	4.8
74" and greater	0.7	0.7	0.7	4.1	0.1	1.9	9.7	0.3	5.1	10.2	0.0	6.3	0.0	0.0	0.0
Unknown	3.0	1.9	2.3	1.9	2.4	2.2	1.5	1.4	1.4	0.3	2.6	1.2	83.4	44.5	66.6

TABLE VI

DISTRIBUTION OF SUBJECTS ACCORDING TO WEIGHT

Weight (pounds)	PER CENT OF SUBJECTS BY SEX AND AGE														
	13 - 14 years			15 - 16 years			17 - 18 years			19 - 21 years			Age Unknown		
	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes	Males	Fe- males	Both Sexes
Less than 70	0.7	0.0	0.3	0.1	0.0	0.0	0.0	0.1	0.0	0.3	0.0	0.2	0.0	0.0	0.0
70 - 84	0.9	0.5	0.7	0.1	0.4	0.2	0.1	0.2	0.1	0.0	0.5	0.2	0.0	0.0	0.0
85 - 99	6.7	10.1	8.7	1.0	6.5	4.0	0.2	5.1	2.6	0.0	5.2	2.0	0.0	0.0	0.0
100-114	15.2	36.3	27.6	5.5	33.8	20.9	1.4	30.2	15.5	1.0	33.0	13.3	0.0	22.2	9.5
115-129	24.7	33.0	29.6	18.6	36.8	28.5	6.3	35.6	20.7	4.9	28.8	14.1	0.0	22.2	9.5
130-144	28.5	12.8	19.3	27.7	14.7	20.7	23.2	19.1	21.2	22.0	16.8	20.0	0.0	11.1	4.8
145-159	11.0	3.5	6.5	24.8	3.7	13.3	28.5	5.6	17.3	32.1	7.3	22.6	8.3	0.0	4.8
160-174	4.4	1.0	2.4	12.0	1.2	6.1	21.1	1.3	11.4	17.1	3.2	11.7	0.0	0.0	0.0
175-189	3.5	0.4	1.7	5.0	0.3	2.5	11.2	0.9	6.2	12.1	2.6	8.5	0.0	0.0	0.0
190-204	1.1	0.1	0.5	2.0	0.1	1.0	3.7	0.3	2.0	4.6	0.0	2.8	8.3	0.0	4.8
205 and greater	0.5	0.0	0.2	1.7	0.1	0.3	2.8	0.1	1.5	4.6	0.5	3.0	0.0	0.0	0.0
Unknown	2.8	2.3	2.5	1.5	2.4	2.0	1.5	1.5	1.5	1.3	2.1	1.6	83.4	44.5	66.6

T A B L E   V I I

DISTRIBUTION OF SUBJECTS ACCORDING TO DEVELOPMENTAL LEVEL

Developmental Level Accomplishment Classes	PER CENT OF SUBJECTS BY SEX AND AGE								
	13 - 14 years			15 - 16 years			17 - 18 years		
	Males	Females	Both Sexes	Males	Females	Both Sexes	Males	Females	Both Sexes
1	79.4	56.4	63.7	73.7	30.6	50.2	27.0	1.6	13.6
2a	10.9	33.4	24.3	20.3	44.6	33.6	49.4	17.7	32.6
2b	6.4	9.2	8.0	0.5	7.1	4.1	14.8	29.1	22.4
3	4.0	0.4	1.8	2.0	15.2	9.2	3.9	34.9	20.3
4	0.2	0.0	0.1	0.1	1.6	0.9	0.7	15.5	8.5
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
Off the Grid	4.1	0.6	2.1	3.4	0.9	2.0	4.2	1.1	2.5

TABLE VIII

**INTERRELATIONSHIP OF PARENTAL EDUCATION WITH GROWTH AND CERTAIN  
INTERESTS AND CONCERNS OF YOUTH**

Factors Compared	Chi Square Value	Degrees of Freedom	Level of Significance
Mother's Education and High School Students' Growth	14.89	2	$P < 0.001^*$
Father's Education and High School Students' Growth	4.40	2	$P < 0.10$
Family Problems and High School Students' Growth	0.35	4	Not Significant
Family Tensions and High School Students' Growth	1.96	4	Not Significant
Personal Adjustment and High School Students' Growth	0.96	4	Not Significant
Family Problems and Height of Female Students, Age 13-14	0.70	4	Not Significant
Family Problems and Height of Female Students, Age 15-16	2.96	4	Not Significant
Family Problems and Height of Male Students, Age 13-14	0.12	4	Not Significant
Family Problems and Height of Male Students, Age 15-16	0.33	4	Not Significant
Personal Adjustment and Height of Female Students, Age 13-14	0.09	4	Not Significant
Personal Adjustment and Height of Female Students, Age 15-16	10.52	4	$P < 0.05$
Personal Adjustment and Height of Male Students, Age 13-14	4.98	4	Not Significant
Personal Adjustment and Height of Male Students, Age 15-16	10.57	4	$P < 0.05$
Family Tensions and Height of Female Students, Age 13-14	1.71	4	Not Significant
Family Tensions and Height of Female Students, Age 15-16	9.38	4	$P < 0.05$
Family Tensions and Height of Male Students, Age 13-14	5.92	4	Not Significant
Family Tensions and Height of Male Students, Age 15-16	7.13	4	Not Significant
Family Problems and Weight of Female Students, Age 13-14	3.46	4	Not Significant
Family Problems and Weight of Female Students, Age 15-16	0.34	4	Not Significant
Family Problems and Weight of Male Students, Age 13-14	5.56	4	Not Significant
Family Problems and Weight of Male Students, Age 15-16	3.86	4	Not Significant
Personal Adjustment and Weight of Female Students, Age 13-14	4.82	4	Not Significant
Personal Adjustment and Weight of Female Students, Age 15-16	6.02	4	Not Significant
Personal Adjustment and Weight of Male Students, Age 13-14	8.16	4	$P < 0.05$
Personal Adjustment and Weight of Male Students, Age 15-16	5.28	4	Not Significant
Family Tensions and Weight of Female Students, Age 13-14	6.07	4	Not Significant
Family Tensions and Weight of Female Students, Age 15-16	1.92	4	Not Significant
Family Tensions and Weight of Male Students, Age 13-14	5.52	4	Not Significant
Family Tensions and Weight of Male Students, Age 15-16	11.86	4	$P < 0.02$
Family Problems and Type of School of High School Students	38.16	4	$P < 0.001$
Family Tensions and Type of School of High School Students	96.66	4	$P < 0.001$
Personal Adjustment and Type of School of High School Students	190.74	4	$P < 0.001$

\*  $P < 0.001$  means that a deviation from expectancy of the magnitude obtained or greater could occur by chance less than one time in one thousand. Similar meanings are denoted by  $P < 0.01$  and other fractions.

TABLE IX

RELATIONSHIP BETWEEN MOTHERS' EDUCATION AND DEVELOPMENTAL

LEVEL OF HIGH SCHOOL STUDENTS

(Based on Numbers of High School Students)

Developmental Level Classes	Mothers With No Schooling Through Those Completing Eight Grades	Mothers Completing Ninth Through 12th Grades	Mothers With Some College Training Through Those With College Degrees	Totals
Classes 1, 2A	a) 1149 b) 1182	a) 2615 b) 2615	a) 745 b) 711	4509
Classes 2B, 3, 4, 5	a) 277 b) 344	a) 539 b) 539	a) 113 b) 147	929
TOTALS	1426	3154	858	5430

a) Actual number of students

b) Expected number

$$\chi^2 = 14.89$$
$$P < 0.001$$

TABLE X

RELATIONSHIP BETWEEN FATHERS' EDUCATION AND DEVELOPMENTAL

LEVEL OF HIGH SCHOOL STUDENTS

(Based on Numbers of High School Students)

Developmental Level Classes	Fathers With No Schooling Through Those Completing Eight Grades	Fathers Completing Ninth Through 12th Grades	Fathers With Some College Training Through Those With College Degrees	Totals
Classes 1, 2a	a) 1596 b) 1612	a) 2075 b) 2081	a) 790 b) 767	4461
Classes 2B, 3, 4, 5	a) 342 b) 326	a) 427 b) 420	a) 132 b) 155	901
TOTALS	1938	2502	922	5362

a) actual number of students

$$\chi^2 = 4.40$$

b) Expected number

$$P < 0.10$$

T A B L E   X I

RELATIONSHIP BETWEEN PERSONAL ADJUSTMENT AND HEIGHT OF

HIGH SCHOOL STUDENTS - FEMALES. AGE 15-16

(Based on Number of High School Students)

Height	RAW SCORES			Total
	1 - 3	4 - 6	7 - 9	
Less than 56 inches to 61 inches	a) 102 b) 122	a) 229 b) 219	a) 95 b) 76	416
62 to 67 inches	a) 764 b) 763	a) 1382 b) 1374	a) 465 b) 474	2611
68 inches to 74 inches and greater	a) 113 b) 99	a) 160 b) 173	a) 61 b) 61	339
TOTALS	984	1771	611	3366

a) Actual number of students

$$\chi^2 = 10.52$$

b) Expected number

$$P < 0.05$$

TABLE XII

RELATIONSHIP BETWEEN PERSONAL ADJUSTMENT AND HEIGHT OF

HIGH SCHOOL STUDENTS - MALES, AGE 15-16

(Based on Numbers of High School Students)

Height	RAW SCORES			Total
	1 - 3	4 - 6	7 - 9	
Less than 56 inches to 65 inches	a) 188 b) 171	a) 225 b) 256	a) 109 b) 95	522
66 to 71 inches	a) 606 b) 609	a) 941 b) 916	a) 319 b) 341	1866
72 inches to 74 inches and greater	a) 160 b) 174	a) 268 b) 262	a) 105 b) 97	533
TOTAL	954	1434	533	2921

a) Actual number of students

$$\chi^2 = 10.57$$

b) Expected number

$$P < 0.05$$

TABLE X I I I

RELATIONSHIP BETWEEN FAMILY TENSIONS AND HEIGHT OF

HIGH SCHOOL STUDENTS - FEMALES. AGE 15-16

(Based on Numbers of High School Students)

Height	RAW SCORES			Total
	1 - 3	4 - 6	7 - 9	
Less than 56 inches to 61 inches	a) 69	a) 231	a) 116	416
	b) 77	b) 242	b) 97	
62 to 65 inches	a) 346	a) 1143	a) 442	1931
	b) 360	b) 1122	b) 450	
66 inches to 74 inches and greater	a) 212	a) 581	a) 226	1019
	b) 190	b) 592	b) 237	
TOTAL	627	1195	784	3366

a) Actual number of students

$$\chi^2 = 9.38$$

b) Expected number

$$P = 0.05$$

TABLE XIV

RELATIONSHIP BETWEEN PERSONAL ADJUSTMENT AND WEIGHT OF

HIGH SCHOOL STUDENTS - MALES, AGE 13-14

(Based on Numbers of High School Students)

Weight	RAW SCORES			Total
	1 - 3	4 - 6	7 - 9	
Less than 70 pounds to 114 pounds	a) 42 b) 44	a) 64 b) 66	a) 29 b) 23	135
115 to 144 pounds	a) 112 b) 100	a) 145 b) 151	a) 45 b) 51	302
145 pounds to 205 pounds and greater	a) 33 b) 43	a) 75 b) 65	a) 22 b) 22	130
TOTALS	187	284	96	567

a) Actual number of students

$$\chi^2 = 0.16$$

b) Expected number

$$P = 0.05$$

TABLE XV

RELATIONSHIP BETWEEN FAMILY TENSIONS AND WEIGHT OF

HIGH SCHOOL STUDENTS - MALES, AGE 15-16

(Based on Numbers of High School Students)

Weight	RAW SCORES			Total
	1 - 3	4 - 6	7 - 9	
Less than 70 pounds to 114 pounds	a) 31 b) 20	a) 97 b) 105	a) 57 b) 48	185
115 to 174 pounds	a) 309 b) 329	a) 1310 b) 1290	a) 570 b) 570	2189
175 pounds to 205 pounds and greater	a) 60 b) 44	a) 162 b) 170	a) 67 b) 75	289
TOTAL	400	1569	694	2663

a) Actual number of students

$$\chi^2 = 11.86$$

b) Expected number

$$P = 0.02$$

TABLE XVI

DEVELOPMENTAL LEVEL ACCOMPLISHMENT OF STUDENTS IN  
RELATION TO TYPE OF SCHOOL  
 (Based on Per Cent)

Classes of Developmental Level Accomplishment		TYPE OF SCHOOL		
		White	Negro	Integrated
<u>CLASS 1</u>	Males	57.5	47.4	49.5
	Females	22.6	25.5	22.3
	All Subjects	39.9	34.6	33.9
<u>CLASS 2a</u>	Males	29.5	38.4	32.0
	Females	34.2	34.2	26.3
	All Subjects	32.0	36.0	28.8
<u>CLASS 2b</u>	Males	6.2	7.6	9.2
	Females	15.6	13.7	17.1
	All Subjects	11.2	11.2	13.7
<u>CLASS 3</u>	Males	2.6	3.8	4.8
	Females	20.2	19.9	24.0
	All Subjects	12.0	12.9	16.2
<u>CLASS 4</u>	Males	0.4	0.2	0.3
	Females	6.7	4.2	8.6
	All Subjects	3.8	2.5	5.0
<u>CLASS 5</u>	Males	0.0	0.0	0.0
	Females	0.0	0.0	0.1
	All Subjects	0.0	0.0	0.1
<u>OFF THE GRID</u> (Overweight)	Males	3.8	3.4	4.2
	Females	0.7	2.5	0.8
	All Subjects	2.1	2.8	2.3

TABLE XVII

HEIGHT OF STUDENTS IN RELATION TO TYPE OF SCHOOL

Type of School	Age (Years)	Less than 56"			56" - 57"			58" - 59"		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	0.5	0.0	0.2	0.5	0.3	0.4	0.9	1.4	1.2
	15 - 16	0.1	0.2	0.1	0.1	0.2	0.1	0.4	1.3	0.9
	17 - 18	0.1	1.1	0.1	0.0	0.1	0.1	0.1	1.1	0.6
	19 - 21	0.0	1.0	0.4	0.0	0.0	0.0	0.0	2.0	0.7
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	0.1	0.2	0.1	0.1	0.2	0.1	0.3	1.3	0.8
NEGRO	13 - 14	3.1	3.1	3.1	0.0	1.6	1.0	4.7	3.9	4.1
	15 - 16	1.6	1.9	1.8	0.0	0.6	0.4	0.9	2.9	2.1
	17 - 18	0.0	0.9	0.4	0.3	0.0	0.1	0.3	1.7	1.0
	19 - 21	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.8
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	0.9	1.6	1.3	0.1	0.5	0.3	0.9	2.6	1.9
INTEGRATED	13 - 14	0.0	0.0	0.0	3.9	0.0	1.8	3.9	0.0	1.8
	15 - 16	0.0	0.8	0.4	0.3	0.3	0.3	0.3	1.9	1.2
	17 - 18	0.0	0.3	0.2	0.0	0.6	0.3	0.0	2.9	1.7
	19 - 21	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.6	3.3
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	0.0	0.5	0.3	0.6	0.4	0.5	0.6	2.3	1.5

T A B L E   X V I I ,   (Continued)

HEIGHT OF STUDENTS IN RELATION TO TYPE OF SCHOOL

Type of School	Age (Years)	60" - 61"			62" - 63"			64" - 65"		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	8.9	10.4	9.9	14.1	32.3	24.6	16.4	32.9	26.0
	15 - 16	2.3	9.1	5.9	3.5	27.9	16.5	9.5	31.2	21.0
	17 - 18	0.7	8.1	4.2	1.1	24.4	12.2	3.3	30.1	16.1
	19 - 21	0.6	15.0	5.8	2.9	25.0	11.0	4.6	21.0	10.6
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	28.6	13.3
	All Ages	2.2	9.0	6.7	3.5	27.1	15.5	7.4	30.8	19.3
NEGRO	13 - 14	14.0	13.2	13.5	15.6	24.0	21.2	17.2	20.9	19.7
	15 - 16	3.7	13.1	9.6	6.2	27.8	19.6	12.5	21.1	17.9
	17 - 18	0.8	10.9	5.8	3.0	22.7	12.7	5.8	23.4	16.9
	19 - 21	1.3	7.1	3.8	1.3	25.0	11.3	6.6	25.0	14.4
	Unknown	33.3	0.0	25.0	0.0	0.0	0.0	0.0	0.0	25.0
	All Ages	3.1	12.1	8.2	5.1	25.5	16.5	9.3	23.8	17.5
INTEGRATED	13 - 14	3.9	10.5	7.6	7.9	31.6	21.0	17.1	35.8	27.5
	15 - 16	2.3	10.3	6.8	4.6	26.3	16.6	14.8	30.0	23.2
	17 - 18	0.4	13.0	7.6	2.7	23.5	17.5	6.2	31.1	20.5
	19 - 21	0.0	31.4	12.4	1.8	17.1	7.9	3.7	25.7	12.4
	Unknown	0.0	100.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	1.6	12.4	7.5	4.0	27.4	16.9	10.9	30.9	22.0

TABLE XVII. (Continued)

HEIGHT OF STUDENTS IN RELATION TO TYPE OF SCHOOL

Type of School	Age (Years)	66" - 67"			68" - 69"			70" - 71"		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	21.4	15.2	17.8	16.0	5.1	9.7	12.4	0.3	5.5
	15 - 16	16.7	21.0	19.1	23.2	5.8	14.0	23.4	1.1	11.6
	17 - 18	10.0	24.7	17.0	21.9	7.9	15.2	28.3	1.9	15.7
	19 - 21	15.4	24.0	19.6	22.3	6.0	16.4	18.8	2.0	12.8
	Unknown	0.0	14.3	6.7	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	14.4	21.7	18.1	21.9	6.5	14.1	24.2	1.3	12.5
NEGRO	13 - 14	21.9	24.0	23.3	11.0	0.8	4.2	3.1	0.8	1.6
	15 - 16	16.9	20.0	18.8	20.3	5.1	10.9	18.8	1.9	8.3
	17 - 18	14.6	22.7	18.6	22.6	5.7	14.3	28.1	2.0	15.3
	19 - 21	18.4	21.4	19.7	17.1	12.5	15.1	21.1	1.8	12.9
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	16.3	21.4	19.2	20.1	5.2	11.8	21.8	1.8	10.5
INTEGRATED	13 - 14	23.7	14.7	18.7	26.3	6.3	15.2	10.5	0.0	4.7
	15 - 16	16.1	17.8	17.0	22.3	7.1	13.9	23.6	1.0	11.1
	17 - 18	17.9	14.4	15.9	19.9	5.5	11.6	28.0	2.0	13.1
	19 - 21	24.1	11.4	19.1	29.8	2.9	18.0	25.9	2.9	16.8
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	18.2	15.8	16.9	22.2	6.2	13.4	24.0	1.4	11.5

TABLE XVII. (Continued)

HEIGHT OF STUDENTS IN RELATION TO TYPE OF SCHOOL

Type of School	Age (Years)	72" - 73"			74" and Greater			Unknown		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	5.4	0.0	2.2	0.7	0.3	0.5	2.0	1.6	2.0
	15 - 16	14.8	0.3	7.1	4.1	0.1	1.9	1.7	1.8	1.8
	17 - 18	23.0	0.3	12.2	10.2	0.2	5.4	1.3	1.1	1.2
	19 - 21	24.0	0.0	15.3	9.7	0.0	6.2	1.7	3.0	2.2
	Unknown	12.5	0.0	6.7	0.0	0.0	0.0	67.5	57.1	73.3
	All Ages	17.6	0.2	8.8	6.5	0.1	2.3	1.8	1.6	1.7
NEGRO	13 - 14	0.0	0.0	0.5	1.6	3.1	2.6	7.8	3.9	5.2
	15 - 16	11.3	0.4	4.5	4.7	0.6	2.1	3.1	4.6	4.0
	17 - 18	12.7	1.4	7.2	10.2	0.9	5.6	1.6	2.6	2.1
	19 - 21	17.1	1.8	10.6	15.0	0.0	9.1	1.3	3.6	2.3
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	66.7	0.0	50.0
	All Ages	11.5	0.8	5.5	7.9	0.9	4.0	2.9	3.8	3.4
INTEGRATED	13 - 14	2.7	0.0	1.1	0.0	0.0	0.0	0.0	1.1	0.6
	15 - 16	9.8	0.5	4.7	3.3	0.3	1.6	2.6	3.7	3.2
	17 - 18	17.1	0.0	7.3	5.1	0.3	2.3	2.7	1.4	2.0
	19 - 21	13.0	0.0	7.9	3.7	0.0	2.2	0.0	0.0	0.0
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	50.0
	All Ages	12.0	0.2	5.5	3.6	0.2	1.7	2.3	2.3	2.3

TABLE XVIII

WEIGHT OF SUBJECTS IN RELATION TO TYPE OF SCHOOL

Type of School	Age (Years)	Less than 70 pounds			70 - 84 pounds			85 - 99 pounds		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	0.5	0.0	0.2	1.2	0.3	0.7	6.8	10.1	8.7
	15 - 16	0.1	0.0	0.1	0.1	0.3	0.2	0.9	7.0	4.1
	17 - 18	0.0	0.1	0.1	0.1	0.2	0.1	0.2	5.8	2.9
	19 - 21	0.6	0.0	0.4	0.0	0.0	0.0	0.0	8.0	2.9
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	0.1	0.1	0.1	0.2	0.3	0.2	1.1	7.0	4.1
NEGRO	13 - 14	0.0	0.0	0.0	0.0	1.5	1.0	7.8	10.1	9.3
	15 - 16	0.0	0.0	0.0	0.0	0.4	0.2	1.3	3.2	2.5
	17 - 18	0.0	0.0	0.0	0.3	0.0	0.1	0.0	1.4	0.7
	19 - 21	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	0.8
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	0.0	0.0	0.0	0.1	0.4	0.3	1.1	3.4	2.4
INTEGRATED	13 - 14	2.6	0.0	1.2	0.0	0.0	0.0	5.3	10.5	8.2
	15 - 16	0.3	0.0	0.1	0.3	0.5	0.4	1.0	7.9	4.8
	17 - 18	0.0	0.0	0.0	0.0	0.6	0.3	0.4	4.9	3.9
	19 - 21	0.0	0.0	0.0	0.0	2.9	1.1	0.0	2.9	1.1
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	0.4	0.0	0.2	0.1	0.6	0.4	1.2	6.8	4.3

TABLE XVIII. (Continued)

HEIGHT OF SUBJECTS IN RELATION TO TYPE OF SCHOOL

Type of School	Age (Years)	100 - 114 pounds			115 - 129 pounds			130 - 144 pounds		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	15.5	36.7	27.0	23.5	32.4	28.8	28.2	12.3	19.0
	15 - 16	5.3	34.5	20.8	18.1	37.6	28.4	26.9	13.7	19.9
	17 - 18	1.3	29.2	14.6	5.5	36.0	20.1	22.2	19.6	21.0
	19 - 21	1.7	32.0	12.7	5.1	28.0	13.5	21.1	16.0	19.3
	Unknown	0.0	14.3	6.7	0.0	14.3	6.6	0.0	14.3	6.7
	All Ages	4.5	23.8	18.9	13.0	36.2	24.0	24.8	15.6	20.2
NEGRO	13 - 14	15.6	32.6	27.0	31.2	37.2	35.3	23.4	11.6	15.6
	15 - 16	5.3	31.0	21.3	19.4	35.0	29.1	30.6	18.5	23.1
	17 - 18	1.1	30.2	15.3	6.3	31.6	18.7	26.7	23.6	25.2
	19 - 21	0.0	25.0	10.6	3.9	28.6	14.4	18.4	25.0	21.2
	Unknown	0.0	0.0	0.0	0.0	100.0	25.0	0.0	0.0	0.0
	All Ages	3.8	30.6	18.3	13.1	33.9	24.8	27.1	19.7	22.9
INTEGRATED	13 - 14	13.1	30.9	27.5	26.3	30.5	28.7	34.2	17.9	25.1
	15 - 16	6.8	32.9	21.2	21.8	33.7	28.4	30.6	16.2	22.7
	17 - 18	1.9	35.7	21.4	12.5	37.5	26.3	26.3	12.1	18.2
	19 - 21	0.0	48.5	19.1	5.6	31.4	15.7	29.6	5.7	20.2
	Unknown	0.0	100.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	5.2	35.4	21.9	17.6	34.7	27.0	29.3	14.3	21.0

TABLE XVIII. (Continued)

HEIGHT OF STUDENTS IN RELATION TO TYPE OF SCHOOL

Type of School	Age (Years)	145 - 159 pounds			160 - 174 pounds			175 - 189 pounds		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	10.6	4.1	6.8	4.9	1.0	2.6	3.7	0.3	1.8
	15 - 16	25.2	3.2	13.6	12.4	1.0	6.4	5.6	0.3	2.7
	17 - 18	28.3	5.5	17.4	21.9	1.0	11.9	12.4	0.9	6.9
	19 - 21	28.6	6.0	20.4	19.4	2.0	13.1	14.9	3.0	10.5
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	25.2	4.1	14.5	15.8	1.0	8.3	8.5	0.6	4.5
NEGRO	13 - 14	14.1	2.3	6.2	1.6	0.8	1.0	1.6	0.3	1.0
	15 - 16	26.2	6.9	14.2	12.2	1.9	5.8	2.5	0.6	1.3
	17 - 18	32.5	7.5	20.3	19.0	2.3	10.8	8.5	1.4	5.1
	19 - 21	35.5	10.7	25.0	15.8	5.3	11.4	13.2	3.6	9.1
	Unknown	33.3	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	28.9	6.7	16.4	14.7	2.1	7.6	6.0	1.0	3.2
INTEGRATED	13 - 14	10.5	1.1	5.3	4.0	1.1	2.3	4.0	0.0	1.7
	15 - 16	19.9	2.4	10.2	9.1	1.9	5.1	4.6	0.0	2.1
	17 - 18	24.1	4.0	12.6	18.3	2.0	8.9	5.8	0.6	2.8
	19 - 21	38.9	5.7	25.9	11.1	2.9	7.9	1.3	0.0	1.1
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	All Ages	21.9	3.0	11.5	12.1	1.9	6.4	4.7	0.3	2.3

TABLE XVIII. (Continued)

WEIGHT OF SUBJECTS IN RELATION TO TYPE OF SCHOOL

Type of School	(Years)	190 - 204 pounds			205 pounds and Greater			Unknown		
		Males	Females	All Subjects	Males	Females	All Subjects	Males	Females	All Subjects
WHITE	13 - 14	0.9	0.2	0.5	0.7	0.0	0.3	3.5	2.6	3.0
	15 - 16	2.2	0.0	1.0	1.8	0.1	0.9	1.4	2.3	1.9
	17 - 18	3.9	0.3	2.1	3.0	0.0	1.6	1.2	1.4	1.3
	19 - 21	2.9	0.0	1.8	3.4	1.0	2.5	2.3	4.0	2.9
	Unknown	12.5	0.0	6.7	0.0	0.0	0.0	87.5	57.1	73.3
	All Ages	2.8	0.1	1.4	2.3	0.1	1.1	1.7	2.1	1.9
NEGRO	13 - 14	3.1	0.0	1.0	0.0	0.0	0.0	1.6	3.1	2.6
	15 - 16	0.6	0.6	0.6	0.6	0.2	0.4	1.3	1.7	1.5
	17 - 18	1.7	0.3	1.0	1.7	0.3	1.0	2.2	1.4	1.8
	19 - 21	7.9	0.0	4.5	5.3	0.0	3.0	0.0	0.0	0.0
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	66.7	0.0	50.0
	All Ages	1.9	0.4	1.1	1.5	0.1	0.7	1.8	1.7	1.8
INTEGRATED	13 - 14	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	15 - 16	2.0	0.0	0.9	1.6	0.0	0.7	2.0	4.5	3.4
	17 - 18	5.8	0.3	2.7	2.8	0.3	1.3	1.9	2.0	2.0
	19 - 21	5.6	0.0	3.4	7.4	0.0	4.5	0.0	0.0	0.0
	Unknown	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	50.0
	All Ages	3.5	0.1	1.6	2.3	0.1	1.1	1.7	2.8	2.3

TABLE XIX

RELATIONSHIP BETWEEN FAMILY PROBLEMS AND TYPE OF  
SCHOOL OF HIGH SCHOOL STUDENTS

(Based on Number of High School Students)

Type of School	RAW SCORES			Total
	0 - 2	3 - 5	6 - 10+	
Negro	a) 591	a) 956	a) 273	1820
	b) 601	b) 850	b) 373	
White	a) 3216	a) 4415	a) 2934	9665
	b) 3186	b) 4562	b) 1973	
Integrated	a) 490	a) 702	a) 356	1548
	b) 510	b) 721	b) 317	
TOTAL	4297	6073	2663	13033

a) actual number of students

$$\chi^2 = 38.16$$

b) Expected number

$$P = 0.001$$

# TABLE XX

## RELATIONSHIP BETWEEN FAMILY TENSIONS AND TYPE OF SCHOOL OF HIGH SCHOOL STUDENTS

(Based on Number of High School Students)

Type of School	RAW SCORES			Total
	0 - 3	4 - 13	14 - 23	
Negro	a) 235	a) 1080	a) 570	1885
	b) 401	b) 1068	b) 416	
White	a) 2245	a) 5444	a) 1946	9635
	b) 2048	b) 5461	b) 2126	
Integrated	a) 298	a) 981	a) 367	1546
	b) 329	b) 876	b) 341	
TOTAL	2778	7405	2883	13066

a) Actual number of students

$$\chi^2 = 96.66$$

b) Expected number

$$P < 0.001$$

TABLE XXI

RELATIONSHIP BETWEEN PERSONAL ADJUSTMENT AND TYPE OF  
SCHOOL OF HIGH SCHOOL STUDENTS

(Based on Number of High School Students)

Type of School	RAW SCORES			Total
	0 - 9	10 - 21	22 - 35	
Negro	a) 518	a) 958	a) 419	1895
	b) 723	b) 793	b) 379	
White	a) 3154	a) 2930	a) 1584	7668
	b) 2927	b) 3210	b) 1530	
Integrated	a) 573	a) 767	a) 216	1556
	b) 595	b) 651	b) 311	
TOTAL	4245	4655	2219	11119

a) Actual number of students

$$\chi^2 = 190.74$$

b) Expected number

$$P < 0.001$$

## TEXAS COOPERATIVE YOUTH STUDY: 1956

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## Student Information Sheet

Name: ..... School: .....  
 Present Address: ..... Grade: ..... Sex: Male ..... Female .....  
 (Street or RFD)  
 ..... Age: ..... Height: ..... Weight: .....  
 (Town)  
 Check where you live: In country..... In town.....  
 Place of birth: .....  
 (Town or county) (State)  
 Are you married? Yes..... No.....

Check any Homemaking Courses you have taken or are taking now:

None . . . . . Hm. II . . . . .  
 7th and 8th . . . . . Hm. III . . . . .  
 Hm. I . . . . . Hm. IV . . . . .  
 Home and Family Life . . . . .

Check (✓) those which apply to you:

Parents living together . . . . .  
 Parents separated . . . . .  
 Parents divorced . . . . .  
 Mother not living . . . . .  
 Father not living . . . . .  
 Number older brothers . . . . .  
 Number older sisters . . . . .  
 Number younger brothers . . . . .  
 Number younger sisters . . . . .

Write in number of each of the following now living in your home:

Mother . . . . . Half brothers . . . . .  
 Father . . . . . Stepsisters . . . . .  
 Stepmother . . . . . Stepbrothers . . . . .  
 Stepfather . . . . . Grandmothers . . . . .  
 Sisters . . . . . Grandfathers . . . . .  
 Brothers . . . . . Other relatives . . . . .  
 Half sisters . . . . . Others . . . . .

What schooling did each of your parents have? (Check)

	Father	Mother		Father	Mother
No school . . . . .			Business college . . . . .		
Grades 1-4 . . . . .			Had some college . . . . .		
Grades 5-8 . . . . .			Junior College graduate . . . . .		
Grades 9-11 . . . . .			4-year College graduate . . . . .		
Completed high school . . . . .			Other: Father . . . . .		
County Veterans' School . . . . .			Mother . . . . .		

What kind of work does your father do? (Example: Operates own farm; works on someone else's farm; is a carpenter; lawyer; rancher; etc.)

Kind of work: .....

Does your mother work outside the home? Yes..... No..... Kind of work: .....

Do you work after school at home? Yes..... No..... Hours per week?..... Kind of work: .....

Do you work outside the home part-time? Yes..... No..... Do you help support the family with money you earn part-time? Yes..... No.....

Kind of work: ..... Hours per week: .....

How many rooms in your home? (Including bathrooms) .....

Do other persons share your bedroom? Yes ..... No .....

If so, with how many? .....

Does your family own a car? Yes ..... No .....

Are you allowed to drive the car? Yes ..... No .....

What religious denomination do you prefer? .....  
(Your answer to this is optional)

Do you ride a school bus? Yes ..... No .....

How long does it take to get to school? .....

## Texas Cooperative Youth Study: 1956

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# ATTITUDES TOWARD PERSONAL AND FAMILY LIVING

### DIRECTIONS

We are attempting to find out how you feel about yourself, your family, and your friends. Your answers will be treated with the strictest confidence, so please feel free to give honest replies.

You will mark your answers on a separate answer sheet. Make no marks on this booklet. You are to indicate the extent to which you agree with each statement. Read each statement and decide how **you** feel about it. Then mark your answer on the space provided on your answer sheet. Be sure to use the special I.B.M. pencil.

	1	2	3	4	5
If you <b>strongly agree</b> , blacken the space under 1 .....	<b>I</b>				
	1	2	3	4	5
If you <b>agree</b> , blacken the space under 2 .....		<b>I</b>			
	1	2	3	4	5
If you are <b>undecided or uncertain</b> , blacken the space under 3 .....			<b>I</b>		
	1	2	3	4	5
If you <b>disagree</b> , blacken the space under 4 .....				<b>I</b>	
	1	2	3	4	5
If you <b>strongly disagree</b> , blacken the space under 5 .....					<b>I</b>

There are no "right" or "wrong" answers, and there is no time limit. Work as rapidly as you can without being careless, and do not spend too much time on any one statement. **PLEASE RESPOND TO EVERY ITEM.** Thank you very much for your help.

**DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO**

**1 – Strongly Agree**

**2 – Agree**

**3 – Undecided or Uncertain**

**4 – Disagree**

**5 – Strongly Disagree**

---

1. I can always count on my family for help when I get in trouble or have a problem.
2. I dislike eating away from home for fear I'll do the wrong thing.
3. Most children should have more discipline than they get.
4. A child should never keep a secret from his parents.
5. The sole purpose of education should be to equip students to make a living.
6. I lack confidence in myself.
7. Too many boys and girls think they have to drink to be smart.
8. Clothes I like always seem to cost more than I can afford to pay.
9. I often have the feeling I will say something wrong.
10. I usually get fair treatment at home.
11. Girls ought to spend a lot of their time in high school learning about taking care of the home and family.
12. Children should feel it is their duty to care for their parents when their parents grow old.
13. The house and its furnishings have no effect on the relationships of the family.
14. People always get into trouble when they haven't anything to do.
15. It takes so long to make things that I don't like them when I finish them.
16. High school marriages can only lead to trouble.
17. A high school student should take the school courses which his parents decide would be best for him.
18. I find any discussion of sex embarrassing.
19. Children should be paid for work they do around the house.
20. A devoted mother has no time for her social life.
21. Parents should sacrifice everything for their children.
22. Most teachers are too rigid and narrow-minded.
23. Boys need some high school homemaking so they can learn to help manage a home.
24. Studying about health practices in class is a waste of time.
25. Too much freedom will make a child wild.
26. In our community young people don't have anything to do on dates that is fun.
27. I just never seem to get anything done.
28. Punishing a child is a father's job.
29. Relatives living in a home always make trouble for the family.
30. A wife shouldn't have to work to earn part of the family income.
31. I'm never satisfied unless I do a perfect job.
32. It's hardly fair to bring children into the world with the way things look for the future.
33. Whenever a girl marries, she should drop out of high school.
34. Most teachers lack understanding of the needs and interests of their students.
35. Students at our school are not cooperative and friendly.
36. Students can't be trusted to own and drive their own cars.
37. A person should insist on his own rights no matter what the cost.

**GO ON TO THE NEXT PAGE**

- 1 – Strongly Agree
  - 2 – Agree
  - 3 – Undecided or Uncertain
  - 4 – Disagree
  - 5 – Strongly Disagree
- 

- 38. Members of my family feel hurt every time I want to go out with others instead of with them.
- 39. Going steady and being engaged are practically the same thing.
- 40. Some of my friends say that I am disagreeable and hard to get along with.
- 41. Every member of the family should have some say about how the family money is spent.
- 42. My family never gives me any privacy.
- 43. Silliness is one of the worst faults of most teenagers.
- 44. We have enjoyable times together during meals in our home.
- 45. I see no reason for every boy and girl to understand the physical changes which occur during adolescence.
- 46. Planning ahead how to spend my money is a waste of time.
- 47. Parents should share in housekeeping, shopping, and everything it takes to run our home.
- 48. These days a person doesn't really know whom he can count on.
- 49. When you get right down to it no one is going to care much what is going to happen to you.
- 50. Too much affection will make a child a "softie."
- 51. Our house is too cluttered to be comfortable.
- 52. Generally speaking, football coaches contribute more to school life than do the teachers.
- 53. A parent has the right to read a high school student's letter without first asking permission.
- 54. One's reputation depends mostly on the people one goes with.
- 55. Strict discipline develops a fine strong character.
- 56. A mother should make it her business to know everything her children are thinking.
- 57. Children should not annoy parents with their unimportant problems.
- 58. There is too little concern in our family for religion.
- 59. A mother should shower her child with praise at all times.
- 60. Generally speaking, students cannot be expected to like their teachers.
- 61. Some children are just naturally bad.
- 62. It is not the duty of the parent to teach the child about sex.
- 63. We ought to worry about our own country and let the rest of the world take care of itself.
- 64. In spite of what some people say, the life for the average person is getting worse, not better.
- 65. I feel helpless around sick people because I don't know what to do for them.
- 66. There is no sense in keeping track of money spent.
- 67. In our house we have to be so careful of the furniture and everything that I get disgusted.
- 68. Most teenagers have not yet learned to control their tempers.
- 69. Most teachers have special favorites instead of showing equal fairness and impartiality toward all.
- 70. I often feel as if I don't really belong anywhere.
- 71. Children should always be punished for being bad.

**GO ON TO THE NEXT PAGE**

- 1 – Strongly Agree**
  - 2 – Agree**
  - 3 – Undecided or Uncertain**
  - 4 – Disagree**
  - 5 – Strongly Disagree**
- 

- 72. People of different religions shouldn't get married.
- 73. The money I earn should be my own to spend anyway I want.
- 74. What is learned at school makes people want things they can't have.
- 75. I am free to talk about anything I want to in our family.
- 76. Playing too much with a child will spoil him.
- 77. Eating breakfast is more trouble than it is worth.
- 78. If a boy can't afford the cost of a date, he shouldn't ask a girl.
- 79. Children who always obey grow up to be the best adults.
- 80. If you don't watch yourself, people will take advantage of you.
- 81. Young children always make me nervous.
- 82. Students are not given enough freedom in selecting their own topics for themes and reports.
- 83. It is as important for girls to learn how to make clothes as how to buy them.
- 84. It is almost impossible for the average student to do all his assigned homework.
- 85. A girl who gets into trouble on a date has no one to blame but herself.
- 86. Most of the time, I am still tired when I get up in the morning.
- 87. Most of the time I'm so busy I can't get through a meal fast enough.
- 88. I don't like to bring anyone into my home because of the way it looks.
- 89. I worry about my family.
- 90. If children are to grow up and get somewhere in life, they must be continuously kept after.
- 91. Teenagers gossip too much about each other.
- 92. The main reason students cheat is because of the ridiculous assignments most teachers make.
- 93. Parents have a right to know how children spend their own money.
- 94. The illustrations, examples, and explanations given by most teachers are too dry or technical.
- 95. I dislike cooking.
- 96. Discussion of personal adjustment and family life should take place in classes having both boys and girls.
- 97. Children need some of the natural meanness taken out of them.
- 98. Our family never seems to plan anything ahead of time.
- 99. The kind of clothes you wear has no effect on your personality.
- 100. Having the opportunity to go to college is very important to me.
- 101. In our community, more youth disrespect public property today than ever before.

**PLEASE STOP UNTIL TOLD TO GO ON**

## Texas Cooperative Youth Study: 1956

# CONCERNS AND PROBLEMS IN PERSONAL AND FAMILY LIVING

### DIRECTIONS

Here are some sentences that will give you an opportunity to express how you feel about certain personal and family concerns and problems. Your answers to these will be treated with the strictest confidence, so please be free to say exactly how you feel.

Some statements will not be true in your case or will not apply to you in any way. Others will be true, but will vary in how strongly you feel about them.

You will mark your answers on a separate answer sheet. Make no marks on this booklet. Read each statement and decide how **you** feel about it. Then mark your answer with a special I.B.M. pencil in the space provided on your answer sheet.

If you feel the statement is either <b>false</b> or <b>does not apply to you</b> , blacken the space under 1 .....	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you feel the statement is generally <b>true</b> but of <b>no concern</b> to you, blacken the space under 2 .....	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you feel the statement is generally <b>true</b> but of <b>little concern</b> to you, blacken the space under 3 .....	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you feel the statement is generally <b>true</b> but of <b>much concern</b> to you, blacken the space under 4 .....	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you feel the statement is generally <b>true</b> and of <b>greatest concern</b> to you, blacken the space under 5 .....	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some of these statements refer to your parents or to one of them. If you do not live with either of your parents, answer in terms of the person or persons you do live with and who serve in place of your parents.

There are no "right" or "wrong" answers, and there is no time limit. Work as rapidly as you can without being careless, and do not spend too much time on any one statement. **PLEASE RESPOND TO EVERY ITEM.** Thank you very much for your help.

**DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO**

- 1 – *False; or does not apply to me in any way*  
2 – *True, but of no concern to me*  
3 – *True, but of little concern to me*  
4 – *True, and of much concern to me*  
5 – *True, and of greatest concern to me*
- 

- |   |   |
|---|---|
| 151. I see boys and girls at school whom I'd like to meet but I never get a chance. | 169. Members of our family argue about buying things on credit.             |
| 152. Mother is really the boss in our family.                                       | 170. Family problems are never talked over with me.                         |
| 153. Sometimes I feel that I have been very wicked.                                 | 171. My parents rarely go to church.  |
| 154. My parents treat me as if I do not know right from wrong.                      | 172. I don't seem to live up to my religious teaching as well as others do. |
| 155. I'm often asked to drop out to let someone else have my place.                 | 173. I am often unable to look at people when I'm talking to them.          |
| 156. I am ashamed sometimes of the way my parents behave.                           | 174. I like one of my parents much better than I like the other.            |
| 157. I'm teased a lot by other boys and girls.                                      | 175. I can never save any money.  |
| 158. I can't carry on a conversation in a group.                                    | 176. My parents never have time to help me.                                 |
| 159. I always have to ask for money for things I want to do.                        | 177. I get mad and do things I shouldn't when I can't have my way.          |
| 160. My mother is always nagging me to help around the house.                       | 178. I can never figure out what grownups want me to do.                    |
| 161. People gossip about me behind my back.   | 179. I work hard but never get anything done.                               |
| 162. I can't seem to make other people understand I really like them.               | 180. I have trouble making friends easily.                                  |
| 163. Others always look better than I.  | 181. Dad makes all the decisions at our house.                              |
| 164. Housekeeping in our house is disorderly.                                       | 182. My parents usually disagree about things I am to be punished for.      |
| 165. Sometimes I feel things are not real.  | 183. I never feel I know what clothes make me look my best.                 |
| 166. I don't have a chance to meet boys and girls my age except at school.          | 184. My parents won't let me drive a car even though I know how.            |
| 167. Some of my family members do not know good table manners.                      | 185. Arguments in my family always upset me.                                |
| 168. I would like to get married as soon as possible.                               | 186. Some people think I'm a prude because I don't like dirty jokes.        |

GO ON TO THE NEXT PAGE

- 1 – *False; or does not apply to me in any way*
  - 2 – *True, but of no concern to me*
  - 3 – *True, but of little concern to me*
  - 4 – *True, and of much concern to me*
  - 5 – *True, and of greatest concern to me*
- 

- |  |  |
|--|--|
| 187. I feel tired all the time.  | 204. My parents quarrel and fight much of the time.  |
| 188. My parents often pry into my private affairs.                                 | 205. Others my age do not talk to me much.   |
| 189. I wonder if for my age I am normal in my physical development.                | 206. I feel that I have often been punished when I didn't deserve it.                                  |
| 190. I want to be accepted by the gang but they won't have me.                     | 207. Often it seems that I hurt people's feelings without meaning to do so.                            |
| 191. I have trouble getting a job after school.                                    | 208. My parents always say their way is the best way when I try to tell them things I learn in school. |
| 192. I think about sex a good deal of the time.                                    | 209. Sometimes I feel I just have to lower my standards to be popular.                                 |
| 193. Mother won't let me help because she says I never do anything right.          | 210. My parents often object to the kind of boys and girls I go around with.                           |
| 194. My going steady presents real problems in petting.                            | 211. I often feel rather lonesome at home.   |
| 195. I am never sure what I ought to wear to be dressed right for the occasion.    | 212. If you don't drink in our gang, they make you feel like a sissy.                                  |
| 196. Everyone in my family seems to be against me.                                 | 213. If we didn't feel so crowded in our house, we'd be much happier.                                  |
| 197. I am always afraid in a crowd.  | 214. Sometimes criticism gets me down.   |
| 198. My parents are strict about my going out at night.                            | 215. I have to take care of the younger children in our family.  |
| 199. I'm afraid people will laugh at me because I'm not sure I know how to act.    | 216. My parents never take part in school affairs.   |
| 200. My parents do not agree about religion.                                       | 217. I never get to go to parties or on dates.   |
| 201. My parents seem to change from day to day in the way they treat me.           | 218. I never seem to be able to get anywhere on time.  |
| 202. Keeping our house in order is more important to mother than having fun in it. | 219. I'm never chosen by teacher to do any special task.   |
| 203. It's hard for me to live up to the reputation of others in my family.         | 220. Our family seems to have more problems than others in our neighborhood.                           |

**GO ON TO THE NEXT PAGE**

- 1 – *False; or does not apply to me in any way*  
2 – *True, but of no concern to me*  
3 – *True, but of little concern to me*  
4 – *True, and of much concern to me*  
5 – *True, and of greatest concern to me*
- 

- |   |   |
|---|---|
| 221. Dad always seems too busy to pal around with me.                         | 232. Being out with people who get drunk scares me.   |
| 222. My parents don't like to have me bring friends home.                     | 233. I avoid meeting the parents of my dates.   |
| 223. My parents never really trust me.  | 234. I am prejudiced against some people.   |
| 224. People sometimes tell me I am a snob.                                    | 235. I am never able to discuss personal problems confidentially with either of my parents. |
| 225. Even when I am with people, I feel lonely most of the time.              | 236. My parents do without too many things just so I can have what others my age have.      |
| 226. I don't sleep well.  | 237. I have to do most of the cooking and housekeeping at home.                             |
| 227. I don't feel sure how to act on dates.                                   | 238. I often feel uncomfortable when I'm around others my age.                              |
| 228. My parents avoid discussing sex with me.                                 | 239. Our family watches what it spends so closely it spoils all our fun.                    |
| 229. Our family always seems to be in debt.                                   | 240. Sometimes I tell dirty jokes when I would rather not.                                  |
| 230. I feel ill at ease at parties.   |   |
| 231. Others like me to help with their lessons but they never give me a date. |   |

**PLEASE STOP UNTIL TOLD TO GO ON**

Sp 5-40