

A STUDY OF THE INTERESTS, NEEDS, AND CONCERNS
OF WHARTON HIGH SCHOOL YOUTH

A Thesis
Presented to
the Faculty of the Department of Home Economics
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Home Economics

by
Vivyan Beard Nelson

August 1956

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The purpose of the Cooperative Youth Study undertaken in Wharton High School was to determine the needs, concerns, and interests of the participating students in order to plan a homemaking curriculum more effective than the one now being used. Data were collected concerning these students and their families.

These youth are representative members of a community showing interest in land ownership for farming and ranching purposes. The small percentage of divorce indicated a stable family with four to five members living in an owned home. A majority of boys and girls indicated fathers' occupation in three categories: small business owners, semi-skilled manual workers, and skilled manual workers. The general education level seems low. The majority of mothers are not employed outside the home.

Attitudes Toward Personal and Family Living. A majority of both boys and girls indicated above average percentage scores for Orientation to Society, Authoritarian Discipline, and Criticism of Education. Senior girls were more critical of youth, and senior boys indicated more family problems. A noticeable percentage of boys and girls indicated a feeling of social inadequacy.

Concerns and Problems in Personal and Family Living. Boys and girls indicated above average scale percentages for Personal Adjustment, Social Isolation, Resentment of Family

Life Style, Social Conformity, and Financial Troubles. Both sexes indicated family tension problems to a notable extent. A number of senior girls showed high scores in the lower stanines for the scales Social Inadequacy and Resentment of Dependency.

Interests in Personal and Family Living. A majority of boys and girls showed a high degree of interest in these scales: Marriage and Family Living, Health and Home Care of the Sick, Housing the Family, Personal Adjustment, and Money Management. The girls indicated a high degree of interest in Clothing the Family and Feeding the Family. The girls showed a high degree of interest in Child Development, while the boys were only mildly interested.

As a whole, these youth showed an above average scoring on many of the scales, but they indicated an interest in and a need for help with one problem which is of more importance to them--that of becoming acceptable adults in a highly competitive society. Furthermore, they indicated a concern for their future families. Therefore, it is recommended that a course known as Home and Family Life Education be offered as an elective to eleventh and twelfth grade boys and girls in Wharton High School.

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CHAPTER I

INTRODUCTION

Ruth Huey, Director of Home and Family Life Education, Texas Education Agency, and Bernice Milburn Moore, Consultant for Home and Family Life Education, and the Hogg Foundation for Mental Hygiene, University of Texas, met in Austin, Texas, in February, 1954, to discuss the possibilities of a cooperative research program concerning homemaking education. This cooperative research program was to be carried out by Texas colleges and universities offering graduate work in home economics. The Texas Education Agency and the Hogg Foundation for Mental Hygiene were to be the sponsors of the research program.¹ The Home and Family Life Division of the Texas Education Agency, including homemaking teachers, area supervisors, and directors of the division, had seen the need for an improved curriculum concerning the needs and interests of high school youth.

March of 1954 found representatives from Texas colleges and universities meeting with their leader, Beulah I. Coon, Specialist for Research and Special Studies, Home Economics Education, United States Office of Education. The college

¹Bernice Milburn Moore, Progress Report (November, 1954), p. 1. (Mimeographed.)

and university representatives suggested problems in home and family life for research study.² "From this problem inventory, the group selected for possible study the concerns and interests of youth in personal and family living as a basis for curriculum evaluation and development."³ Items for the suggested inventories were collected from:

1. College and university students.
2. Teachers in high school.
3. High School youth
4. Parents.

From the material gathered, three inventories were constructed: Attitudes Toward Personal and Family Living, Concerns and Problems of Personal and Family Living, and Personal Interest List. Also included was a face sheet giving much personal and family information by the youth checking the inventory.

In August, 1954, nearly one thousand white and ~~colored~~^{Black} homemaking teachers were given the three inventories and face sheets for pretesting. These teachers were also asked to study the wording of the statements and to make any changes which they considered needed.⁴ In October, 1954, these inventories were given to a sampling of several hundred junior high

²Ibid.

³Ibid.

⁴Wayne H. Holtzman, A Description of the Cooperative Youth Study (October, 1954), p. 3. (Mimeographed.)

and high school youth in and around Austin, Texas.⁵

I. STATEMENT OF PURPOSE

The purpose of the research was to give the youth of Texas and, in this instance, Wharton High School an opportunity to enumerate for parents, teachers, and administrators their problems, interests, and concerns. The information gathered from the action research of Wharton High School students will be used in curriculum planning in homemaking to meet the needs, concerns, and interests of its youth for the present and for the future. The Home and Family Life Division of the Texas Education Agency has been for the past two years sponsoring a state-wide homemaking curriculum-building study. The homemaking curriculum planning has been designed to meet the needs of homemaking teaching at the local level and this cooperative youth study should be an aid toward realistic homemaking curriculum development.⁶

II. SIGNIFICANCE OF THE STUDY

Ruth Huey, Director, Home and Family Life Education, Texas Education Agency; Bernice Milburn Moore, Consultant, Home and Family Life Education, Texas Education Agency, and

⁵Ibid.

⁶Ibid., p. 1.

the Hogg Foundation for Mental Hygiene, University of Texas; and Wayne H. Holtzman, Consultant on Research, the Hogg Foundation for Mental Hygiene, the University of Texas, met to develop a research design from recommendations by representatives from state colleges and universities. The tentative research design was presented to a curriculum workshop at Texas State College for Women, Denton, Texas, in June of 1954.⁷ Ruth Huey, Bernice Milburn Moore, and Wayne Holtzman collected related research materials from over fifty colleges and universities.⁸

The following represent the steering committee for youth study: Coordinators of Home and Family Life Education, The Hogg Foundation, Home and Family Life Division, Texas Education Agency, Home Economics Departments from state colleges and universities. This group has helped in the development of the research study in the following manner:

1. Collected questions of import to youth.
2. Helped to develop present inventories.
3. Evaluated inventories.
4. Evaluated objectives of research study.
5. Initiated auxiliary studies from state colleges and universities.

⁷Moore, op. cit., p. 2.

⁸Ibid., p. 3.

6. Made auxiliary studies available to state colleges and universities toward advanced degrees.⁹

The Home and Family Life Division of the Texas Education Agency and the Hogg Foundation for Mental Hygiene so designed the cooperative youth study to give basic material necessary to continuing research in:

1. Personality development.
2. Personal and family relations.
3. Family factors in mental health.¹⁰

This study, being sponsored by the Texas Education Agency and the Hogg Foundation, includes much material that will enable all teachers of Home and Family Life Education to plan curriculums that will meet the needs of youth at the early, middle, and late adolescent stages. It will particularly help the teacher to understand more clearly the problems of youth in classes of homemaking at all levels. This Cooperative Youth Study material, when compiled and available to participating schools coupled with a Tentative Working Guide for Developing Homemaking Education Curriculum, should give teachers an excellent basis for local level curriculum planning.

⁹Holtzman, op. cit., p. 4.

¹⁰Ibid., p. 1.

III. ADMINISTRATION OF COOPERATIVE YOUTH STUDY

The Home Economics Department, University of Houston, Houston, Texas, secured the Cooperative Youth Study Inventories, Student Information Sheets, and IBM Score Sheets, and instructions necessary for the administration of these inventories to Wharton High School youth.¹¹ The University of Houston also provided additional supervision in the planning for administration of the inventories. The administration of the inventories was discussed with the three high school English teachers in Wharton High School. Each teacher was given a sample set of the Cooperative Youth Study, the Student Information Sheet, and IBM Score Sheet to study in preparation for the actual administration. These teachers asked that the purposes for the inventories be explained to their classes by the teacher doing the research. These inventories were given to one section of each grade, nine through twelve. It was explained to these students that this was not an individual test of intelligence or abilities, but an inventory of attitudes and interests. It was further explained that all papers were to be scored on a group basis, and that no paper would be seen by another individual in this group.

¹¹Suggested Procedure in Initial Interview with School Administrators of Proposed Study Centers, Texas Cooperative Youth Study (February, 1956), pp. 1-5. (Mimeographed.)

The instructions for research stipulated that classes be chosen with as well balanced proportion of boys and girls as possible.¹² This was attempted, but because of boys' participation in athletics, it was not possible to select all classes in this manner. In the freshman class there were nineteen boys and twelve girls; in the sophomore class, twelve boys and eighteen girls; in the junior class, fourteen boys and eleven girls; and in the senior class, four boys and twenty-three girls. Of the three senior English classes in Wharton High School, two were overbalanced with girls and the third, with boys. The class chosen included a large group of girls who were taking or had taken homemaking courses. There were forty-nine boys and sixty-four girls in Wharton High School who took the Cooperative Youth Study Inventory. Of the inventories given to the four English sections, not one Cooperative Youth Study Inventory had to be discarded. One ninth grade boy failed to fill out a face sheet. This performance would seem to indicate that the administration of the test was good.

All students of Wharton High School except the high school freshmen had had a testing experience. The University of Houston Counseling and Testing Service comes to Wharton High School each year and gives aptitude and interest tests

¹²Ibid., p. 3.

to the entire sophomore class. The tests are scored and the students counseled by trained personnel from the University of Houston. This experience probably helped to condition the students to the administration of the Cooperative Youth Study inventories.

Certain statistical information concerning Wharton High School was necessary to the completion of the Cooperative Youth Study. The participating number of students and the enrollment of Wharton High School was as follows:

TABLE I
STUDENTS PARTICIPATING AND ENROLLED
IN WHARTON HIGH SCHOOL

Grade	No. Boys Taking CYS Inventories	Total Boys Enrolled	No. Girls Taking CYS Inventories	Total Girls Enrolled
9	19	60	12	46
10	12	52	18	46
11	14	36	11	47
12	4	29	23	37

Wharton High School has a vocational-homemaking program with one homemaking teacher. Homemaking I, II, and III are available to high school girls from the ninth through the twelfth grades.

The time required for the ninth grade students to

complete the Cooperative Youth Study I, II, and III and the face sheet was 140 minutes, or two and one-half class periods. Both the sophomore and junior students finished the four instruments in 110 minutes, or two fifty-five minute periods. The seniors completed the research instruments in eighty minutes, or approximately one and one-half class periods.

IV. BACKGROUND INFORMATION

Wharton, Texas, is located on what was part of the Kinchloe Grant given to Stephen F. Austin by Mexico. The Kinchloes were members of one of Austin's original families that settled in Texas.¹³ The town was named for two brothers, William H. and John A. Wharton, who came to Texas in 1829 from Tennessee.¹⁴ Wharton still has the characteristics of a small southern town. There has not been the invasion of industry or the marked growth that can be seen in neighboring towns located to the east, south, and north within fifteen to twenty-five miles. Much of the land is still owned by fourth and fifth generation family members.

Wharton County is reputed to have some of the richest farming land in Texas. For this reason the merchants and businessmen of the town look forward to harvest time, which

¹³The Wharton Chamber of Commerce, Wharton County Yesterday and Today, p. 1.

¹⁴Ibid., p. 5.

is everyone's big season. Here cotton, rice, corn, and feed grains are raised in great quantities. Wharton County has always been interested in the raising of cattle--especially since the days of A. H. "Shanghi" Pierce. There are many large herds of registered cattle, and even more are raised for marketing purposes.

The discovery of sulphur in Newgulf, Texas, in 1928 and 1929 saved Wharton from some of the effects of the depression. That mine is still in operation and is known as the largest sulphur mine in the world.

Mr. Julius Gensberg, Assistant Superintendent of the Wharton Independent School District gathered from the census records the following statistical information pertinent to the Wharton Independent School District. This district serves an area of 117 square miles and includes seven communities located within this area. There is a population of 15,000, comprised of 59.9 Anglo-Americans, 21.7 Negroes, and 18.4 Latin-Americans. It is estimated that one-third of the total school enrollment is served by school-operated buses. As of May 25, 1956, enrollment in schools within the Wharton Independent School District was as follows:¹⁵

¹⁵Statement by Julius Gensberg, personal interview.

<u>White</u>		<u>Negro</u>	
High School	351	High School and Junior High	391
Junior High	250	Elementary	276
Intermediate	528	Sorrell	46
Pierce Elementary School	45		
	<hr/> 1516		<hr/> 713

Mrs. Jimmie Lou Hudson, Secretary of the Wharton Chamber of Commerce, supplied information concerning the town of Wharton.¹⁶ She stated that the average family comprises five members--mother, father, and three children--and that seventy-five per cent of the families own homes. Within the city of Wharton are found thirteen churches, the Baptist and Catholic churches having the largest memberships. In one of the city parks, there is a municipal swimming pool. Also, there is a country club with a golf course, a swimming pool, and a clubhouse. Wharton has shown interest in youth through the scout organizations, church youth organizations, the Wharton County Fair, and the Wharton Youth Rodeo.

V. LIMITATIONS OF THE STUDY

This study of attitudes, interests, concerns, and needs of 113 members of Wharton High School is limited to this group alone. At the present time there is no material available

¹⁶Statement by Jimmie Lou Hudson, personal interview.

from the Cooperative Youth Study with which to compare the inventory scores of the Wharton High School students. Therefore, the primary purpose of this study is to use the information gathered as direct evidence in curriculum planning for home and family life education for Wharton High School.

VI. DEFINITION OF TERMS

1. Stanine is a coding term which represents a raw score grouping in which raw scores of tests are divided into a standard score of nine beginning with one and proceeding to nine.

2. Action research is research activity involving a group.

3. Texas Cooperative Youth Study is an inventory of interests and attitudes of youths, parents, and teachers in Texas.

CHAPTER II

REVIEW OF RELATED MATERIALS IN THE FIELD OF HOME AND FAMILY LIFE EDUCATION

I. ORIGINAL CONCEPT OF HOME AND FAMILY LIFE EDUCATION

Home and family life education or life adjustment education has been of interest to homemaking teachers since the days of "domestic science." Helen Kinne and Anna M. Cooley stated that in the home "there should be unity, with a chance for each individual to express himself, a democracy in the best sense of the term."¹ Lemo T. Dennis in her introduction to Living Together in the Family said:

Family life is not restricted to any one age level, but includes the whole range of human experiences from infancy to old age, and it is important that young people learn and think of it in the broader way. This book also tries to bring out the fact that successful family living is not accomplished without effort.²

The Life Adjustment Education for Every Youth Bulletin, published by the Federal Security Agency, defined life adjustment education as "that which better equips all American youth to live democratically with satisfaction to themselves

¹Helen Kinne and Anna M. Cooley, Shelter and Clothing, A Textbook of the Household Arts (New York: The Macmillan Company, 1920), p. 1.

²Lemo T. Dennis, "Introduction", Living Together in the Family (Washington: American Home Economics Association, 1935), p. vii.

and profit to society as home members, workers, and citizens."³ Comparison of the 1951 statement with the earlier ones reveals that definitions of educational responsibility to American youth have changed in wording but are practically identical in meaning.

There are many reasons why parents, educators, and youth are interested in home and family life education as an integral part of the high school curriculum. Chief among these reasons are the needs of youth. Therefore, the planning for such curriculum has been guided by the following believed needs:

1. Increasing number of youth marrying at an early age.
2. High percentage of divorce within this group.
3. The increased size of the average family.
4. Large number of families with both the mother and father employed.
5. Highly mechanized way of life within the home in the past fifteen years.

C. A. Prosser, former Director of The William Hood Dunwoody Institute in Minneapolis, recognizes three groups within the secondary school enrollment: (1) those preparing for college education, (2) those preparing for some vocation

³Life Adjustment Education for Every Youth (Federal Security Agency, Bulletin Number 22. Washington: United States Government Printing Office, 1951), p. 9.

while in high school, and (3) those who do not fall in either of the above groups. According to Prosser, twenty per cent of the pupils are preparing for college; twenty per cent are vocational students; and sixty per cent fall in the third group.⁴ Concerning the needs of this large third group, he says:

The students in the 60 per cent group differ from those in the other two groups in that they have not chosen a career for which the present secondary school education provides adequate training. Their number includes individuals who would not profit from higher education and who are not capable of performing highly skilled or technical jobs, but it should be emphasized that the members of the so-called 60 per cent groups represent a cross section of the youth of America. They are of varying talents, differ greatly in aptitudes, have abilities of many kinds, but all are able to achieve success in school and to make good later if placed where their talents are most suited.

However, Prosser does not limit his discussion to the third group for he says:

All pupils, regardless of the particular group with which they may be identified at any time, need a secondary school education which will prepare them for life.⁵

The Texas Education Agency and the Hogg Foundation are at this time compiling statistics to determine the attitudes and interests of the youth of Texas in order to build a bet-

⁴C. A. Prosser, quoted in A New Look At Life Adjustment Education (Washington: American Vocational Association, 1950), p. 5.

⁵Ibid., p. 6.

ter curriculum and to be able to offer curriculum guides that will enable homemaking teachers to meet the needs of the students they are teaching. Texas, along with other states, has undertaken this task. The Texas Cooperative Youth Study, sponsored by the Texas Education Agency and the Hogg Foundation, is the first of its kind attempted in Texas.

Through grants to the Department of Home Economics of the University of Texas, the Hogg Foundation for Mental Hygiene has made the following services available for the Cooperative Youth Study:

1. Production of personal inventories necessary for the state of Texas and for distribution of these inventories through Home and Family Life Division of the Texas Education Agency.
2. Materials necessary for compilation of data gathered on state-wide basis.
3. Moneys necessary for clerical or research assistance in compilation of separate studies within the large study.⁶

Many states are following with interest the progress Texas is making and have requested information from time to time as to how the program is proceeding.

⁶"Tentative Proposal for Action Research Study on Personal and Family Concerns and Interests of Youth" (June, 1954), p. 9. (Mimeographed.)

II. FORCES BRINGING ABOUT CHANGE IN HOME AND FAMILY LIVING

Many that were young adults at the advent of World War II have seen and known some of the problems which they are trying to help young people of today solve. Parents saw their children entering war marriages, saw those families disrupted and endured the prolonged absences of family members. Both parents and young married adults became very conscious of home and family life problems. Furthermore, the termination of the war brought forth another set of problems before the first ones had been solved. Some of the problems were these:

1. Men coming home to children they had never seen.
2. Men coming home to a family and living with in-laws.
3. Men having to establish themselves in a job or business.
4. Young fathers desiring to complete their education.
5. Wives working to supplement the government allotment.
6. Married couples with children establishing their first homes.

Many of the young mothers who had assumed family responsibilities by contributing to the family income did not leave their jobs when their husbands returned. Their children were cared for by grandmothers and other relatives or

by nursery schools. Too, there were so many things wanted and needed--things that could not be bought while a war was being fought. Even today most young women who have jobs when they marry continue to work after marriage, at least until a family is started. The reason for this is obvious. Continued employment of both the husband and wife makes possible many luxuries now considered essential to everyday life.

III. YOUTH'S NEEDS FOR HOME AND FAMILY LIFE EDUCATION

During the past years most parents seem to have become particularly conscious of their duties to their children. Many working mothers do conscientiously try to spend as many hours with their children as possible. The interest that young fathers of today take in their children and domestic responsibilities is remarkable. One young prospective father asked,

Is it so far out of line for a history major to be taking a course in home economics? You may as well ask if it is inconsistent for a history major to marry and establish a home. I'm all for the little things that help solidify marriage--those little things that make a marriage a wonderful adventure into 'togetherness.'

This statement seems to exemplify the attitude of many teenage boys and girls of the present day.

⁷James Milligan, "Why Men Choose Home Economics," Journal of Home Economics, XLVIII (June, 1956), p. 439.

There are other reasons why parents, educators, and youth are interested in home and family life education as an integral part of the high school curriculum. Many schools have as an elective for boys and girls at the eleventh and twelfth grade level a course known as Home and Family Life. Hazel Anthony, Assistant Professor of Secondary Education in the University High School at the University of Nebraska states:

There is evidence of the increase in homemaking education for boys as shown in the Digest of Annual Reports of State Boards of Vocational Education for 1954. The enrollment figures as reported show that over a ten-year period the number of boys enrolled in high school homemaking classes has more than doubled. In 1954, there were 26,490 boys in day classes in homemaking.⁸

Miss Anthony also seems to believe that mixed classes, that is, classes of boys and girls, have an advantage over classes segregated as to sex.

Parents and school personnel are aware of the fact that youth are marrying at an earlier age than they did a generation ago. There are some high school married couples, many who marry upon the completion of high school, and a large number of married couples attending college. A newspaper article not long ago stated that one out of four marriages ends in divorce, with the largest percentage of di-

⁸Hazel Anthony, "Boys in the Homemaking Department," Journal of Home Economics, XLVIII (May, 1956), p. 327.

voces in the youth or teen-age group. Such a divorce rate definitely indicates a need for greater emphasis on preparation for home and family life.

The school of today is having to assume some of the responsibility for teaching concepts which one usually thinks of as being a family prerogative. The American male is becoming more and more conscious of his part in the home and is naturally willing to help share the responsibilities. The working mother in contributing her part to the family income is away from her children eight hours a day, more or less. Whether the woman with children and home responsibilities should be employed is not a question of concern in this research. The fact is, however, that she is working and very definitely contributing to the average American family income which is approximately \$5400.00. The National Office of Education is also cognizant of the need for home and family life education for the secondary school.

To deprive any large number of boys and girls of suitable opportunities to learn what they need to know in order to assume well their full responsibilities as family members--first in the home of their parents, later in the homes of their own--is to jeopardize unduly our national security.⁹

Students in high school range from thirteen to eighteen or nineteen years of age, the peak of adolescence. Both experiences with and studies of adolescents show that peer

⁹Life Adjustment Education for Every Youth (Federal Security Agency, Bulletin No. 22. Washington: United States Government Printing Office, 1951), p. 9.

relations and expectations constitute the chief interest of youths. However, at this time many of these students are making or have made definite plans for their future homes. Curriculum planners are considering these interests of youth:

It is my belief that the high school homemaking program should focus on developing the individual through a program geared to the students' present interests. To a lesser extent a program would aim to prepare a student for the immediate future--a home of his own.¹⁰

The school day of a modern teen-ager would astound any one who had gone to school fifty years ago. The youth of a generation or two ago had specific home responsibilities after school hours which helped him assume a definite position in his family, but teen-agers today take part in extra-curricular activities which demand as much time as do their academic studies, if not more. Often the school day of a teen-ager is much longer in actual time than that of his working parents. In fact, teen-agers' participation in so many out-of-the-home activities follows a pattern which many adults have established for themselves. The family pattern has changed from one where the father was reigning head of the household. Not only the children but also the mothers spend more time out of the home. Women have invaded all fields of employment. As they became involved in business they like-

¹⁰Margorie M. Knoll, "Using Research in Family Economic and Home Management in High School Teaching, Journal of Home Economics, XLVII (November, 1955), p. 673.

wise assumed civic responsibilities. Now these family members apparently have begun to realize that at times they have little relationship with each other, and they, in increasing numbers, are recognizing the importance of establishing close family ties. Says Beatrice Paolucci, "In harmony with the concepts of our democratic society, families are turning from an autocratic type of family life to one of cooperative relationship. This involves a shared homemaking experience."¹¹ A statement by Dr. Aaron L. Rutledge gives further impetus to this discussion. He says, "Increasingly we have helped young people set goals in marriage, but we are doing very little to help them obtain the know-how of attaining these goals."¹² All are aware of the enduring aspect of the institution of marriage. Beginning with the cradle one becomes accustomed to a mother, father, brothers, and sisters in the home. Nearly everyone, even a young child, assumes that when he reaches adulthood, he will marry and establish a home with a mate of his choice and children. Marriage, which has been with man since the beginning of time, is the one institution that has survived all conflicts, and more people are getting married than ever before.

¹¹Beatrice Paolucci, "A Look at Today's Homemaking Programs, The Bulletin of the National Association of Secondary School Principals, XXXVII (October, 1953), p. 7.

¹²Aaron L. Rutledge, "Evidences of Strength in the Modern Family," Journal of Home Economics, XLVIII (May, 1956), p. 325.

With such interest shown in marriage and the rearing of families, curriculum planners were faced with the question as to when the school should start a planned curriculum for home and family life education. As an answer to this question, an attempt will be made to give some of the thinking that is being done at the present time by educators and parents.

IV. EDUCATORS' AND PARENTS' ANSWER TO THE NEED OF HOME AND FAMILY LIFE EDUCATION

Ivöl Spafford, with whom many home economists are familiar, becomes rather definite in her expression of the need of home and family life education and as to the time that such curriculum could be provided in the total school curriculum:

There seems to be little need, if any, for home economics as a formal subject at the elementary level. There is, however, a need for home and family life education that has greater breadth and depth than most elementary schools offer today. Children at this age are forming many of their habits of personal living. The school needs to give attention to the kind of habits being formed, to the values children accept, to the ways in which they live and work with others. The ideals, attitudes, and habits developed during elementary school years will have much to do with the work of the secondary schools.¹³

¹³Ivöl Spafford, "The Philosophy, Purpose, and Scope of Home Economics," The Bulletin of the National Association of Secondary School Principals, XXXVII (October, 1953), p. 25.

Doubtless, many teachers, parents, and educators agree with Dr. Spafford that home and family life education in the early years of a child's life is important. During the past ten years the Homemaking Division of the city of Philadelphia has been working on home and family life education from kindergarten through the sixth grade. The over-all program for the city has been to improve home and family life education at all levels. The program has grown and results are encouraging. The city of Philadelphia now has twenty homemaking teachers working with the kindergarten and the first six grades. Said Mrs. Hill, "If we are to make a contribution to education for home and family living in the total school, then kindergarten and the first six grades are the places to begin."¹⁴

Much has been written as to what is happening to the modern family. Those who reached adulthood in the 1930's have witnessed a distinct change in family life. During the subsequent twenty years many organizations and committees have been established for all age groups on both a community and national level. School youth have their school organizations and athletics; adults, their church committees and groups, and their civic organizations. Frequently one member of a family greets one with "Good-by" rather than "Hi."

¹⁴M. Esther Hill, "Family Living in the Elementary School," Journal of Home Economics, XLVII (December, 1955), p. 742.

This has been going on for several years now, and family members are beginning to wonder just what is happening to "my family." Aaron Rutledge says:

The great upheaval of today is not the armageddon, but rather the travail of a new family, in the process of being born--potentially a healthier family than the world has ever known.¹⁵

Texas homemaking teachers for the past several years have become very conscious of home and family life education--a course so named because boys and girls in the eleventh and twelfth grades requested such a course. These same teenagers help to plan what they would like to undertake in such a course. In August, 1955, the state homemaking teachers met in Fort Worth, Texas, for the specific purpose of continuing the building of the homemaking curriculum. This writer worked with a group of teachers from various parts of Texas in setting up the predicted concerns and interests of youth at the eleventh and twelfth grade level. The material was collected from the teachers within this group, then sifted and returned to all homemaking teachers as supplementary material to A Tentative Working Guide for Developing Homemaking Education Curriculum in Local Communities. The predicted concerns and interests were as follows:

I want to know how to get along with people. I want to be able to adjust to a variety of situations. I wonder why people act as they do. I want to know the right thing to do in social situations. I

¹⁵Aaron L. Rutledge, op. cit., p. 326.

want to be accepted as an adult. I would like to know that my family will help me when I need them. I need help in deciding on my social values. I wonder if I will make a good marriage partner. I want to know what makes successful marriages. I should like to know about laws governing marriage and family life. I want to become a recognized, responsible member of my community. I should like to have adequate recreational facilities available in our community. I want to know the cost in starting and maintaining a home. I need help in getting the most for my money. I want to know how to make my home comfortable, attractive, and livable. I want to have appropriate and attractive clothes for all occasions. I want to know how to entertain in my home. I want to know accepted practices in eating out. I want to know what will help me have good health and good looks. I want to know how to manage my home so that I will have time for work or other activities outside my home. I want to understand the responsibilities of parenthood. I want to understand how children grow and develop. I want to know what jobs are open to me and the preparation necessary for success. I want to know the advantage of a college education.¹⁶

With high school students wanting to understand so much in the field of home and family living, teachers have been challenged as never before. The acceptance of this challenge imposes on the teacher a responsibility to work with these students to plan a curriculum that meets as many of their concerns, interests, and needs as possible.

¹⁶Supplementary Material to A Tentative Working Guide for Developing Homemaking Education Curriculum in Local Community (Austin: Texas Education Agency, October, 1955), pp. 132-133. (Mimeographed.)

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

I. DESCRIPTION OF INVENTORIES

The objective for collecting the information in this action research was to study the attitudes, concerns, and interests of Wharton High School students. The data presented in this chapter were collected from 113 students in grades nine through twelve. The tabulated material should give more understanding to the teacher in planning the homemaking curriculum for Wharton High School.

The inventories given to the students as developed by the Texas Cooperative Youth Study were:

1. Attitudes Toward Personal and Family Living or CYS-Part I.
2. Concerns and Problems in Personal and Family Living or CYS-Part II.
3. Interests in Personal and Family Living or CYS-Part III-A.
4. Student Information Sheet or CYS-FS.

The above inventories were given on a state wide basis to 144 Texas schools selected by random sampling.¹ Wharton High School was not one of the schools selected by the sampling

¹Suggested Procedure in Initial Interview with School Administrators of Proposed Study Centers, Texas Cooperative Youth Study (February, 1956), p. 2. (Mimeographed.)

procedure. However, Dr. Bernice Milburn Moore, Consultant, Home and Family Life Education, Texas Education Agency, and the Hogg Foundation for Mental Hygiene, the University of Texas, agreed it would be well to make an action research study of this school.

II. MATERIALS AND METHODS USED IN COOPERATIVE YOUTH STUDY

The participating students were conditioned for the administration of the inventories as discussed in Chapter I, page 7. The manner in which the three inventories, the student information sheet, and the IBM score sheets were secured was discussed in Chapter I, page 6. The school itself had sufficient graphite pencils for the students to use in marking the inventories. The marked IBM score sheets, student information sheets, and the three inventories were collected from the respective English sections. The inventory forms CYS-I, CYS-II, CYS-III-A were returned to the Texas Collating Center, Department of Home Economics, University of Texas. The marked IBM score sheets and student information sheets were kept in grade units but were separated as to sex and then filed in alphabetical order.

A hand scoring key furnished by the Texas Cooperative Youth Study was used to score CYS-I and CYS-II. The material from the student information sheet was coded according to

a coding key furnished by the Texas Cooperative Youth Study. The inventory items on CYS-III-A could be marked in one of three ways:

1. Strongly interested.
2. Mildly interested.
3. Not interested.

The Texas Cooperative Youth Study suggested that each item on this inventory be individually analyzed. Each item on this inventory has been individually analyzed as to the degree of interest.

Consistently throughout this research, the material gathered has been figured on a percentage basis. Also, the boys and girls have been kept separate. The boys and girls were kept separate in order that a more complete picture of interests, attitudes, and concerns might be achieved.

III. ANALYSIS OF DATA

Student Information Sheet. The student information sheet of the Cooperative Youth Study made available the following information concerning Wharton High School and the participating students. The coding sheet accorded that Wharton, Texas, is located in Geographical Area II. The school serves an area of 117 square miles and a population of 15,000. The freshman class was represented by 19 boys and 12 girls; the sophomore class, by 12 boys and 18 girls; the junior class, by 14 boys and 11 girls; the senior class

by 4 boys and 23 girls. The youth participating in the study were 43.4 per cent male and 56.6 per cent female, and all were of the white race.

The ages of the students taking part in the Cooperative Youth Study ranged from fourteen to twenty years. The boys' ages and percentages were heavier at ages fifteen and sixteen, with 36.7 per cent of the boys in the fifteen year age group and 28.6 per cent in the sixteen year bracket. In the entire boys' group there were eight boys (16.3 per cent) who were eighteen years old, no boy being older. The participating girls covered an age range from fourteen to twenty years. At the sixteen year level there were twelve girls, or 18.8 per cent. The percentage for the girls' group at seventeen years of age was 29.6 per cent. The eighteen-year age group was represented by twelve girls, or 17.2 per cent. There was one girl each in the nineteen and twenty year age groups.

Student information sheets revealed that the participants were largely urban, as 37.5 per cent of the girls and 18.4 per cent of the boys reported that they lived in the country. The students noted that 62.5 per cent of the girls and 79.6 per cent of the boys were town residents. These same 113 students showed that 56.2 per cent of the girls and 67.3 per cent of the boys resided within the same county where they were born. Four per cent of the boys and 7.9 per cent of the girls had moved into this area from other states

or from foreign countries,

The survey indicated a stable family pattern among the reporting students. Of the boys, 87.7 per cent listed their parents as living together; of the girls 82.8 per cent reported their parents in the same category. No student, boy or girl, reported his parents as being separated. There was a higher divorce rate among parents of boys than of girls, as is seen in Table II, page 32. Parents of 8.5 per cent of the boys and 3.1 per cent of the girls were divorced. Two per cent of the boys reported their mothers as not living, while 12.5 per cent of the girls reported their fathers as not living.

Of parents living in the home, the boys had a higher percentage (83.6) than the girls (79.7). It seemed significant to note the following: only two per cent of the boys reported their mothers not living, while 6.3 per cent of the girls reported the same for their mothers. The girls reported that 9.4 per cent of their group lived in the home with mother and stepfather; the boys reported that 6.1 per cent lived in the home with father and stepmother.

Table III, page 33, listed as the Family Structure indicated that 93.9 per cent of the boys and 95.9 per cent of the girls lived with their biological families. This same table showed that 3.1 per cent of the girls' families to include one or more stepchildren only. Two per cent of the boys reported the family to include one or more half brothers

TABLE II
PERCENTAGES SHOWING PARENTAL STATUS

Status	Percentages	
	Boys	Girls
Parents living together	87.7	82.8
Parents separated	0.	0.
Parents divorced	8.5	3.1
Mother not living	2.	1.6
Father not living	0.	12.5
Both not living	0.	0.
Unknown	2.	0.

TABLE III
PERCENTAGES SHOWING FAMILY STRUCTURE

Variable	Percentages	
	Boys	Girls
Biological family alone--no other than true parents and children.	93.9	95.3
Family includes one or more stepchildren, but no half brothers or half sisters.	0.	3.1
Family includes one or more half brothers or half sisters, but no stepchildren.	2.	0.
Family includes one or more half brothers or half sisters, and one or more stepchildren.	2.	1.6
Unknown	2.	0.

or half sisters, but no stepchildren. Two per cent of the boys and 1.6 per cent of the girls reported that their family included half brothers or half sisters and stepchildren.

A study of the total number of family members living in the home showed 14.3 per cent of the boys and 10.9 per cent of the girls with only three family members. Four family members were reported by 30.6 per cent of the boys and 29.6 per cent of the girls. This was followed by slightly lower percentages for five family members as reported by 22.4 per cent of the boys and 26.6 per cent of the girls. The girls reported 7.8 per cent of their group as having nine or more family members, while only 2 per cent of the boys reported as many as nine in their families.

The household membership percentages were interesting. Ninety-eight per cent of the boys but only 73.4 per cent of the girls had no roomer or relatives other than immediate family or grandparents living in the house. The household membership for 25 per cent of the girls showed one or more relatives other than grandparents. The boys reported no outside relatives in their homes. It seemed of interest to note that 1.6 per cent of the girls reported one or more roomers unrelated to the family living in the house.

According to instruction, the number of rooms reported in the house includes bathroom or bathrooms. Two per cent of the boys reported houses with four rooms. Six-room houses were shown by 18.4 per cent of the boys and 21.9 per cent of

the girls. Percentages for seven-room houses were higher with 20.4 per cent for the boys and 29.6 per cent for the girls. A larger percentage of boys reported nine-room houses-- 36.7 per cent for the boys and 21.9 per cent for the girls.

The percentages for persons sharing their bedrooms for the boys and girls were very close. The boys (48.9%) and the girls (50%) enjoyed a bedroom unshared with anyone. Of those sharing their bedrooms with one person, 35.9 per cent were girls and 32.9 per cent were boys. Two per cent of the boys shared a bedroom with four persons, and 1.6 per cent of the girls shared a bedroom with five persons. This information is showed in Table IV, page 36.

There were no older brothers for 67.3 per cent of the boys and 62.5 per cent of the girls. One older brother was reported by 20.4 per cent of the boys and 15.6 per cent of the girls. A larger percentage of the girls (14.1%) showed two older brothers while 10.2 per cent of the boys reported older brothers. No boy reported more than two older brothers, but 7.8 per cent of the girls had three or four such family members. The percentages for no older sister for both boys and girls was again large, 61.2 per cent for the boys and 64.1 per cent for the girls. One older sister was reported by 22.4 per cent of the boys and 21.9 per cent of the girls. The percentages for students having from two to four older sisters were very nearly the same, 14.2 per cent for the boys and 12.5 per cent for the girls.

TABLE IV
PERCENTAGES OF STUDENTS SHARING BEDROOMS

Variable	Percentages	
	Boys	Girls
Not sharing	48.9	50.0
Yes: (Number sharing, not including respondent.)		
1	32.6	35.9
2	10.2	6.3
3	4.1	6.3
4	2.	0.
5	0.	1.6
Unknown	2.	0.

Slightly more than 50 per cent of the boys and girls indicated no younger brothers in their family units. It was of interest to note that 32.8 per cent of the girls and 22.4 per cent of the boys had only one younger brother. Slightly more than 8 per cent of the boys had three younger brothers and no boy had more than this number. The girls showed 14.1 per cent of their group as having from two to four younger brothers. No younger sisters were shown by 51 per cent of the boys and 57.8 per cent of the girls. Of interest was the fact that 32.6 per cent of the boys and 20.3 per cent of the girls had only one younger sister. Two to four younger sisters were shown by 14.2 per cent of the boys. Two to six younger sisters were shown by 22 per cent of the girls. The survey showed that the girls had a larger number of younger brothers and sisters than the boys had.

Very small percentages of boys and girls reported no siblings, as is seen in Table V, page 38. There was very little difference in the percentages of boys and girls reporting only one sibling (24.5% of the boys and 23.4% of the girls). The same number of girls (23.4) reported only two siblings while 28.6 per cent of the boys reported the same sibling number. Of interest is the fact that 4.1 per cent of the boys reported five siblings and 2 per cent, eight siblings; none reported six or seven siblings. The girls reported siblings through the sibling number nine.

TABLE V
PERCENTAGES OF STUDENTS SHOWING SIBLINGS

Number of Siblings	Percentages	
	Boys	Girls
0	6.1	9.4
1	24.5	23.4
2	28.6	23.4
3	14.3	17.2
4	18.4	6.3
5	4.1	7.8
6	0.	3.1
7	0.	4.7
8	2.	3.1
9	0.	1.6
Unknown	2.	0.

The participating boys reported that 30.6 per cent had no work at home after school hours, while only 12.5 per cent of the girls reported that they had no home responsibilities. The boys stated that 28.6 per cent of them worked from one to five hours per week at home, also that 20.4 per cent worked at home from six to ten hours per week. The percentages for the girls indicated more home responsibility, as is shown by these figures: 32.8 per cent worked from one to five hours at home per week and 43.7 per cent worked from six to ten hours after or before school hours.

A count of the participating students who worked outside the home after school revealed that 46.9 per cent of the boys and 67.2 per cent of the girls were unemployed. The boys reported 6.1 per cent of their group for each of the following: one to five hours per week, six to ten hours per week, and eleven to fifteen hours per week. Excess of forty hours work per week was shown by 14.3 per cent of the boys. The girls reported 14.1 per cent of them worked outside the home one to five hours per week. Six to ten hours work outside the home per week was reported by 9.4 per cent of the girls. The girls reported 1.6 per cent of their number for each of the following work hours per week: sixteen to twenty hours per week, twenty-one to twenty-five hours per week, twenty-six to thirty hours per week, and thirty-one to thirty-five hours per week. No girl reported forty hours or more of work outside

the home per week. Most significant was the fact that 96 per cent of the boys and 95.3 per cent of the girls helped to support their families. This high percentage may be due to a misunderstanding of the word support. It is known that many of these students used their part-time earnings for spending money and some of their own clothing.

A study of the educations of the parents of these students may be of value. Two per cent of the boys reported no education for their fathers or their mothers. Of the girls, 1.6 per cent reported no education for their fathers and 3.1 reported no education for their mothers. The boys reported that 24.5 per cent of their number had fathers with eighth grade educations, and that 30.6 per cent had mothers who had completed the eighth grade. The girls stated that 26.6 per cent of their number had both fathers and mothers with an education through the eighth grade. Fathers having completed high school were shown by 18.4 per cent of the boys and 12.5 per cent of the girls. The survey showed that 20.4 per cent of the boys and 28.1 per cent of the girls had mothers with high school educations. Boys and girls both reported four-year college graduates among their fathers, 3.1 per cent for the girls and 20.4 per cent for the boys. Again, the boys reported a higher percentage of their mothers as college graduates (18.4%), while the girls reported four year college graduates for 7.8 per cent of their mothers.

Data on fathers' occupations for the boys showed 6.1 per cent as farm laborers, 16.3 per cent as semi-skilled manual workers, 20.4 per cent as skilled manual workers, 4.1 per cent as farm owners and managers, 30.6 per cent as small business owners, 10.2 per cent as professional men, and 6.1 per cent as large business owners. The same data for the girls showed the following percentages: 4.7 per cent as farm laborers, 25 per cent each for semi-skilled manual workers and skilled manual workers, 14.1 per cent as farm owners and managers, 15.6 per cent as small business owners, 4.7 per cent as professional men, and 3.1 per cent as large business owners.

A majority of both boys and girls indicated that their mothers did not have employment outside their home (73.4% for the boys and 76.6% for the girls). The boys showed 10.2 per cent of their mothers in white collar jobs and 7.8 per cent of the girls reported their mothers in the same type of position. A higher percentage of the girls (6.3%) reported their mothers in professional work than did the boys (4.1%).

Homemaking I, II, and III is offered in Wharton High School as an elective course for girls in grades nine through twelve. There is only one homemaking teacher. Homemaking in grades seven and eight is not offered, nor is Homemaking IV and Home and Family Life Education. There are no boys in homemaking classes in the high school. The sixty-four

participating girls in this research reported the following percentages for homemaking courses: I--40.6 per cent; II--23.4 per cent; III--12.5 per cent.

CYS-1. Attitudes Toward Personal and Family Living.

There were 101 statements in this inventory with 48 of these statements grouped into six attitudes areas for scoring. These six attitude areas are: Orientation to Society, Authoritarian Discipline, Criticism of Youth, Family Problems, and Self Inadequacy. The Texas Cooperative Youth Study made available a hand scoring key for CYS-Part I and CYS-Part II. Each item had been weighted by the Cooperative Youth Study researchers. The raw scores for the scores were converted into a stanine score with a possible range of stanines one through nine. It is believed that stanine scores 4, 5, and 6 represent the average scores for Texas youth. The boys and girls in this study have been kept separate, and in some instances--when significant--the actual class number within one stanine has been indicated.

There were eight items grouped under the scale Orientation to Society. Table VI, page 43, indicated that Wharton youth are above average for this part of the inventory. There were 4 per cent of the boys at stanine 7 and none at stanines 8 or 9. There were 4 per cent of the girls at stanines 7 and 8 and zero percentage at stanine 9. Stanines 1, 2, and 3 include 34.2 per cent of the boys and 35.9 per cent of the girls. The first three stanines find the girls

TABLE VI
 ORIENTATION TO SOCIETY
 CYS-I ITEMS: 14, 32, 37, 48,
 49, 63, 64, 80.*

Stanine	Percentages	
	Boys	Girls
1	6.1	4.7
2	10.1	12.5
3	18.	18.7
4	34.7	26.6
5	6.1	6.3
6	20.4	21.8
7	4.	6.2
8	0.	3.2
9	0.	0.

*CYS-Part I, "Attitudes Toward Personal and Family Living", Appendix pp. 91-94.

rating somewhat higher than the boys rate, but there are more girls in the higher stanine numbers.

The scale Authoritarian Discipline contained 9 items to be scored. As is shown in Table VII, page 45, the first three stanines included 20.4 per cent of the girls and 14.3 per cent of the boys. The indicated difference could be due to the large number of senior girls taking the inventory. There were 65.3 per cent of the boys and 57.9 per cent of the girls in stanines 4, 5, and 6. The large grouping of both boys and girls around the center of the stanine grouping could indicate an above average attitude toward parental discipline.

The ten items in the Criticism of Education scale indicated that the girls were less critical of education than the boys, as 9.4 per cent of the girls and 14.3 per cent of the boys were grouped in stanines 7, 8, and 9. Table VIII, page 46, showed 30.6 per cent of the boys and 39.2 per cent of the girls within stanines 1, 2, and 3. A larger percentage of boys than girls was scaled with the considered average in stanines 4, 5, and 6.

The Criticism of Youth scale, which included 6 items, found the boys' and girls' percentages quite unusual, it seemed. Table IX, page 47, indicated that 34.4 per cent of the girls were in stanines 7, 8, and 9 while only 8.1 per cent of the boys were represented in these stanines. At the top of the stanine groups 1, 2, and 3 were 22.5 per cent of the boys

TABLE VII
 AUTHORITARIAN DISCIPLINE
 CYS-I ITEMS: 3, 17, 25, 50, 55,
 71, 79, 90, 97.*

Stanine	Percentages	
	Boys	Girls
1	0.	4.7
2	8.2	1.6
3	6.1	14.1
4	22.4	26.6
5	28.6	25.
6	14.3	6.3
7	10.2	7.8
8	8.2	6.3
9	2.	7.8

*CYS-Part I, "Attitudes Toward Personal and Family Living", Appendix pp. 91-94.

TABLE VIII
CRITICISM OF EDUCATION
CYS-I Items: 5, 22, 34, 52, 60,
69, 82, 84, 92, 94.*

Stanine	Percentages	
	Boys	Girls
1	6.1	6.3
2	16.3	14.1
3	8.2	18.8
4	24.5	12.5
5	12.2	18.8
6	18.4	20.3
7	8.2	4.7
8	2.	3.1
9	4.1	1.6

*CYS-Part I, "Attitudes Toward Personal and Family Living", Appendix pp. 91-94.

TABLE IX
 CRITICISM OF YOUTH
 CYS-I ITEMS: 7, 43, 68,
 85, 91, 101.*

Stanine	Percentages	
	Boys	Girls
1	8.2	0.
2	4.1	1.6
3	10.2	4.7
4	8.2	7.8
5	46.9	34.4
6	14.3	17.2
7	2.	26.6
8	6.1	7.8
9	0.	0.

*CYS-Part I, "Attitudes Toward Personal and Family Living", Appendix pp. 91-94.

and 6.3 per cent of the girls. Within stanines 7 and 8 there were nine senior girls and ten girls from the other three grade levels.

The stanine percentages for Family Problems with boys and girls grouped separately proved interesting. Table X, page 49, showed a 9.1 per cent difference between boys and girls at stanines 7, 8, and 9, with the boys showing 32.6 per cent for these stanines. This disparity could be due to the fact that although boys are just as aware of family problems, they have had little or no help with the understanding of such problems. Of the four senior boys taking the inventories, three were in stanine 7.

In the stanines 1, 2, and 3, the scale Self Inadequacy, there was a higher percentage of girls (21.9%) than boys (16.3%), as is shown in Table XI, page 50. Fifty-seven per cent of the boys and exactly 50 per cent of the girls were grouped in stanines 4, 5, and 6. Of interest was the fact that only the percentages for boys and girls at stanine 7 were approximately the same: 20.4 per cent for the boys and 20.3 per cent for the girls.

CYS-II. Concerns and Problems in Personal and Family Living. The research personnel for the Cooperative Youth Study grouped 82 of the 89 inventory items into eight concern and problem areas. These were Family Tension, Personal Adjustment, Social Inadequacy, Resentment of Family Life Style, Social Conformity, Social Isolation, Financial Troubles,

TABLE X
 FAMILY PROBLEMS
 CYS-I ITEMS: 1, 10, 38,
 42, 44, 98.*

Stanine	Percentages	
	Boys	Girls
1	4.1	4.7
2	2.	14.1
3	16.3	10.9
4	20.4	10.9
5	10.2	20.3
6	14.3	15.6
7	24.5	14.1
8	6.1	7.8
9	2.	1.6

*CYS-Part I, "Attitudes Toward Personal and Family Living", Appendix pp. 91-94.

TABLE XI

SELF INADEQUACY

CYS-I ITEMS: 2, 6, 9, 18,
27, 40, 70, 81, 86.*

Stanine	Percentages	
	Boys	Girls
1	0.	1.6
2	4.1	4.7
3	12.2	15.6
4	14.3	7.8
5	32.6	28.1
6	10.2	14.1
7	20.4	20.3
8	4.1	6.3
9	2.	1.6

*CYS-Part I, "Attitudes Toward Personal and Family Living", Appendix pp. 91-94.

and Resentment of Dependency. These scales were scored and coded according to the Cooperative Youth Study suggestions for research study.

Family Tension, Table XII, page 52, showed a higher percentage of boys than girls for the total of stanines 4, 5, and 6. A much higher percentage of boys' and girls' scores was noted in stanines 7, 8, and 9 than in stanines 1, 2, and 3. This would indicate that 22.4 per cent of the boys and 29.7 per cent of the girls within this lower stanine grouping were aware of tension within their families and needed some guidance at this level.

Twenty-three items in the scale for Personal Adjustment indicated percentages approximately the same for boys and girls in stanine totals of 1, 2, and 3 and 4, 5, and 6. Table XIII, page 53, indicated that a majority of both boys and girls were in the first six stanine groupings.

Scale 3 for Social Inadequacy, Table XIV, page 54, indicated more girls than boys in stanines 7, 8, and 9. This could indicate an awareness of society and its import by the more mature group of girls. There were eight each of senior and sophomore girls within these three stanines. However, approximately the same total percentage was noted for boys and girls in stanines 4, 5, and 6--the stanines including the majority taking the inventory.

A very low total percentage was shown in stanines 7, 8, and 9 in the scale Resentment of Family Life Style.

TABLE XII

FAMILY TENSION
 CYS-II ITEMS: 152, 160, 170, 174, 176,
 181, 182, 185, 196, 200, 201, 204, 206,
 210, 213, 215, 216, 220, 221, 235.*

Stanine	Percentages	
	Boys	Girls
1	2.	0.
2	0.	4.7
3	12.2	12.5
4	16.3	18.8
5	30.6	12.5
6	16.3	21.9
7	16.3	20.3
8	4.1	6.3
9	2.	3.1

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

TABLE XIII

PERSONAL ADJUSTMENT

CYS-II ITEMS: 153, 155, 157, 161, 162
 163, 165, 168, 172, 177, 178, 179, 187, 189,
 192, 194, 203, 214, 218, 219, 224, 226, 234.*

Stanine	Percentages	
	Boys	Girls
1	8.2	1.6
2	12.2	10.9
3	12.2	18.8
4	22.4	14.1
5	14.3	14.1
6	12.2	18.8
7	18.4	17.2
8	0.	4.7
9	0.	0.

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

TABLE XIV

SOCIAL INADEQUACY
CYS-II ITEMS: 158, 173, 180, 183, 195,
197, 199, 207, 227, 230, 233, 238.*

Stanine	Percentages	
	Boys	Girls
2	12.2	4.7
3	4.1	1.6
4	10.2	18.8
5	34.7	31.2
6	16.3	10.9
7	14.3	12.5
8	6.1	17.2
9	2.	3.1

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

TABLE XV

RESENTMENT OF FAMILY LIFE STYLE
 CYS-II ITEMS: 156, 164, 167, 171, 202,
 208, 222, 228, 237.*

Stanine	Percentages	
	Boys	Girls
1	14.3	23.4
2	12.2	7.8
3	16.3	7.8
4	16.3	7.8
5	18.4	26.6
6	8.2	9.4
7	4.1	9.4
8	6.1	7.8
9	4.1	0.

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

Of interest was the high percentage of girls' scores in stanines 1 and 5, while higher percentages for the boys' scores in stanines 2,3, and 4 were noted, as is shown in Table XV, page 55.

The Social Conformity scale shown in Table XVI, page 57, contained 4 items. Stanine 8 indicated a higher percentage of boys than girls. Eighteen girls scored in stanine 3. There were seven freshmen, three sophomores, one junior, and seven senior girls showing a percentage of 28.1 per cent for this stanine. Stanine 3 showed a higher percentage for the girls than for the boys, but at stanine 5 the boys' percentage was higher.

As shown in Table XVII, page 58, the scale for Social Isolation contained four items. The stanine code began with 4 and in this category were 67.3 per cent of the boys and 54.7 per cent of the girls. Stanines 8 and 9 showed a higher percentage for girls (12.6%) than the boys (4%).

The Financial Troubles scale shown in Table XVIII, page 59, indicated that 69.3 per cent of the boys were in stanines 3, 4, and 5 and that 70.3 per cent of the girls were in the same stanines, there being only 1 per cent difference between the two groups. Such a high percentage for both groups seems to indicate similar understandings by each group.

Table XIX, page 60, the scale for Resentment of Dependency, contained 6 items. The stanine code began with 3

TABLE XVI
SOCIAL CONFORMITY
CYS-II ITEMS: 186, 209, 212, 240.*

Stanine	Percentages	
	Boys	Girls
3	22.4	28.1
4	4.1	10.9
5	32.6	28.1
6	14.3	9.4
7	20.4	9.4
8	4.1	14.1
9	2.	0.

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

TABLE XVII
SOCIAL ISOLATION
CYS-II ITEMS: 190, 205, 225, 231.*

Stanine	Percentages	
	Boys	Girls
4	67.3	54.7
5	10.2	9.4
6	2.	9.4
7	16.3	14.1
8	2.	6.3
9	2.	6.3

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

TABLE XVIII
FINANCIAL TROUBLES
CYS-II ITEMS: 169, 179, 229, 239.*

Stanine	Percentages	
	Boys	Girls
3	22.4	28.1
4	20.4	20.3
5	26.5	21.9
6	12.2	20.3
7	14.3	4.7
8	4.1	4.7
9	0.	0.

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

TABLE XIX

RESENTMENT OF DEPENDENCY
CYS-II ITEMS: 154, 184, 188, 193, 198, 223.*

Stanine	Percentages	
	Boys	Girls
3	30.6	18.8
4	3.2	23.3
5	24.5	15.6
6	20.4	10.9
7	10.2	18.8
8	4.1	9.4
9	2.	3.1

*CYS-Part II, "Concerns and Problems in Personal and Family Living", Appendix pp. 95-98.

and, at this level, comprised 30.6 per cent of the boys and 18.8 per cent of the girls. Stanines 7, 8, and 9 included 16.3 per cent of the boys and 31.3 per cent of the girls. It seemed that the girls resented dependency to a larger degree than the boys. There was one senior boy each at stanines 6, 7, 8, and 9; and there were only four senior boys participating. Also, there were ten senior girls, or 43.4 per cent of the total group, who scored in these same stanine groupings.

CYS-III-A. Interests in Personal and Family Living.

This scale contained ninety-eight inventory items to be marked in one of three ways:

1. Strongly interested.
2. Mildly interested.
3. Not interested.

The researchers for the Cooperative Youth Study recommended that each item in this inventory be analyzed individually. Consequently these items have been grouped into eight scales, each of which covers the units generally considered in the teaching of homemaking classes. As in the preceding scales, the boys and the girls have been kept separate and the percentages noted.

There were fourteen items that seemed to "belong" in the scale for Marriage and Family Living. The item numbers and percentages for the boys and girls at the three levels of interest are shown in Table XX, page 62. A majority of the

TABLE XX
MARRIAGE AND FAMILY LIVING
CYS-III-A*

Item	<u>Percentages</u>					
	Strongly Interested		Mildly Interested		Not Interested	
	Boys	Girls	Boys	Girls	Boys	Girls
6	63.2	43.7	26.5	35.9	10.2	20.3
10	16.3	23.4	36.7	32.8	46.9	43.7
27	51.0	54.7	32.6	29.6	16.3	15.6
32	48.9	62.5	28.6	15.6	22.4	20.3
33	26.5	51.6	36.7	25.0	36.7	23.4
34	16.3	15.6	55.1	40.6	28.6	43.7
35	40.8	29.0	38.8	46.9	20.4	14.1
36	34.7	40.6	48.9	34.7	16.3	15.6
39	51.0	48.4	32.6	34.4	16.3	17.2
49	38.8	45.3	42.9	43.7	18.4	10.9
54	30.6	26.6	53.1	35.9	16.3	37.5
59	40.8	51.6	46.9	37.5	12.2	10.9
61	77.5	73.4	26.5	14.1	12.2	12.5
63	51.0	26.6	36.7	45.3	12.2	28.1

*CYS-III-A, "Interests in Personal and Family Living",
Appendix pp. 99-102.

boys, or an excess of 50 per cent, were "strongly interested" in inventory statements 6, 27, 39, 61, and 63. An excess of 50 per cent of the girls were "strongly interested" in inventory items 27, 32, 33, 59, and 61. In items 27 and 61, which concerned setting up a home and choosing a marriage partner, both boys and girls revealed a large degree of interest. For item 10, which concerned divorce, a large percentage of both boys and girls checked the "not interested" column.

In the scale Clothing the Family, Table XXI, page 64, the boys showed little interest. In fact, 61.2 per cent were "strongly interested" in only one item (51) of the seven inventory statements. As should be expected, a very high percentage of the girls was "strongly interested" in all seven items. Of interest, however, were the "mildly interested" percentages for the boys. Items 3, 23, 67, and 80 showed that approximately 45 per cent of the boys checked each item. Item 3 showed the highest "not interested" percentage for the girls (35.5%).

There were twenty-one items grouped in the Personal Adjustment scale, Table XXII, page 65. In items 1, 7, 8, 18, 22, 25, and 77, an excess (50% or more) of both boys and girls were "strongly interested". In addition to the above items, more than 50 per cent of the girls showed strong interest in items 58, 83, and 89. "Mildly interested" percentages

TABLE XXI
CLOTHING THE FAMILY
CYS-III-A*

Item	Strongly Interested		<u>Percentages</u> Mildly Interested		Not Interested	
			Boys	Girls		
3	8.2	26.6	44.9	35.9	46.9	37.5
4	10.2	45.3	36.7	37.5	53.1	17.2
11	2.0	54.7	30.6	29.6	67.3	15.6
23	18.4	62.5	44.9	28.1	36.7	9.4
51	61.2	81.3	30.6	12.5	8.2	6.3
67	12.2	43.7	46.9	32.8	40.8	23.4
80	30.6	59.4	44.9	31.2	24.5	9.4

*CYS-III-A, "Interests in Personal and Family Living",
Appendix pp. 99-102.

TABLE XXII
PERSONAL ADJUSTMENT
CYS-III-A*

Item	<u>Percentages</u>					
	Strongly		Mildly		Not	
	Interested Boys	Interested Girls	Interested Boys	Interested Girls	Interested Boys	Interested Girls
1	61.2	70.3	28.6	14.1	10.2	15.6
2	34.7	43.7	42.9	39.9	22.4	20.3
7	75.4	71.9	20.4	20.3	4.1	7.8
8	61.2	60.9	22.4	29.6	16.3	9.4
15	34.7	46.9	40.8	29.6	24.5	23.4
17	34.7	43.7	48.9	28.1	16.3	28.1
18	65.3	76.6	24.5	10.9	10.2	12.5
22	65.3	50.0	28.6	12.5	6.1	37.5
25	55.1	56.2	34.7	34.4	10.2	9.4
26	46.9	34.4	36.7	51.6	16.3	14.1
37	36.7	46.9	46.9	39.0	16.3	14.1
44	40.8	42.2	38.8	32.8	20.4	25.0
55	16.3	21.9	30.6	46.9	53.1	31.2
57	36.7	32.8	53.1	35.9	10.2	31.2
58	42.9	50.0	44.9	39.0	12.2	12.5
69	24.5	35.9	40.8	39.0	34.7	26.6
77	53.1	62.5	40.8	32.8	6.1	4.7
78	36.7	35.9	46.9	46.9	16.3	17.2
81	38.8	28.1	42.9	35.9	18.4	35.9
83	48.9	75.0	38.8	14.1	12.2	10.9
89	46.9	73.4	44.9	18.8	8.2	7.8

*CYS-III-A, "Interests in Personal and Family Living",
Appendix pp. 99-102.

for the boys varied from 40.8 per cent to 48.9 per cent for inventory items 2, 15, 17, 37, 58, 29, 77, 78, 81, and 89. The percentage results for this scale seem to indicate that both boys and girls realized their problems and were desirous of information designed for this need.

The Health and Home Care of the Sick Scale (Table XXIII, page 67) contained eleven items. The "strongly interested" percentages for the boys and girls contrasted sharply. More than 50 per cent of the boys were "strongly interested" in 4 items, while more than 50 per cent of the girls displayed the same interest in 6 items. However, both boys and girls had high percentages for items 30, 46, 95, and 96. A study of these 4 items proved interesting as they concern first aid, accidents, and individual health. In five inventory items 40 per cent or more of the boys were "mildly interested", while in only 3 items was found the same approximate percentage for the girls. Of the girls, 15.6 per cent or less were "not interested" in 10 of the items; of the boys 14.3 per cent or less were "not interested" in 7 items.

The Child Development scale contained 13 items as shown in Table XXIV, page 68. The "strongly interested" scores for all items indicated much higher percentages for girls than for boys--with the exception of items 56 and 66, where scores for both boys and girls were similar. These two items concerned toy making and acceptable habits for

TABLE XXIII
HEALTH AND HOME CARE OF THE SICK
CYS-III-A*

Item	<u>Percentages</u>					
	Strongly Interested		Mildly Interested		Not Interested	
	Boys	Girls	Boys	Girls	Boys	Girls
13	30.6	48.4	40.8	35.9	28.6	15.6
24	38.8	43.7	38.8	42.2	22.4	14.1
30	65.3	53.1	22.4	35.9	12.2	10.9
40	44.9	31.2	44.9	40.6	10.2	26.6
46	59.2	59.4	30.6	34.4	10.2	6.3
65	42.9	62.5	48.9	29.6	8.2	7.8
82	36.7	48.4	36.7	35.9	26.5	15.6
94	48.9	62.4	42.9	34.4	8.2	6.3
95	57.1	57.8	28.6	34.4	14.3	7.8
96	67.3	73.4	20.4	17.2	12.2	9.4
97	30.6	43.7	44.9	40.6	18.4	15.6

*CYS-III-A, "Interests in Personal and Family Living", Appendix pp. 99-102.

TABLE XXIV
CHILD DEVELOPMENT
CYS-III-A*

Item	Strongly Interested		<u>Percentages</u> Mildly Interested		Not Interested	
	Boys	Girls	Boys	Girls	Boys	Girls
9	14.3	35.9	42.9	29.6	42.9	34.4
14	20.4	40.6	20.4	37.5	40.8	21.9
31	10.2	25.0	34.7	39.0	55.1	35.9
41	10.2	25.0	40.8	53.1	48.9	21.9
50	34.7	60.9	34.7	28.1	30.6	10.9
52	22.4	45.3	59.2	39.0	18.4	15.6
53	38.8	65.6	48.9	25.0	12.2	9.4
56	30.6	39.0	46.9	43.7	22.4	17.2
66	16.3	18.8	42.9	37.5	40.8	43.7
70	14.3	50.0	22.4	32.8	63.2	17.2
74	22.4	39.0	36.7	40.6	40.8	20.3
75	38.8	46.9	40.8	43.7	20.4	9.4
86	28.6	42.2	38.8	45.3	32.6	12.5

*CYS-III-A, "Interests in Personal and Family Living",
Appendix pp. 99-102.

children. Forty per cent or above "not interested" scores were noted in 7 inventory items for the boys and in one item for the girls. Similarly, 40 per cent or above "mildly interested" scores were noted in 7 items for the boys and in 5 for the girls.

Table XXV, page 70, showed that percentages for "strongly interested" girls were sometimes five times as great as those for the boys. The boys' "strongly interested" percentage was 48.9 per cent for item 32, but less than 20 per cent for five other inventory items. Of the 10 items in the scale, the girls' "strongly interested" percentages were in excess of 50 per cent for 5 items, and varied from 48.4 per cent to 23.4 per cent for the other 5 items. Percentages for boys "not interested" ranged from 42.9 per cent to 63.2 per cent in 7 items. The highest percentage for the girls in this column of 10 scaled items was 34.4 per cent and the lowest, 10.9 per cent.

The Housing the Family scale (Table XXVI, page 71) contained 10 items. Percentages revealed that the boys were "strongly interested" in items 29, 48, and 85--which dealt with construction, storage, and landscaping. The girls were "strongly interested" in items 12, 21, 29, 48, 76, 79, 85, and 91--which concerned furnishing, construction, storage, room arrangement, house planning, landscaping, and personal storage. It is noted that both boys and girls showed a similar degree of interest in items 29, 48, and 85. The boys

TABLE XXV
FEEDING THE FAMILY
LCYS-III-A*

Item	Strongly Interested		<u>Percentages</u> Mildly Interested		Not Interested	
	Boys	Girls	Boys	Girls	Boys	Girls
5	26.5	43.7	30.6	21.9	42.9	34.4
19	14.3	48.4	46.9	28.1	38.8	23.4
32	48.9	62.5	28.6	15.6	22.4	20.3
64	10.2	53.1	38.8	35.9	51.0	10.9
68	10.2	59.4	26.5	23.4	63.2	17.2
71	10.2	50.0	34.7	29.6	55.1	20.3
72	22.4	35.9	57.1	45.3	20.4	18.8
87	18.4	34.4	32.6	42.2	48.9	23.4
92	22.4	23.4	32.6	45.3	44.9	31.2
93	20.4	31.2	44.9	42.2	34.7	26.6
98	16.3	51.6	36.7	25.0	46.9	23.4

*CYS-III-A, "Interests in Personal and Family Living",
Appendix pp. 99-102.

TABLE XXVI
HOUSING THE FAMILY
CYS-III-A*

Item	Strongly Interested		<u>Percentages</u> Mildly Interested		Not Interested	
	Boys	Girls	Boys	Girls	Boys	Girls
12	22.4	48.4	48.9	29.6	28.6	21.9
21	18.4	50.0	38.8	29.6	42.9	20.3
29	51.0	43.7	24.5	21.9	24.5	34.4
45	38.8	28.1	40.8	40.6	20.4	31.2
48	44.9	64.1	32.6	26.6	22.4	9.4
76	22.4	54.7	44.9	28.1	32.6	17.2
79	22.4	48.4	53.1	31.2	24.5	20.3
85	44.9	57.8	42.9	32.8	12.2	9.4
90	28.6	39.0	40.8	32.8	28.6	28.1
91	36.7	46.9	40.8	39.0	22.4	14.1

*CYS-III-A, "Interests in Personal and Family Living",
Appendix pp. 99-102.

had high "mildly interested" percentages for items 12, 76, 79, and 85 and a high "not interested" percentage for item 21, which concerned the buying of furniture. The highest "not interested" percentage for the girls (34.4%) concerned house construction.

The eleven items grouped under Money Management as shown in Table XXVII, page 73, revealed the "strongly interested" percentages for boys and girls approximating each other for items 16, 28, 38, and 73--which concerned spending money, credit, and consumer knowledge. The boys showed higher "strongly interested" percentages than did the girls for items 20, 42, and 62. The girls had larger percentages for items 43, 47, and 60. A study of these figures revealed the expected differences in percentages. The boys showed high "mildly interested" percentages for items 42, 43, and 47, while the girls had a comparable percentage for item 73. The highest "not interested" percentage in both groups was for item 20, which concerned time-planned buying (34.7% for the boys and 50% for the girls).

TABLE XXVII
MONEY MANAGEMENT
CYS-III-A*

Item	Strongly Interested		<u>Percentages</u> Mildly Interested		Not Interested	
			Boys	Girls		
16	46.9	46.9	30.6	31.2	22.4	21.9
20	24.5	18.8	38.8	31.2	34.7	50.0
28	40.8	42.2	48.9	34.2	10.2	23.4
38	32.6	32.8	42.9	37.4	24.5	29.6
42	32.6	23.4	53.1	43.7	14.3	32.8
43	20.4	40.6	63.2	34.4	16.3	25.0
47	30.6	40.6	46.9	40.6	22.4	18.8
60	22.4	34.4	38.8	40.6	38.8	25.0
62	73.4	40.6	14.3	34.4	12.2	25.0
73	38.8	35.9	40.8	48.4	20.4	15.6

*CYS-III-A, "Interests in Personal and Family Living",
Appendix pp. 99-102.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Wharton is a medium sized town whose school district serves seven communities, there being five schools for white and Latin-American children and three schools for Negro children. This community has not witnessed growth during the past ten years in proportion to that of surrounding towns. A possible reason is that the community has not offered those inducements which stimulate industrial development. A large majority of the students participating in the Cooperative Youth Study were town residents, but farming and ranching represent their major sources of income. The youth in this school today accept more readily second and third generation energetic and industrious foreign born, than did the youth at any previous time.

Home Economists for many years have seen the necessity for answering the concerns, interests, and needs of youth. Parents, teachers, and educators who witnessed inexperienced youth as they made adult decisions during and following World War II have become poignantly aware of this necessity. The Cooperative Youth Study was undertaken in Texas to serve as a guide in trying to answer the needs, interests, and con-

cerns of these youth.

The 113 boys and girls from grades nine through twelve who marked the CYS inventories and Student Information Sheets indicated that most of them had been born in and still reside in Wharton County. The boys' family patterns indicated a higher percentage for divorce but a smaller percentage for the mother or father not living than did the girls'. Highest percentages for both boys and girls were noted for Baptist and Catholic religious preference. The biological family pattern percentages were very high for both boys and girls. Four to five family members were reported by an excess of 50 per cent of boys and girls. The boys showed a higher percentage for nine-room houses, while the girls showed a higher percentage for seven-room houses. Of interest was the fact that a majority of both boys and girls did not share a bedroom with another family member. Further study revealed that approximately 50 per cent of boys and girls had one to two siblings.

Almost identical percentages of boys and girls had fathers whose education ranged from grades 5 through 8. A majority of the boys reported 5-8 grade education for their mothers, while the girls noted the same percentages at grades 5-8 and 9-11 for their mothers.

Fifty per cent of the girls reported their fathers as either semi-skilled manual workers or skilled manual workers.

A majority of the boys indicated that their fathers were small business owners. Very small percentages of mothers were reported as working outside the home.

A high percentage of boys reported no home responsibilities after school hours, but a majority of the girls noted 6-10 hours per week devoted to home responsibility. Nearly 50 per cent of the boys and a larger percentage of the girls reported no after-school work outside the home.

A study of CYS-I revealed high percentages for both boys and girls at stanine 5 or above for these scales: Orientation to Society, Authoritarian Discipline, and Criticism of Education. A small majority of boys and girls fall in stanines 5 and above for Family Problems, Self Inadequacy, and Criticism of Youth. However, the percentages of girls below stanine 5 were higher than those of the boys in the Criticism of Youth scale. The Family Problems scale showed a higher percentage of the boys below stanine 5. Both boys and girls reported high percentages below stanine 5 for the scale Self Inadequacy.

CYS-II showed markedly higher percentages for the girls than for the boys below stanine 5 in the following scales: Family Tension, Personal Adjustment, and Social Isolation. Both boys' and girls' percentages below stanine 5 were nearly identical for the scales Social Inadequacy, Resentment of Family Life Style, and Financial Troubles. A majority of both

boys and girls showed percentages above stanine 5 for the scales Personal Adjustment, Social Inadequacy, Resentment of Family Life Style, Social Conformity, Social Isolation, Financial Troubles, and Resentment of Dependency.

In CYS-III-A, very low percentages for boys and girls were noted as "not interested" on the scale Marriage and Family Living. The boys had high "not interested" percentages for the scale Clothing the Family. One item concerning dressing one's self appropriately showed high interest for the boys. The girls' scores indicated a varying degree of interest for that scale. The Personal Adjustment scale revealed that a majority of both boys and girls were "strongly interested", the girls indicating higher percentages for some items.

The scale Health and Home Care of the Sick showed the majority of boys and girls to be either "strongly interested" or "mildly interested". Very low percentages were noted in the "not interested" column. In the Child Development scale higher "strongly interested" percentages were found among the girls and higher "mildly interested" percentages among the boys. In the Feeding the Family scale, a majority of the girls indicated that they were "strongly interested". Conversely, the boys' percentages in this scale were significantly high at the "not interested" level.

The Housing the Family scale indicated high percentages

for both boys and girls at the "strongly interested" and "mildly interested" levels. Percentages in the Money Management scale suggested that more girls than boys were "not interested". However, a majority of boys and girls evidenced either strong interest or mild interest in this family problem.

II. CONCLUSIONS

The data gathered from the research instruments administered in the Cooperative Youth Study has made available much information for more complete curriculum planning in the field of homemaking. Homemaking teachers have found their Tentative Working Guide for Developing Homemaking Curriculum Education an excellent aid for their teacher-pupil-planned units. However, the scaled percentage scores from representative classes should define for the teacher the needs, interests, and concerns of both boys and girls in that school.

Wharton High School is a school in an apparently static community. Using the past few years as a gauge, one may assume that the town will not show a marked increase in population or a change in social pattern. Consequently, it would seem that the interests, needs, and concerns as shown by the participating youth may be used as a guide for curriculum planning for the next several years.

Wharton Youth have indicated a stable family pattern

with its family membership averaging four to five members and with only the biological family residing in an owned home of 7 to 9 rooms. Boys and girls with an average of one to two siblings have indicated no resentment of their family life style. The fact that a majority of the mothers of both boys and girls are not employed outside the home could be responsible for the fact that a small percentage of the boys, in particular, and of girls, to some extent, assume little home responsibility after or before school hours. Adult life on the present-day scale indicates the importance of youths' acceptance of certain responsibilities, in the home or outside the home. However, there should not be a premium placed upon designated home responsibilities.

It is believed that the church, civic, and school organizations have helped to condition the participating students to become better oriented to society and to possess an above average attitude toward authoritarian discipline. It is further suggested that these same organizations would increase their efforts toward helping to achieve even higher scores for these youths if the accumulated data were made available to them.

Since many girls in the senior class will marry and have families of their own within the next few years, most people consider them more mature than boys. This maturity may explain why they were particularly critical of youth.

A noticeable number of senior girls indicated that they felt socially inadequate. These girls, aware of their changing status, were concerned about being able to accept the position of a woman in the community. These same girls, as well as the senior boys, showed a high degree of resentment to dependency. Both groups are cognizant of the fact that after graduation from high school they must consider seriously their life plans. The senior boys recorded a high degree of family problems which could indicate that these boys are aware of family problems and would seek aid in solving them if aid were available.

Social isolation and social inadequacy problems were indicated to a noticeable degree by tenth and twelfth grade girls. The tenth grade girls, though outnumbered by boys in the same group, are maturing more rapidly and are concerned to a marked degree with their peer relations. The senior girls outnumber the boys in their group; consequently they have a specific problem in dating, for some of them are forced to look beyond their school group.

Boys and girls showed a high degree of interest in the problems of marriage and family living and personal adjustment. Doubtless, these boys and girls would, if given the opportunity, state their problems, seek information, and train themselves to be better citizens and better marriage partners.

Both boys and girls gave evidence of interest in problems concerning the health of a family, housing for the family, and management of money. This information should be of great interest and concern to the professional groups within this community. It is believed that these professional men would and could be of help to the homemaking teacher in answering the requested needs and concerns of this group.

Girls showed interest, as should be expected, in clothing the family, in child development, and in feeding the family. The boys, though not completely uninterested, did indicate that they were "mildly interested" in clothing the family and in child development. The boys were generally "not interested" in feeding the family. However, the mild interest indicated by the boys in child development would challenge the teacher to arouse more interest in the feeding aspect. If the importance of proper food habits for the expectant mother and her child was made clear, the boys would no doubt become more interested in the general area of family foods.

III. RECOMMENDATIONS

As a result of the action research through the Cooperative Youth Study, the following recommendations are being made:

1. That the Texas Education Agency make available to all homemaking teachers in Texas the compiled information con-

cerning the Cooperative Youth Study.

2. That A Tentative Working Guide for Developing Homemaking Education Curriculum in Local Communities and all pertinent Cooperative Youth Study data be used in homemaking curriculum planning at state and local levels.

3. That a course known as Home and Family Life Education be part of the elective curriculum for eleventh and twelfth grade boys and girls in Wharton High School.

4. That compiled Cooperative Youth Study material showing degrees of interest be made available to civic groups, church groups, and parent-teacher groups in this community.

5. That Home and Family Life Education be offered to out-of-school youth and parents in this community--if it is desired.

6. That the Texas Education Agency make available the Cooperative Youth Study Inventories and Student Information Sheets to any Texas school desiring to make such a study.

BIBLIOGRAPHY

BIBLIOGRAPHY

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APPENDIX

TEXAS COOPERATIVE YOUTH STUDY: 1956

Student Information Sheet

Name: School:

Present Address: Grade: Sex: Male Female.....

(Street or RFD)

(Town)

Age: Height: Weight:

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

No school

Grades 1-4

Grades 5-8

Grades 9-11

Completed high school

County Veterans' School

Father Mother

Business college

Had some college

Junior College graduate

4-year College graduate

Other: Father

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

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 strongly agree , blacken the space under 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you agree , blacken the space under 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you are undecided or uncertain , blacken the space under 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you disagree , blacken the space under 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you strongly disagree , blacken the space under 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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. | 55. Strict discipline develops a fine strong character. |
| 39. Going steady and being engaged are practically the same thing. | 56. A mother should make it her business to know everything her children are thinking. |
| 40. Some of my friends say that I am disagreeable and hard to get along with. | 57. Children should not annoy parents with their unimportant problems. |
| 41. Every member of the family should have some say about how the family money is spent. | 58. There is too little concern in our family for religion. |
| 42. My family never gives me any privacy. | 59. A mother should shower her child with praise at all times. |
| 43. Silliness is one of the worst faults of most teenagers. | 60. Generally speaking, students cannot be expected to like their teachers. |
| 44. We have enjoyable times together during meals in our home. | 61. Some children are just naturally bad. |
| 45. I see no reason for every boy and girl to understand the physical changes which occur during adolescence. | 62. It is not the duty of the parent to teach the child about sex. |
| 46. Planning ahead how to spend my money is a waste of time. | 63. We ought to worry about our own country and let the rest of the world take care of itself. |
| 47. Parents should share in housekeeping, shopping, and everything it takes to run our home. | 64. In spite of what some people say, the life for the average person is getting worse, not better. |
| 48. These days a person doesn't really know whom he can count on. | 65. I feel helpless around sick people because I don't know what to do for them. |
| 49. When you get right down to it no one is going to care much what is going to happen to you. | 66. There is no sense in keeping track of money spent. |
| 50. Too much affection will make a child a "softie." | 67. In our house we have to be so careful of the furniture and everything that I get disgusted. |
| 51. Our house is too cluttered to be comfortable. | 68. Most teen-agers have not yet learned to control their tempers. |
| 52. Generally speaking, football coaches contribute more to school life than do the teachers. | 69. Most teachers have special favorites instead of showing equal fairness and impartiality toward all. |
| 53. A parent has the right to read a high school student's letter without first asking permission. | 70. I often feel as if I don't really belong anywhere. |
| 54. One's reputation depends mostly on the people one goes with. | 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. | 87. Most of the time I'm so busy I can't get through a meal fast enough. |
| 73. The money I earn should be my own to spend anyway I want. | 88. I don't like to bring anyone into my home because of the way it looks. |
| 74. What is learned at school makes people want things they can't have. | 89. I worry about my family. |
| 75. I am free to talk about anything I want to in our family. | 90. If children are to grow up and get somewhere in life, they must be continuously kept after. |
| 76. Playing too much with a child will spoil him. | 91. Teenagers gossip too much about each other. |
| 77. Eating breakfast is more trouble than it is worth. | 92. The main reason students cheat is because of the ridiculous assignments most teachers make. |
| 78. If a boy can't afford the cost of a date, he shouldn't ask a girl. | 93. Parents have a right to know how children spend their own money. |
| 79. Children who always obey grow up to be the best adults. | 94. The illustrations, examples, and explanations given by most teachers are too dry or technical. |
| 80. If you don't watch yourself, people will take advantage of you. | 95. I dislike cooking. |
| 81. Young children always make me nervous. | 96. Discussion of personal adjustment and family life should take place in classes having both boys and girls. |
| 82. Students are not given enough freedom in selecting their own topics for themes and reports. | 97. Children need some of the natural meanness taken out of them. |
| 83. It is as important for girls to learn how to make clothes as how to buy them. | 98. Our family never seems to plan anything ahead of time. |
| 84. It is almost impossible for the average student to do all his assigned homework. | 99. The kind of clothes you wear has no effect on your personality. |
| 85. A girl who gets into trouble on a date has no one to blame but herself. | 100. Having the opportunity to go to college is very important to me. |
| 86. Most of the time, I am still tired when I get up in the morning. | 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 false or does not apply to you ,	1	2	3	4	5
blacken the space under 1	I				
If you feel the statement is generally true but of no concern to	1	2	3	4	5
you, blacken the space under 2		I			
If you feel the statement is generally true but of little concern	1	2	3	4	5
to you, blacken the space under 3			I		
If you feel the statement is generally true but of much concern to	1	2	3	4	5
you, blacken the space under 4				I	
If you feel the statement is generally true and of greatest concern	1	2	3	4	5
to you, blacken the space under 5					I

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*
-

- | | |
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| 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.

222. My parents don't like to have me bring friends home.

223. My parents never really trust me.

224. People sometimes tell me I am a snob.

225. Even when I am with people, I feel lonely most of the time.

226. I don't sleep well.

227. I don't feel sure how to act on dates.

228. My parents avoid discussing sex with me.

229. Our family always seems to be in debt.

230. I feel ill at ease at parties.

231. Others like me to help with their lessons but they never give me a date.

232. Being out with people who get drunk scares me.

233. I avoid meeting the parents of my dates.

234. I am prejudiced against some people.

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

236. My parents do without too many things just so I can have what others my age have.

237. I have to do most of the cooking and housekeeping at home.

238. I often feel uncomfortable when I'm around others my age.

239. Our family watches what it spends so closely it spoils all our fun.

240. Sometimes I tell dirty jokes when I would rather not.

PLEASE STOP UNTIL TOLD TO GO ON

Texas Cooperative Youth Study: 1956

INTERESTS IN PERSONAL AND FAMILY LIVING

DIRECTIONS

This is a list of statements about personal and family living. You are to indicate the extent to which you are interested in each statement. Your answers will be treated with the strictest confidence, so please be free to say exactly how you feel.

You will mark your answers on a separate answer sheet. Make no marks on this booklet. Read each statement and decide how interested you are in it. Then mark your answer in the space provided in your answer sheet. Be sure to use the special I.B.M. pencil.

	1	2	3	4	5
If you are strongly interested , blacken the space under 1					
	1	2	3	4	5
If you are mildly interested , blacken the space under 2					
	1	2	3	4	5
If you are not interested , blacken the space under 3					

We are not using the spaces under 4 and 5 so you will never blacken those spaces. Always leave spaces 4 and 5 clean. 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 STATEMENT. Thank you very much for your help.

DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO

1. How to get along with other people.
2. The effects of the place one lives on personality.
3. Learning to buy clothes for the whole family.
4. How to launder, press, and make simple repairs on clothes.
5. Preparing quick family meals.
6. How to appreciate and enjoy all family members.
7. How to apply for a job—manners, grooming, clothing.
8. Expressing one's self well.
9. Why children suck fingers, bite fingernails, stammer and show other signs of problems.
10. Information about divorce and its effects on the family.
11. Skills which give the ability to construct and make clothes fit.
12. What sort of house and furnishings we could have on our income.
13. How to take care of and entertain sick children.
14. Feeding small children and the rest of the family.
15. How shyness happens and how to overcome it.
16. Getting the most from our family money.
17. What to do to get rid of body odor.
18. How to get rid of pimples and have a clear complexion.
19. Planning nutritious meals.
20. What and how to buy on "lay away," "time payment," "installment plan."
21. What to look for when you buy furniture.
22. What is acceptable behavior on dates.
23. When it is cheaper to buy clothes and when it is best to make them.
24. What health problems a family is likely to face.
25. Controlling one's temper.
26. How to handle fears.
27. What is involved in setting up and maintaining a home.
28. Where to go and things to do which will cost little or no money.
29. What to look for when buying or building a house.
30. First aid in a disaster or an emergency.
31. More about children in order to be able to earn money baby sitting.
32. Gaining or losing weight and how to maintain normal weight.
33. Planning for marriage.
34. Information about community services available for families.
35. To learn how to handle disagreements in the family.
36. Well planned activities that everyone in the family can participate in.
37. Planning for use of one's leisure time.
38. Judging advertising intelligently and buying wisely from it.
39. Authoritative and correct information about sex.
40. What health and protective services are available for families.
41. Games, puzzles and story telling for young children.
42. Social Security and how it applies to us.
43. How to judge what is a good buy by reading labels on cans, clothes, and appliances.
44. Why one person's personality differs from another.
45. How to "do-it-yourself" or "build-it-yourself" to make home more comfortable, convenient, and in good repair.
46. How to organize work to save time and energy.
47. How to buy and take care of appliances for the home.
48. How to have a place of my own for clothes and my other belongings.
49. How to understand and deal with problems families usually have.

GO ON TO THE NEXT PAGE

50. Child care in emergency situations.
51. Selecting appropriate clothes which will best suit my build and personality.
52. How children grow and develop.
53. Understanding prenatal care and how children are born.
54. Learning democratic family practices.
55. Exploring job opportunities using homemaking training.
56. How children form acceptable habits.
57. How to prepare one's self for a part-time job.
58. Understanding my behavior and that of others.
59. To learn how the family can plan together, share work and responsibilities.
60. Knowing my share of the family clothing money.
61. What is to be considered in choosing a marriage partner.
62. Investing the money one saves.
63. What kinds of insurance a family needs.
64. Getting a meal ready to serve so that all food will be ready at the same time.
65. What to do when somebody in the family gets sick.
66. Making toys and play equipment for children.
67. How to glamorize "hand-me-downs" and "made-overs."
68. Cooking different foods to get variety in family meals.
69. Jealousy as a personality problem.
70. How to assemble clothing babies need.
71. How to select, prepare and serve food for various occasions.
72. How to order food in a restaurant.
73. How one gets a good credit rating.
74. How to tell younger children there is to be a new baby.
75. How to get little children to behave.
76. Rearranging dark and unattractive rooms to make them more usable.
77. How to meet people and feel at ease with them.
78. How to get along with and do things for elderly people.
79. How to plan a house to fit our family needs.
80. How to cut down the cost of clothes and yet keep them good looking.
81. Understanding people of other nations and other races.
82. Taking care of the mother and an infant.
83. All kinds of information on the etiquette of dating.
84. How to develop citizenship through home and family living.
85. How to beautify the house and its grounds.
86. Why little children behave as they do.
87. How to deal with special food problems of family members.
88. Buying foods which will give us the most for our money.
89. What personality characteristics make for popularity.
90. Advantages of renting or owning a home.
91. Each family member having a place for his things.
92. Danger of following food fads.
93. How to get the family members to eat what they ought to.
94. When it is important to seek help from a doctor.
95. Making the home safe from accidents.
96. Keeping mentally and physically fit.
97. Dangers from self-doctoring.
98. Planning for food buying.

For: Administrators of Research Instruments February 1956

SUGGESTIONS FOR USE OF RESEARCH INSTRUMENTS

WITH HIGH SCHOOL YOUTH

TEXAS COOPERATIVE YOUTH STUDY

I. Explanation of the study for use with high school youth

(The explanation below is entirely suggestive. You should say this in your own way, informally, and with whatever variations occur to you. These are only reminders of what points seem to warrant coverage in your introduction of the Texas Cooperative Youth Study to high school participants.)

The Texas Cooperative Youth Study, which is being participated in by some 10,000 high school students in the state, is asking you to help us in learning more about the needs, interests, and problems of young people in their personal and family living.

Colleges and universities are cooperating in Texas through their Departments of Home Economics. Others working on the study include the Home and Family Life Education Division, Texas Education Agency and the Hogg Foundation for Mental Hygiene, The University of Texas. We are from

Name of your own college

This is not a test in any way. It is a set of forms designed to help you tell us something of your attitudes, your problems and your interests in your own and in your family living. Your answers, added to those of some 9,999 others, will make it possible to plan your high school courses so that you may gain more from them and to improve what your school offers in home and family education. At the same time, we hope you will learn something of yourselves as you work out your answers.

Your individual answers to the statements in these forms will never be revealed. Your answer sheets, along with all the others in the state, will be processed by an International Business Machine -- a sort of simplified mechanical brain -- after they are sent to the college I represent. Your answers will appear only as a number among many other numbers. Final analysis of your answers will be made at The University of Texas.

Your school will be given credit for the help you are

giving. You will be making a contribution to all other youth of your state by your efforts today and to youth throughout the nation. We deeply appreciate your cooperation and your thoughtful and honest answers.

Within two years, even if you are out of school, you may come back to your high school and see the results of the work you and the students in approximately 144 other Texas Communities are doing this spring.

Before you begin, we, of the Texas Cooperative Youth Study, want to thank you sincerely for your careful effort and for the time you are giving this important study.

II. Suggestions for administration of instruments

The research instruments of the Texas Cooperative Youth Study have already been filled in by over 2000 youth and adults in a series of test runs. From these experiences, several suggestions have come which will be of value to those administering the instruments in the study centers throughout the state.

1. Size of groups

Groups used in pre-testing the research instruments ranged from assemblies of two hundred youth to a classroom of twenty students. The maximum size for most satisfactory results would seem not to exceed seventy-five. If, however, a larger group is all that is available because of local school requirements, sufficient assistants should be used to answer queries from the youth.

2. Number of aides

One aide to every twenty youth has proven advisable when students are filling out the instruments of the Texas Cooperative Youth Study. Aides may be senior or graduate students from the college accompanying the college faculty member in charge of data collection. They may be the homemaking teacher, the high school counselor, and other teachers on the high school faculty. If the homemaking teacher is administering the instruments, she may use either other teachers or senior homemaking students who have been previously trained.

3. Forms to be administered

Each student in the study center who is partici-

participating in the research will work with the following forms:

- a. Student Information Sheet
- b. Attitudes Toward Personal and Family Living, CYS-Part I, answered on the front side of a double-faced IBM Answer Sheet.
- c. Concerns and Problems in Personal and Family Living, CYS-Part II, answered on the reverse side of the double-faced IBM-Answer Sheet -- the front side having been used for CYS-Part I.
- d. Interests in Personal and Family Living, CYS-Part III A, answered on the single-faced IBM Answer Sheet

4. I.B.M. pencils

The Student Information Sheet is the only instrument which does not require an I.B.M. (electrographic) pencil for answer.

I.B.M. pencils must be used on the front and back side of the double-faced I.B.M. Answer Sheet which accompanies CYS-Part I and CYS-Part II.

I.B.M. pencils must be used on the single faced I.B.M. Answer Sheet which accompanies CYS-Part III A.

ANSWER SHEETS CANNOT BE PROCESSED WHICH HAVE NOT BEEN FILLED IN WITH I. B. M. PENCILS!!!

5. Supplies for each study center

- a. Enough copies of the Student Information Sheet, CYS-Part I, CYS-Part II, and the accompanying double-faced I.B.M. Answer Sheet; CYS-Part III A and the accompanying single-faced I.B.M. Answer Sheet; and an I.B.M. pencil for each participant, with each participant also furnished a paper clip to clip his Answer Sheets and Information Sheet together before turning them in.
- b. The Student Information Sheet and corresponding I.B.M. Answer Sheets (CYS-Parts I and II, and CYS-Part III A) for each student should be clipped

together by the student or administrator when finished. These will be returned to the college from which they have come, to be processed or to be shipped to the Collating Center, Department of Home Economics, The University of Texas, Austin, 12, Texas.

- c. Printed instruments, Attitudes Toward Personal and Family Living, CYS-Part I; Concerns and Problems in Personal and Family Living, CYS-Part II; and Interests in Personal and Family Living, CYS-Part III A, will be collected after each use so that they can be re-used at the next study center. Each new center will need new Student Information Sheets, and new I.B.M. Answer Sheets -- one double and one single faced -- for each student participating.
- d. I.B.M. Pencils will be carefully collected at the close of each work session with youth and will be used over again at each new study center. Since these I.B.M. pencils are relatively expensive, aides should be sure of their return at the end of each session.

6. Familiarity with forms

A training session is necessary with the person designated by the college or university as administrator of the research instruments at the study centers and with those who will assist her as aides. Each person working with the high school youth participating in the study should be familiar with each instrument, its content, and with possible questions which may be asked by students. Each should have practice in filling in the I.B.M. Answer Sheets in order to be of assistance to youth.

A word of caution is necessary. No set of instruments can be included in the analysis of the study data unless each instrument of the set has been completely answered. Youth should be reminded:

- a. Incomplete instruments are of no value at all to the study and will have to be discarded.
- b. Students' complete names must be placed on:
 - (1) The Student Information Sheet

- (2) The front side of the double-faced I.B.M. Answer Sheet
- (3) The front side of the single-faced I.B.M. Answer Sheet

Names will be used for matching purposes only. This is necessary to be able to clip together at the end of the sessions all three sheets from each student for shipment to the college or university.

Please ASSURE all students who are participants in this study that no single set of instruments from any one youth will be analyzed, but that all instruments from each youth must be kept together until a number has been assigned at the Collating Center at The University of Texas or at the college. Moreover, no examination or use of any of these instruments will be made by the faculty of the local school. They will be analyzed together with thousands of others by the use of the I.B.M. Machines at the colleges or university.

7. Time arrangement with the local school for administering the instruments

Three different time arrangements have been used in the pre-testing of the research instruments and are suggestive for consideration:

- a. One session of not less than two hours with possibility for a little more time for slower workers.
- b. Two sessions of one hour each on successive days if class periods are of one hour duration with extra time possible for slower workers. Classes chosen for use should be those guaranteeing a good cross-section of high school youth, boys and girls, on each grade level -- 9th, 10th, 11th, and 12th. English classes have been used successfully. Home room periods are a possibility if the Home Room meets the requirement for a cross-section of youth and is arranged by grade levels.
- c. Three forty-five minute sessions if the class periods of the school are of forty-five minute duration. Again, classes chosen should be representative as to sexes, as to abilities, and as to grade levels.

8. Suggested time schedule by length of periods available

One Session

When one session of two hours is utilized, the time plan would run:

- a. A brief explanation of the study
- b. A brief period for distribution of the battery of instruments: the Student Information Sheet; CYS-Part I and CYS-Part II with the double-faced I.B.M. Answer Sheet; CYS-Part III A with the single-faced I.B.M. Answer sheet; and the I.B.M. pencil. A quick check should be made to see that each youth has a full battery of instruments, the two Answer Sheets, and the I.B.M. pencil.
- c. The youth should then be requested to fill out the Student Information Sheet. When he has finished, he should be requested to fill in his name, grade, etc., on the front of each of the I.B.M. Answer Sheets, and to await further instructions before he begins work on CYS-Part I.
- d. The administrator of the instruments should read aloud the instructions on the face of CYS-Part I; remind the youth to enter his name, school, grade, etc., on the I.B.M. Answer Sheets, and to use the front side of the double-faced I.B.M. Answer Sheet, Number 1-101, to record reactions to statements from Number 1-101 in CYS-Part I, Attitudes Toward Personal and Family Living. They should be requested to await further instructions when they finish.
- e. When all but the exceptionally slow students have completed CYS-Part I, the administrator should read the instructions aloud on the face of CYS-Part II, remind the youth to turn over their double-faced I.B.M. Answer Sheets, and record their answers beginning with Number 151 and filling in proper columns through Number 240 -- these numbers correspond to the numbers of statements on CYS-Part II, Concerns and Problems in Personal and Family Living.
- f. Since CYS-Part III A is a simpler form, youth may be advised to read carefully the instructions

on the face of the instrument, fill in their names, grades, etc., on the I.B.M. Answer Sheet, and record answers on the single-faced I.B.M. Answer Sheet, from Number 1-98, corresponding to the numbers on the statements in CYS-Part III A, Interests in Personal and Family Living.

- g. When finished, each student should be asked to clip together his own Student Information Sheet and the two I.B.M. Answer Sheets, making sure his name is on all three. All materials, including the I.B.M. pencil, should be turned in at a designated place. When they have finished, students should be allowed to leave the room in any way suggested by the high school principal.
- h. When all are through, the administrator and her aides should check clipped Student Information Sheet, and two I.B.M. Answer Sheets, to see that the full set for each student is accounted for. These should be boxed separately from the research instruments, themselves, for return to the college or to the Collating Center at the University of Texas.

Two Sessions

When two sessions of one hour each are utilized, the time plan would run:

Period 1:

- a. A brief explanation of the study.
- b. A brief period for distribution of the Student Information Sheet and CYS-Part III A, with the single-faced I.B.M. Answer Sheet, and the I.B.M. pencil.
- c. The youth should then be requested to fill out the Student Information Sheet. When he has finished he should be requested to fill in his name, school, grade, etc., on his I.B.M. Answer Sheet, waiting for further instructions.
- d. The administrator of the instruments should read aloud the instructions on the face of CYS-Part III A; remind the youth to enter his name, school, grade, etc., on the I.B.M. Answer Sheet; and to

record answers on the I.B.M. Answer Sheet from Number 1-98, corresponding to the numbers on the statements in CYS-Part III A, Interests in Personal and Family Living.

- e. Students should be asked to clip together their Student Information Sheet and their accompanying I.B.M. Answer Sheet; and to return these with the printed CYS-Part III A and the I.B.M. pencil to the administrator.

Period 2:

- a. A brief reminder of the appreciation of everyone for the work being done to make the youth study successful.
- b. A brief period for distribution of the instruments, CYS-Part I, CYS-Part II, the double-faced I.B.M. Answer Sheet, and the I.B.M. pencil.
- c. The youth should be requested to fill in his name, school, grade, etc., on the front side of the double-faced I.B.M. Answer Sheet and to await further instructions.
- d. The administrator of the instruments should then read aloud the instructions on the face of CYS-Part-I; remind the youth to enter his name, school, grade, etc., at the top of the front side of the double-faced I.B.M. Answer Sheet; and to record his reactions to statements from No. 1-101 in CYS-Part I, Attitudes Toward Personal and Family Living, in the proper columns by the corresponding numbers 1 through 101 on the front of the double-faced I.B.M. Answer Sheet.
- e. When he has finished, he should read carefully the instructions on the face of CYS-Part II, Concerns and Problems in Personal and Family Living. He should be encouraged to ask assistance from the aides if he does not completely understand the instructions. He should then proceed immediately to record his reactions to the statements (Numbers 151 through 240) in the proper columns by the corresponding numbers on the reverse side of his double-faced I.B.M. Answer Sheet.

- f. Students should be asked to check their I.B.M. Answer Sheet to see if their name, school, grade, etc., is properly entered; if each statement has been answered.
- g. Students should be asked to return their completed I.B.M. Answer Sheet, the printed forms CYS-Part I and CYS-Part II, and the I.B.M. pencil to a designated place. After completing the instruments, students should be allowed to leave the room in any way designated by the high school principal.
- h. The administrator and her aides should match and clip together the Student Information Sheet, the double-faced I.B.M. Answer Sheet, and the single-faced I.B.M. Answer Sheet for each youth. These sets should then be boxed to return to the college or to the Central Collating Center at the University of Texas. The printed forms and the I.B.M. pencils should be retained for use at the next study center.

Three Sessions

When three sessions of forty-five minutes each are utilized, the time plan would run:

Period 1:

- a. A brief explanation of the study.
- b. A brief period for distribution of the Student Information Sheet and CYS-Part III A, with the single-faced I.B.M. Answer Sheet, and the I.B.M. pencil.
- c. The youth should be requested to fill out the Student Information Sheet. When he has finished, he should be asked to fill in his name, school, grade, etc., on the I.B.M. Answer Sheet and await further instructions.
- d. The administrator of the instruments should read aloud the instructions on the face of CYS-Part III A; remind the youth to enter his name, school, grade, etc., on the I.B.M. Answer Sheet. He should then proceed to record answers on the I.B.M. Answer Sheet from Number 1-98, corresponding to the numbers on the statements in CYS-Part III A, Interests in Personal and Family Living.

- e. Each student should be asked to clip his Student Information Sheet and his accompanying I.B.M. Answer Sheet together; and to return these with the printed instrument, CYS-Part III A, and the I.B.M. pencil at the place designated by the administrator.

Period II

- a. A brief reminder of the appreciation of everyone for the work being done to make the youth study successful.
- b. A brief period for distribution of the instrument, CYS-Part I, Attitudes Toward Personal and Family Living, the double-faced I.B.M. Answer Sheet, and the I.B.M. Pencil.
- c. The youth should be requested to fill in his name, school, grade, etc., on the front side of the double-faced I.B.M. Answer Sheet and to await further instructions.
- d. The administrator of the instruments should then read aloud the instructions on the face of CYS-Part I; remind the youth to enter his name, school, grade, etc., on the front side of the double-faced I.B.M. Answer Sheet; then he should record his reactions to statements from No. 1-101 in CYS-Part I, Attitudes Toward Personal and Family Living, in the proper columns by the corresponding numbers 1-101 on the front of the double-faced I.B.M. Answer Sheet.
- e. Students should be asked to return their completed I.B.M. Answer Sheet, their printed instruments, CYS-Part I, and their I.B.M. pencils.

Period III

- a. A brief reminder of the appreciation of everyone for the work being done to make the youth study successful.
- b. A brief period for distribution of CYS-Part II, Concerns and Problems in Personal and Family Living, and the proper double-faced I.B.M. Answer Sheet of each youth who had filled in answers on the face for CYS-Part I the day before.

- c. The administrator should then read aloud the instructions on the face of CYS-Part II, Concerns and Problems in Personal and Family Living, and ask the youth to check to be sure he has his own double-faced I.B.M. Answer Sheet. He should begin immediately to record his reactions to the statements, Numbers 151-240, in the proper columns by the corresponding numbers on the reverse side of his double-faced I.B.M. Answer Sheet.
- d. Students should be asked to return their completed I.B.M. Answer Sheet, the printed form CYS-Part II, and the I.B.M. pencil to a designated place.
- e. Following this final session, the administrator and her aides should match and clip together, the Student Information Sheet, the double-faced I.B.M. Answer Sheet, and the single-faced I.B.M. Answer Sheet for each youth who has participated in the study. These should be boxed for return to the college or for shipment to the Collating Center at the University of Texas.
- f. The printed forms and the I.B.M. pencils can be used at the next study center of the college.

III. Disposition of finished instruments.

- 1. A number of colleges and universities may undertake preliminary processing of instruments gathered in their centers. Where this is true, completed Students Information Sheets, with their accompanying I.B.M. Answer Sheets, will go direct to the college or university. Special instructions will be furnished by the Collating Center at The University of Texas to assure uniformity in processing.
- 2. Where colleges or universities are not in a position to complete preliminary processing, the Student Information Sheets and accompanying I.B.M. Answer Sheets will be shipped immediately to the Collating Center as soon as they are completed for each school in the sample for which the college has assumed responsibility.

Shipment should be by American Railway Express to:

Collating Center,
Texas Cooperative Youth Study
Department of Home Economics
The University of Texas
Austin 12, Texas