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A Survey of Parental Attitudes Toward Problems Relating to Family Living

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A SURVEY OF PARENTAL ATTITUDES TOWARD PROBLEMS
RELATING TO FAMILY LIVING

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Lorene Black Walker

June, 1959

APPROVED FOR THE GRADUATE FACULTY

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In dedication
to my husband, Carl,
and our son, Wesley

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CHAPTER I

INTRODUCTION

The Problem

How may understanding the attitudes of parents be helpful in planning a program of Family Living in high school? How may this understanding be helpful in strengthening the classes?

- Problem analysis. 1. How may understanding the attitudes of parents help the school develop in youth a sense of responsibility for: (a) their home study? (b) planning for careers? (c) driving the automobile? (d) dating activities?
2. How may understanding the attitude of parents strengthen the teaching of courtship and marriage, considering especially the problems of: age for marriage, length of courtship, sex education, intersocial marriage, planning for the responsibility of marriage and avoiding divorce?
3. What are the attitudes of parents as to training in Family Finance? What teaching techniques may be effective in helping youth see themselves as a part of a total family economic unit?
4. How may the attitude of parents of eighth grade pupils differ from attitudes of parents of pupils finishing one year, and of those finishing four years of high school?
5. Do these attitudes show a need for a special program for parents of pupils?

Delimitation. Attitudes of parents relating to the units of Family Living were secured by sending a questionnaire to parents of eighth, ninth, and twelfth grade students of West Valley High School.

Studies were also made of areas in phases of Family Living relating to teen-age youth, their parents, the teacher, and the community.

Background. West Valley High School of Yakima County, Washington, is a new four-year school started in 1955. A Family Living class has been in progress for two years for twelfth grade pupils, both boys and girls. Orientation for ninth grade students has been taught one year.

Family Living includes a study of personal adjustment, dating, courtship, engagement, child development, family finance and problems which may arise from poor planning for marriage.

Orientation includes social adjustment to school, dating relations between teen-agers and their family teen-age finance, guidance for careers, health and driver training. The driver training is textbook instruction with stress on attitudes and philosophy of safe driving.

Community reports on the senior class in Family Living have been favorable, with a few exceptions, indicating misunderstanding as to the unit on training for marriage.

Some adverse reports have been received from the community relative to the Orientation course. Since this course eliminates study halls for the ninth graders, the necessity for homework seems to be controversial. Comments both favorable and unfavorable have been heard as to units on dating, family finance and driver training.

In order to strengthen both ninth and twelfth grade courses, the writer felt the school and teacher would profit by a survey of the attitudes of parents to Family Living in high school.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

Some of the problems of the home and community in which teen-agers are involved are: the student's homework, honesty at school, career guidance, and driver training.

As the youth matures and associates with his peers and the family, one sees the teen-ager becoming involved in problems relating to dating, sex education and mate selection. The latter may lead to inter-social or race marriage problems. Because of early marriages, both parents and schools are concerned with training high school young people in family finance and child development. Society is concerned with ways to avoid divorce; this also becomes a consideration of the family.

The Review of Literature will show some of the studies relating to these problems of Family Living.

Homework. "Homework is a matter of great concern to parents and is very much on their minds." This fact became amply evident in a recent study (under the direction of Dr. Stout) in which parents in 900 homes were asked in individual interviews, "What would you like to know about your child's school?"

Almost without exception, homework was one of the items of which parents spoke--Homework as these parents speak of it is communication from the teacher to them.¹

¹Langdon, Grace, and Stout, Irving W., "What Parents Think About Homework," Journal of National Education Association, XLVI, No. 6 (September, 1957), 370.

As a whole they believe in homework and want their children to have it. The parents want to have a part in the homework activity. But, they want homework to be in reasonable amount, a kind that is geared to the child's ability, a kind that takes the family living into account, and a kind that really teaches.

Ruth Strang believes, "Among those who advocate homework on secondary level are some who believe there is not time in school to develop skills--knowledge needs to be applied. Cooperation in home study should be encouraged for its social values. A variety of home study problems should be encouraged--"research" appraisal of radio and television programs, esthetic handicraft, homemaking and farm problems. Some involved skill building, others require wide reading. If such study habits and interests are built in childhood and adolescence, homework will serve its most important objective."²

The question, "How much homework should be required for the student," is many times asked by parents and pupils. Too much homework may harm the child's health and the school's public relations. Some answers to homework were made by Lipsy in School Executive. First, school homework should be related to the school's aims and its philosophy of education. Second, homework should not interfere with the child's health; children need time to play outdoors in the sunshine. Third, homework should not interfere with the child's assuming responsibility in the home. Fourth,

²Strang, Ruth, "About Homework," School Executive, LXXIV (July, 1955), 39-42.

homework should not take so much time that the child is denied opportunity of his own choosing.

The school's task is to provide suitable environment for study and train the child in good study habits. This training should begin in the earliest grades.³

Jack Lipsy continues in his study of "How Much Homework?" to describe the home's responsibility to student:

A desirable environment for home study is a quiet place, free from distractions; a comfortable desk and chair; good lighting; proper temperature and ventilation. Desirable habits of work include: beginning work promptly; knowing the assignment to be done; having the necessary materials with which to work; concentrating on the task at hand and staying with it until it is finished.

An administrative advisory committee arrived at this suggestion as to study time at home: grade nine: not more than one and one-half hours assigned home study. Voluntary activities are to be encouraged.⁴

Langdon and Stout sum up the problem:

Homework that grows out of an understanding of family living and is designed to fit into it and strengthen it can be a means of interpreting the school to the parents of every child. This is a useful factor in the school's whole public relations program.⁵

³Lipsy, Jack H., "How Much Homework?" School Executive, LXXV (October, 1955), 54-55.

⁴Ibid.,

⁵Langdon and Stout, op. cit.,

Honesty of students. What should be the student's honesty at school? How honest should he be as to study habits, testing and grading of papers, without direct teacher supervision?

Strang in a suggestion for improved study indicated that:

Schools have successfully developed honor study halls managed by the students, usually through the student councils. . . . While students are studying, the teacher is on hand to observe their study habits, discuss progress with individuals, provide encouragement and suggestions.

Ideally, teacher guidance in study involves understanding the individual student; providing concrete challenging materials and suggesting timely topics and realistic, practical problems; promoting interpersonal relationship that furnishes incentives for learning; encouraging students in setting meaningful goals; finding worthwhile problems and discovering learning aids.

Extensive research of how much students should study gives the following suggestions for students from grades 9 to 12:

1. Have a clear notion of the task before beginning the work of a particular study.
2. Make complete sentences while writing.
3. Seek to master all the material as progress is made from lesson to lesson.
4. Study to understand the meaning of a chart or table.
5. Try to interrupt work at a natural break, such as end of a chapter.
6. Do not take notes while reading.
7. Work out concrete examples to illustrate general rules and principles.
8. Have materials on hand required for study.
9. Use facts learned in one class in preparing for another.
10. Read each topic in a lesson until it is clearly understood.⁶

Reactions of students in taking tests and grading papers may be considered as part of the family relations. Their honesty may reflect family character training. The parents' attitude to this may reflect feelings which would play a part in school and home relations.

⁶Strang, R. M., "Guided Study and Homework," National Education Association Journal, XLIV (October, 1955), 399-400.

Patterson feels parents play a part in training for self-discipline in everyday life of the youth. He considers self-discipline a goal to strive for in training. Furthermore, self-discipline is the result of guided practice and good examples. Teachers, administrators, and parents must set good examples. Good teaching prevents new discipline problems from arising and it decreases those that already exist.⁷

In regards to "cheating" on tests, Heffernan indicates evaluation should be more than testing. He develops the idea that education must aim toward development of personality, character and active participation in citizenship, as well as acquisition of knowledge and skills.

In this case the chief function of measurement is to find how the child is growing. This should help the teacher to understand the child. By this teaching we make education more personalized and humanized.⁸

The pros and cons of the honor system was discussed in the Teacher's Edition of Senior Scholastic. In favor of the honor system are such things as building confidence and honesty in the student, helping the student to carry out the fundamental principle of democracy in which the individual feels his sense of responsibility.

The opposing issue to the question feels the honor system encourages "cheating," penalizes the honest student and offers a "field day for the crooks."

⁷Patterson, James M., "The Part the Parent Plays," Journal of the National Education Association, XLVII, No. 6 (September, 1958), 371.

⁸Heffernan, Helen, "Evaluation--More Than Testing," Journal of the National Education Association, XLVII, No. 4 (April, 1958), 227.

The article concluded with the idea that pressure should be taken off grades, students should be made to realize that not everyone is expected to be a genius. All should work to learn, not to make certain grades.⁹

Pendleton did a little informal research in asking teachers how they felt about "cheating." He was disturbed to find many who advocated indifference or a nominal reprimand. He continued to stress his feelings that the teaching profession must take action now to re-evaluate its own ethical outlook. This is important because the future of the civilized world depends on the effectiveness with which we teach moral and spiritual values.¹⁰

⁹"A Pro and Con Discussion: Should All High Schools Adopt the Honor System?", Senior Scholastic, Teacher Edition, LXXI, No. 15 (January 17, 1958), 6-7.

¹⁰Pendleton, James D., "Education for Honesty?" Journal of the National Education Association, XLXI, No. 9 (December, 1957), 588.

Careers. Selection of careers by a student may relate closely to the family life. Langdon and Stout point out to teachers the importance of remembering their place as guides and counselors.

It is a good idea to make it clear always that the teacher realizes fully that in the long run, it is the parents and their youngster who have to make the decision about a career. The teacher, psychologist and counselor can only help by offering ideas, observations and general information. No one can know as well as parents what both they and the youngster want, what their hopes and ambitions are, what spells success to them.¹¹

Willis defines guidance as an organization to help young people in the selection and interpretation of their experiences in the formulation of attitudes; in the solving of their problems; in the making of their choices; in their growth toward competent serene maturity; and in their right and necessity to be themselves at their best.¹²

Wise selection of a vocation is recognized as one of the most complex problems a young person encounters. Hoover and Micka tell of a program carried out by the high school in Corvallis, Montana, in 1948. The high school sponsored a guidance program which greatly enhanced the career guidance and parental relationship of the school.

Parents came to a luncheon where vocational guidance was explained. Later from this meeting the school prepared another meeting of parents and students. At this time parents and students took the Kuder Preference test. Students worked on opposite sides of the room from the

¹¹Langdon, Grace, and Stout, Irving W., Helping Parents Understand their Child's School (Englewood Cliffs, New Jersey; Prentice Hall, 1957), 419.

¹²Willis, Benjamin C., "The Contribution of Guidance to the High School Educational Program," Personnel and Guidance Journal, XXXV (April, 1957), 490.

parents. Students answered the questions for themselves, whereas the parents indicated the answers they thought their son or daughter would make.

After the tests were evaluated and graphs made of all answers, both parents and students, another meeting was held. The Kuder profiles were discussed as a family group. Discussion centered around the student's career, his areas of interest, the family's willingness and ability to finance further education, the student's high school record and his plans for the future.

Definite gains appeared from these meetings; Hoover and Micka mention the following results.

1. Increase in participation of parents in the guidance program; by 1956, when the article was written, 90 per cent of parents were attending the meetings with the other parents who were unable to attend making arrangements to take the tests at a later date.

2. There was an increase in high school students who went past high school for further training. (In 1948, ten per cent of the students sought training past high school; in 1956, 35 per cent of graduating seniors went on for further training).

3. Improved community public relations. Parents actively support the program of guidance as well as other school activities.¹³

¹³Hoover, Kenneth H. and Micka, Helen K., Personnel and Guidance, XXXIV (January, 1956), 292-4.

Driver Training. Surveys show that perhaps driver training education is improving drivers. Forlano and Wrightstone indicated the following:

A test was given to 1,352 secondary school students and 1,031 students from academic high schools and 339 vocational high schools; of these, 298 were girls in academic high schools.

Tests given:

1. Siebrecht attitude scale, designed to measure attitude toward safe driving of automobile.

2. Bell adjustment inventory--self descriptive test of personality.

3. Standard driver knowledge test contains 60 multiple-choice items covering various facts and principles normally developed in classroom course in driver training.

4. Henmon-Nelson test of mental ability, Form A--Utilized to secure a measurement of scholastic aptitude on intelligence¹⁴. . . .

Summary of tests: This study attempted to determine the relationship of driver attitude with selected aspects of personality, driver knowledge and intelligence. Results based on this group and the tests utilized, the indications are that expressed driver attitude is associated most with intelligence, second with driver knowledge, least with certain aspects of personality adjustment, such as home, health, social and emotional adjustment.¹⁵

Michigan law, November, 1955, first to enact legislation saying, "No youthful driver may take a car out on the highway unless he has passed an approved course in Driver Education."

Michigan examined records to find that not just 16, 17 and 18-year-old drivers were dangerous, but drivers through 25th birthday.

¹⁴Forlano, George, and Wrightstone, J. Wayne, "Relationship of Driver Attitude to Aspects of Personality, Driver Knowledge, and Intelligence," Journal of Education Research, L (November, 1956), 183.

¹⁵Ibid., p. 186.

They conclude: "It is a well-known fact that good attitudes come as a result of adequate knowledge and expert skill and good teachers are the best prepared to offer this instruction."¹⁶

¹⁶Taylor, Clair L., "Driver Education for Every Student Under 18 in Public, Private, or Parochial Schools or Out of School," National School, LVII (April, 1956), 52-3.

Dating. The Review of Literature which relates to early dating, youth's expectations and parents' desires shows authors, and research specialists in Family Living are searching for answers to youth and parents' problems of early dating.

In Duvall and Hill ten recent trends in courtship customs are listed:

1. Dating and courtship begins at earlier age
2. More frequent contact between the sexes
3. Dating and courtship last until later at night
4. More privacy for dating and courting pairs
5. Less supervision and chaperonage
6. More general acceptance of "going steady"
7. Wider range of patterns of intimacy and sex play
8. Many more discussable topics during dating and courtship
9. Higher readiness for education and guidance in courtship
10. Courtship culminates earlier in engagement and marriage ¹⁷

From the Purdue Opinion Polls: Questions were asked high school students as to how they felt their parents would answer the same question. The following are some of the questions and answers from the polls.

"When high school students are out for an evening, should their parents know just where they are?" Fifty-three per cent say "often," and sixteen per cent say "only sometimes." But 76 per cent feel that their mothers would answer "always," indicating a possible source of tension for at least 23 per cent, and perhaps as many as 60 per cent of the nation's teen-agers.

¹⁷Duvall, Evelyn M., and Hill, Reuben, When You Marry (New York: D. C. Heath Company-Association Press, Revised, 1953), 80.

There is a substantial difference between the boys' feelings on this question and those of the girls. Only 42 per cent of the boys think that parents should always know where their children are in the evening, while 63 per cent of the girls think so.¹⁸

When young people were asked, "Is it all right for young people to pet or neck when they are out on dates?" four-fifths of the students answered this question "usually" or "sometimes." But nearly half of them think parents would say "never." . . .

"Do parents understand the kind of problems modern youth have?" The young men and women themselves answer "usually," 35 per cent; "sometimes," 40 per cent; and "hardly ever," 24 per cent.¹⁹

"Not all high school students approve of going steady," writes Paul Landis, after reviewing the Purdue Opinion Poll which said: "When youth were asked if they favored going steady, 42 per cent said yes, 35 per cent said no, and 23 per cent were undecided."

Arguments of high school youth who favor going steady:

1. You know where your next date is coming from.
2. You have a very close friend with whom you can relax, act yourself and share ideas and activities.

Arguments against going steady:

1. You are often cheating yourself of other enjoyable friendships.
2. If the relationship breaks up after a long period, you have probably lost contact with others and it is hard to get back into circulation.

¹⁸Remmers, H. H., and Radler, D. H., The American Teenager (New York: The Bobbs Merrill Company, Inc., 1957), 91.

¹⁹Ibid., p. 92.

3. There is the danger of marrying without knowing others, one of whom might make a better mate.

4. There is a temptation to marry too young.

One reason young people start dating at an early age is that they feel they rate better because of dating.

These arguments against going steady are reflected in the studies of thousands of high school students showing that 48 per cent of boys in high school rarely or never date; 39 per cent of the girls rarely or never date.

The proportion of freshmen and sophomores who do not date or who seldom date is much higher than these figures.²⁰

In talking to the Family Life conference in 1956, Dr. Dybwad indicated that despite the violent assertion of some critics, the need for "expert" knowledge and new insights in rearing our children grows more crucial with every passing year.

Good parent education recognizes its auxiliary role and directs its efforts toward helping parents to define and pursue their own ideals in the world of changing values.²¹

Duvall and Hill made the following study in regards to parents' attitude toward dating:

Attitude of parents as reported by students:	Father toward		Mother toward	
	Son	Daughter	Son	Daughter
Prohibited or disapproved	8.5%	18.0%	7.3%	9.5%
Indifferent	70.7	62.3	57.6	59.6
Encouraged	20.8	19.7	35.1	50.9 ²²

²⁰Landis, Paul, Your Marriage and Family Living (New York: McGraw-Hill Book Company, Inc., 1954), 94.

²¹Dybwad, Gunnar, "Parents' Ideals in a World of Changing Values," Child Study magazine, (Fall, 1956), 33.

²²Duvall and Hill, op. cit., p. 52.

There are many factors which seem to determine the age at which dating begins. Ruthledge in the Journal of Home Economics says that the strength of the modern family may be seen in the new status of women; roles of men and women where outstanding men and women are able to understand themselves and each other; adapting and being flexible to shift if necessary in crisis. He feels romantic love helps in strengthening the family. He says:

I have been concerned about Hollywood's version of romance as has become ideal of average high school youth. On the other hand, I see the modern family making something positive and healthy out of this concept of romantic love. It has served to highlight the value of love in family life. This has created an environment in which children can grow, mature, feel secure and move into adulthood.²³

²³Rutledge, Aaron L., Evidence of Strength in the Modern Family," Journal of Home Economics, XLVIII, No. 5 (May, 1956), 323,324.

Sex Education: As to the lack of preparation for marriage, according to Bowman, society does not demand or even expect preparation for marriage.

Anyone may marry, provided that he seems to fulfill the meager requirements of the law. He may be scatterbrained, immature, maladjusted. He may know practically nothing about marriage or its responsibilities. He may not be able to carry a normal economic load for a person of his class. He may make an obviously poor choice of a partner. He may have preparation so slight that with an equivalent amount vocationally he would be unable to hold a job in a business office or to rise even to the lower limits of mediocrity in a profession. Yet society in its slipshod way assumes toward marriage, even of the most poorly prepared, the attitude, "What God hath joined together let no man put asunder." Success in marriage is assumed to come "naturally." This attitude is reflected in the replies of 1,151 college students who were asked whether success is something that has to be worked for, or whether it comes naturally to those in love. The latter answer was the one given by 118.

As one reads this, the question comes, "Who should give training as to preparation for marriage and for sex education?" Bowman's studies do not indicate the parents do a great deal of the education. The school does not seem to come in for a great amount of education on the subject.

Bowman continues:

Until recently there has been a veil of obscurantism cast about marriage and sex. . . .

In one study of 364 college students it was found that while 70.1 per cent felt that both parents should be responsible for sex education of children, only 10.4 per cent indicated that both parents were actually the source of the information. When the sexes were considered separately, it was found that 17.9 per cent of the boys and 54.6 per cent of the girls mentioned the mother, while 20.5 per cent of the boys and 8.0 per cent of the girls mentioned the father as the source of sex education. . . . Their school experience too had fallen short of their expectation; for while 50.8 per cent felt that the school should assume some responsibility with regard to sex education, only 25.0 per cent indicated that their schools had done so.²⁴

²⁴Bowman, Henry A., Marriage for Moderns (New York: McGraw-Hill Book Company, Inc., 1954), 332-333.

As to having sex education in the schools, Baruch feels it should be included:

For many long years our schools focused on "educating the mind." Their program had to do solely with intellectual education. As time passed, focus was on body, physical education. Now, at long last, we are recognizing that both the intellectual and physical department are tremendously influenced by emotions. The body can become depleted and can fail to function properly because of emotional undercurrents, so can the mind.

.....

When adolescents talk about sex in groups or have sex education of a sort offered in groups, they should also have recourse to individual conferences. Group sex education may be enough for some, it may bring much needed clarification, but for some boys and girls it may set off unconscious fantasies and anxieties that call for individual attention.²⁵

In discussing family life education, Dr. Kirkendall of Oregon State College, feels adequate preparation should be given to all people before marriage:

Every boy and girl has the right to look forward to a happy marriage and stable family life. Adequate preparation and help in achieving this end must be accounted one of the rights of youth. It is the obligation of society through its schools, churches, homes, youth serving agencies, recreational facilities, and media of communication to provide this assistance.

.....

Sex education of children and youth must be an essential part of their education for successful marriage and family life. The approach must be a positive one, however, in which sex is seen as an integral part of a total personality adjustment. The emotional, social, and ethical aspects of sexual conduct in dating and courtship relations, and the contribution of sex to the success of the marriage relationship are of keen interest to youth in the latter years of high school.²⁶

²⁵Baruch, Dorothy W., How to Live with Teen-Agers (New York: McGraw-Hill Book Company, Inc., 1953), 221-237.

²⁶Kirkendall, Lester A., "Principles Basic to Education for Marriage and Family Life in High School," Marriage and Family Living, XI, No. 4 (November, 1949), p. 1.

If there is to be education in the schools, parents must understand the purpose, and cooperate with the schools. Kirkendall gives advice to parents as to sex education in the following manner:

My observation is that some gains have been made in sex education by parents. A good many parents have had the benefit of studying child development, human biology, health or psychology, or have read modern sex education literature. These parents are now giving their children quite a satisfactory education so far as reproductive information, or an understanding of physiology of their bodies is concerned. . . .

This gain seldom extends, however, to parent-adolescent discussions of the personal sex practices of youth, or to an objective consideration of questions centering about petting, homosexual behavior, or premarital intercourse. Few parents can present their children an example of objectivity, and a poised, assured attitude toward sex, which is important to their own mature development.²⁷

²⁷Kirkendall, Lester A., "Helping Parents Become Better Sex Educators," (Oregon State College, Corvallis), p. 1. (Mimeographed.)

Mate Selection and Marriage. The review of literature shows a concern as to early marriages. It shows a lack of training and preparation of youth for the responsibility of marriage and parenthood.

Bowman presents some of these problems. He defines:

Early marriage as that marriage in which the couple are about twenty, or younger. It is not synonymous with hasty marriages. Early marriage entails a number of problems and considerations.

1. Problem of maturity: Is the couple mature enough to marry at this age?
2. The earlier the marriage occurs, the more likely is it that there will be an over-emphasis on sex and physical attraction.
3. Are the couple ready to have children? They may be ready biologically, but among modern educated young people there is more to having a family than merely the biological process. Babies cost money, and to rear them as the couple will want to rear them requires maturity and preparation, security of both present and future, and readiness to devote one's self to them.
4. Are the couple prepared to maintain an acceptable standard of living?
5. Have persons so young had adequate time to make a wise choice of marriage partner?
6. The earlier the marriage occurs, the less likely the couple are to have reached a monogamous attitude.
7. Will the couple have had ample opportunity for social development before accepting the responsibilities of home and possible family?²⁸

The concern for early marriage may be noticed because Christensen notes that for the last half century marriage age has been going down. In 1890, men and women married at approximately 26 to 22 years respectively. In 1956, corresponding ages were 23 and 21 years of age. In 1956, approximately 12,000 married males and 284,000 married females were under the age of 18. Scattered studies revealed that perhaps 15 to 20 per cent of all undergraduate college students are married.

²⁸Bowman, Henry A., Marriage for Moderns (New York: McGraw-Hill Book Company, 1954), p. 135.

Early marriage practice is lower on the high school level. Studies in California of 205 high school groups, 90 per cent reported one or more student marriages during a one year period. Studies showed 2.4 per cent sophomore high school girls get married, 4.0 per cent junior class and 5.7 seniors marry before they leave high school. Nearly three-fourths of the girls dropped out of school following their marriage; few boys dropped out.

Considering these figures for early marriage and the low educational and poor preparation for life, the worry of parents, teachers and school officials of early marriage may be well founded. Christensen argues in defense of deferment of marriage until the early to middle twenties; he gives three reasons for this being a good age for marriage: First, teen-agers usually are not mature enough in their emotions and judgment for marriage. Second, relationship suffers from immaturity and short courtship. Third, circumstances may not be right, they need to finish high school and face military service. Fourth, the youth are unprepared to assume social and economic responsibility that marriage normally entails. Fifth, the results of early marriage may increase divorce rates in the United States.²⁹

Baber talks of the handicaps of immaturity in early marriages, the importance of learning through growing up and living.

One learns through growth and experience how to get along with people in general--how to adjust to the interpersonal relationships of everyday living--and if that experience is too short before marriage, the young people are definitely handicapped, no matter

²⁹Christensen, Harold T., "Why All These Young Marriages?", National Parent-Teacher, LII, No. 8 (April, 1958), pp. 4-5.

what potentialities of adjustment they might have had if they had married a few years later.

Various studies agree that very youthful marriages have far more than their share of instability. Burgess and Cottrell found that males who married before they were 22 and females before they were 19 had the poorest adjustment score of all the age groups. Terman found the same thing for males marrying under 22 and females under 20, and two separate studies by Landis (Judson and Mary) produced the same evidence for under-20 age marriages.

The latter correlated the divorce rate with age at marriage in more than 1,000 marriages, revealing that the divorce rate fell regularly as the age at marriage increased, divorce being six times as frequent when both spouses married under 21 as when both were 31 or over at marriage.³⁰

As to military service and its relationship to marriage, Bowman discusses several reasons for marriage when people are under stress of war:

In time of stress there is a tendency to fall back upon the elemental responses and a desire for immediate pleasure that sometimes resembles regression. This often leads to an increased urgency relative to physical sexual experience. Many young men confuse this urgent desire for sexual release to marry.

.....

So long as military service is in the picture, marriage of young persons may be divided roughly into two groups--those that occur in spite of military service and those that occur because of military service. The former involves maturity, the facing of reality and the making of workable plans. The latter arises from immaturity and from a certain psychology of haste, insecurity, pleasure seeking, and confusion of values that is not conducive to successful, stable marriage.³¹

The various studies on marriage of young people raises the question as to "what is the best age for marriage?" Bowman thinks the average for the nation may need to be considered in this discussion. He

³⁰Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, Inc., 1953), p. 110-111.

³¹Bowman, op. cit., pp. 146, 148.

feels a long range consideration shows little change in age of the average. When ages, at time of marriage, for all persons in this country are arranged in order from lowest to highest, the middle median age for women is 22 plus, and that for men 24 plus years. These median ages have changed relatively little in the past fifty years, according to the United States vital statistics for 1949.

As to maturity and the age for marriage, students almost always ask, "Must one be fully mature in every respect before he marries?" "Is anyone ever completely mature?" Bowman feels a person need not be fully mature before he marries; he should, however, be closely approaching maturity and should certainly be on the right track and moving in the right direction. He should be far enough along in his progress to be able to predict what he will be like when he does reach maturity. He should be relatively mature in the things that are most essential, taking into consideration the marital situation and the personality of the other person. One cannot say that a person who marries when he is approaching maturity stops there. He will continue to grow and mature in marriage as well as before.³²

Engagement may be considered a testing period before marriage. Some reports seem to indicate the length of time for engagement relates to the happiness in marriage. Elopements usually do not have an engagement period, these seem to turn out bad for the happy marriage. Landis

³²Bowman, op. cit., p. 150.

found in a study of 738 elopements that for the most part they were followed by a high rate of unhappy marriages; in his study he found less than half ended in happy marriages. Where the motive was pregnancy, only a third were happy.³³ In other studies Landis found that short engagements are associated with unhappy marriages:

One study of over 500 married couples showed that only a fourth of those married after an engagement of less than three months made good adjustments in marriage; half of them made poor adjustments, the rest only fair. . . . With an engagement period of up to two years or over, the proportion of happy marriages greatly increased. In fact, of those who were engaged two years or more, only 10 per cent were characterized by poor marital adjustment.

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Most marriage failures are courtship failures. . . . Marriage, in order to last, must have wearing qualities. These cannot be tested in short, casual, highly heated whirlwind romances ending in premature marriages. . . . Research dealing with 526 married couples gives a characteristic picture on this subject. It will be seen that less than a fourth of the "under six months" couples made a good adjustment. . . . The proportion of good adjustments increases with increased length of acquaintance.³⁴

³³Landis, Paul H., Making the Most of Marriage (New York: Appleton-Century-Crofts, Inc., 1955), p. 218.

³⁴Ibid., pp. 219, 228.

Intermarriage. In this study interracial, interfaith and inter-social marriages are considered. The regulation of choice of mates within a group may be considered a part of each family's relationship. Becker and Hill think all societies regulate the choice of mates within their groups to some degree.

In no society is choice of mate left to the individual without regulation by the group or groups of which he is a member. A common fallacy is to regard marriage regulation as being more or less a product of so-called "higher civilization," with the assumption that marriage among nonliterate peoples is virtually unregulated. Actually, many nonliterate groups regulate choice of mate and marriage to a much greater degree than we do. . . . There is a tendency for racial, religious, national, educational, and regional groups, and socioeconomic classes to be endogamous in our society. Many people, however, do marry across such lines, and it is these marriages which we consider here.

Not all such marriages are equally cacogamous, that is, bad marriages from the standpoint of the group's norms. In fact, the interclass marriage of the lowly office clerk, for example, to his millionaire employer's daughter receives some approval, albeit mixed with disapproval. We might rank types of intermarriage in order of decreasing cacogamy as follows: (1) interracial marriage; (2) internationality, interclass, and interfaith marriages; (3) inter-educational-group marriages; (4) inter-regional marriages.³⁵

For clarity, the intermarriages will be discussed by individual headings, relating to the study of the attitudes of the parents of West Valley students. Since the attitudes of the parents appeared strong in regard to interracial marriage, it is well to investigate readings and other studies regarding this type of marriage. Becker and Hill find marriages between races are bad in this country for three basic reasons:

³⁵Becker, Howard, and Hill, Reuben, Family, Marriage and Parenthood (Boston: D.C. Heath and Company, 1955), p. 263.

(1) Interracial marriage is also intercast marriage. The caste line between races in this country varies in its rigidity depending upon the region and on the particular races involved, but is probably universally present in some degree. It is most rigid in the South between blacks and whites. (2) Interracial marriage is usually also interclass marriage. Each race has its own culturally defined ways of doing things, and each class within a race has its own subculture. . . . (3) Underlying and ramifying through the caste division between the races is the pseudo-biological myth of racial superiority, with its equally fallacious corollary, the notion that children of interracial marriages have traits biologically inferior to those of either race involved.

Interracial marriages usually result in the partners becoming outcasts of both races. Friends desert them; they may not be able to go together to restaurants, and theaters or on trains; hotels may not accept them; permanent dwelling places may be hard to find. Probably the hardest of these to accept is the loss of friends. . . . If children are born, their ostracism may become a grievance which one parent projects on the other, perhaps thus aggravating an already growing conflict.³⁶

Interracial marriage and racial prejudices are discussed by Hartness as being one of the oldest forms of human misunderstandings. She feels racial prejudice is, first of all, a psychological factor, rooting in collective egotism and pride; the pervasive human tendency is to dislike the different. Hartness agrees with Becker and Hill in that she feels interracial marriage is intercultural, this results in unhappy situations. Hartness feels interracial marriages should not be encouraged because of tension caused from mixing cultures. However, she perceives that there is no moral law against interracial marriage. What can be said with certainty is that the fear of intermarriage, erected as a barrier to social fellowship, does harm and thwarts constructive effort far in excess of the actual justification of such fear.

³⁶Ibid., pp. 263, 264.

³⁷Hartness, Georgia, Christian Ethics (New York: Abingdon Press, 1957), p. 171-172.

In America people appear to try to uphold democracy and Christian ideals, but Hartness feels that race discrimination harms our national relations and leads to crime.

A major effect in the domestic scene is what racism does to public respect for the principles of democracy and of Christianity. In both connections there are endless reverberations, which can be touched upon only in the barest mention. When one becomes accustomed to perversions of justice with reference to those of another race, these are likely, before long, not to seem perversions, and the democratic conscience that should be demanding "liberty and justice for all" is dulled into acquiescence. Those on the receiving end of the injustice can scarcely avoid the feeling that democracy is being flouted, and the temptation to flout it in return is strong. Both of these reactions together are responsible for not a little of the domestic unrest and incidence of crime in our society.³⁸

LeMaster discusses racial subculture and marital adjustment indicating social scientists are not convinced there is a distinct subculture of the American Negro. He feels most of the "Negro customs" can be accounted for by reference to social class subculture. For example, the religious behavior with its rhythmic hymns and emotionized worship as being not only characteristic of Negro but of "holy roller" churches of the low-income white culture. This idea may be compared also to the customary mother-centered Negro family with the low-income whites, If this line of analysis is essentially correct, then it follows that interracial marriages are much more likely to succeed if the partners came from similar socioeconomic levels.³⁹

³⁸Ibid., p. 175.

³⁹LeMaster, E. E., Modern Courtship and Marriage (New York; The Macmillan Company, 1957) p. 276.

Baber points out that biologists are now largely in agreement that there are no biological ill effects of race crossing. Socially, however, the effects of intermarriage between widely different races may be profound. In countries where race mixture involves no social stigma the chief result is a blending of the cultures. This is found in parts of Brazil and Puerto Rico. In countries where racial pride is strong on the part of one or more races, intermarriage is likely to cause bitterness and social strife. Such a situation exists in the United States, where the background of Negro slavery has fixed unwavering assurance of superiority in the minds of the whites. This has resulted in laws against marriage between Negroes and whites in 29 states, and in others public opinion is almost as effective as law in preventing such unions.⁴⁰

Research shows that interracial marriage is hard on children of such couples. Baber shows by his research that people may not have children because of the unhappiness to the offspring.

Of all 48 marriages, 16 were childless, only five of which were of three years or less duration. For marriages with a median duration of ten years, this seems a rather low birth performance. Undoubtedly one reason is the realization of the hardship imposed upon the children of such unions.⁴¹

Another part of family relations is the happiness rating of couples of different races. Baber discusses research on happiness rating of the 48 interracial marriages in his study; these were his findings:

⁴⁰Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, Inc., 1953), p. 90.

⁴¹Ibid., p. 94.

As might be expected, the average happiness rating for the total group is not high, being only one-half step above neutral. The rating for intermarriages involving both nationality and religion is somewhat higher, and for those involving religion only, a little higher yet. . . . The greater the color difference, the smaller the chance of happiness.⁴²

Intermarriage (Interfaith): "Interfaith marriages involves the union of two different ways of living and thinking in life's most intimate relationship," writes Bossard and Boll. These differences are very pervasive, and are particularly manifest in patterns of sexual behavior; national origin and social class differences sharpen and re-enforce religious differences. Every interfaith marriage is unique because it unites two distinctive personalities.⁴³

"It seems to be an established fact," reports Landis, "that those people without religious affiliation are a greater marriage risk than those with acknowledged religion, and that the risk of failure in their marriage is even greater than in some combination of marriages that cross religious lines." Landis made a study of mixed marriages among parents of 6,500 school children in Spokane Washington. He found:

24 per cent of the marriages studied ended in divorce when the couple was without religion, as compared to a 17.4 per cent failure in mixed religion marriages. A study of parents of 13,528 Maryland youths found a divorce rate of 17 per cent in homes without religion compared to 15 per cent for mixed marriages. . . . Both men and women with strict religious training have been found to have higher happiness scores in marriages than those whose training was rated "considerable to none."⁴⁴

⁴²Ibid., p. 95

⁴³Bossard, James, H. S., and Boll, Eleanor Stoker, One Marriage, Two Faiths (New York: The Ronald Press Company, 1957), p. 51.

⁴⁴Landis, Paul H., Making the Most of Marriage (New York: Appleton-Century-Crofts, Inc., 1955), p. 167.

Interfaith marriages may cause unhappy homes is Pike's reaction after doing research relating to the subject. He found in the case of mixed marriages two and one-fourth times as much separation and divorce as in the families where there was religious homogeneity. It is not enough to say at the point just before marriage, "Oh, well, ours wouldn't work out that way, because we are in love." It may reasonably be assumed that 90 per cent of all couples involved in the statistical study started out with this conviction or some reasonable facsimile of it. These statistics perhaps supply the reason why in a recent poll, 75 per cent of the Protestants asked were opposed to mixed marriages, though it leaves one surprised that only 54 per cent of the Roman Catholic asked registered objection.⁴⁵

When studies indicate conflict between couples marrying across faith lines, it may be of interest to notice Blood's research as to Protestant and Catholic marriages. He investigated studies which reported that between 1940 and 1950, about 30 per cent of all weddings performed by the Catholic church involved non-Catholic partners. Blood went on to find:

In addition, almost as many more Catholics married outside the church since official Catholic weddings cover hardly more than half the Catholic mixed marriages. In translating into rates per hundred, it means that for the United States as a whole out of each 100 Catholic men, only 58 marry Catholic wives. Of the 42 who marry non-Catholic, 25 do so within the church and 17 are married by a justice of the peace or by a non-Catholic clergyman.⁴⁶

⁴⁵Pike, James A., If You Marry Outside Your Faith (New York: Harper & Brothers, 1954), p. 28.

⁴⁶Blood, Robert O., Jr., Anticipating Your Marriage (Glencoe, Illinois: The Free Press, 1955), p. 45.

Interfaith marriages are of interest from a sociologist's viewpoint, but to make it practical for the individual family, it is interesting to find research as to the attitudes of parents and youth to mixed marriages. Baber has this to say after investigating 642 university students and securing replies from 220 mothers, and 189 fathers relative to mixed marriages:

As to marrying someone of a different religious faith, the young folk were about three times as liberal as were the parents. Is this because the young folk have less regard in general for religion than have their parents, or because they are more tolerant of other religions?⁴⁷

Research studies indicate families protect themselves and their children by carefully surrounding their domestic life with persons who have background interests and ideals similar to their own. A review of a recent study by Zimmerman and Cervantes continues to show how the lack of protection may result in trouble. The study indicated that Jews who marry outside of their faith have greater difficulties than Catholics in maintaining successful marriages. The greater break-up of marriages between protestants and Catholics is well known, but it was discovered that such marriages not merely produce four times as many divorces and desertions, but the partners also have two to three times as many children with at least one arrest for delinquent acts. They likewise have more trouble in keeping their children in the educational system after 16 years of age.⁴⁸

⁴⁷Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, Inc., 1953), p. 124

⁴⁸Zimmerman, Carle C., and Cervantes, Lucius F., "How Do Families Remain Successful?" Family Life, XVIII, No. 12 (December, 1958), pp. 1-2.

In argument of marriage within the same faith, Bossard and Boll feel families are happy because they work at it and because they seek consciously and sensibly to promote happiness. The slogans of religious groups that "families that pray together, stay together" might be restated to say that families that can do things together, plan things together, share and enjoy things together, stay together.⁴⁹

⁴⁹Bossard and Boll, op. Cit., p. 171.

Intermarriage (Intersocial). Intersocial marriage may be between people who have different educational standards, different economical levels, different social class or caste. Social climbing may cause some adjustment of the people involved; Dr. Blood refers to research in regards to this type of mixed marriage. He finds reports which say that one-fourth of all Americans move up from the class in which they were born. Social climbing requires learning the behavior patterns of the new group and unlearning the pattern of the old. The lower class boy must curb his swearing and his "dirty jokes" and his sexual promiscuity. If he is to enter the middle class, he must learn how to study hard, save money, and dress neatly.

Blood feels many marry away from the same social, religious or race group because of several reasons: One might be rebellion against one's family. Others may leave their level seeking social reforms, being sensitive members of the majority group and wish to promote reforms. A third group may be seeking romance in the idea that "opposites attract," feeling it is glamour, mysterious or new excitement to marry outside the family group. A fourth group may marry for personal gain; for example, the war bride who comes to America or the secretary marrying the employer's son.⁵⁰

Landis seems to indicate some of the intersocial marriages are anticipated or at least "hoped for," because in his research on educational levels desired by women and men, he reports:

⁵⁰Blood, op. cit., pp. 38-39.

That only one per cent of the girls studied preferred husbands with less education, 18 per cent wanted equal education, and 81 per cent preferred husbands with superior educational attainment. Nine per cent of the men wanted their wives to have more education and nine per cent less, 82 per cent the same.

.....

A group of New York University students were asked, "Other things being satisfactory, would you marry a person of lower economic rank?" Ninety-three per cent of the men answered "yes." The question was repeated with 2,000 students at Michigan State College in 1947, and with 1,600 students in eleven other colleges in 1952. In the first instance, 94 per cent said "yes," and the second, 93 per cent gave the same answer. Girls in some of these studies were not quite so willing to marry below themselves economically because, as has been implied before, a woman who does not plan to work after marriage is marrying her standard of living. . . .

A second question in these studies also bore directly on the matter of social position and community standing. It was, "All factors being satisfactory, would you marry a person from a family you consider inferior to your own?" Both studies found that over three-fourths of the men would do so, and well over half of the women.⁵¹

⁵¹Landis, Paul H., Making the Most of Marriage (New York: Appleton-Century-Crofts, Inc., 1955), p. 183.

Divorce. People interested in family life appear to be concerned with the increase of divorce in the United States. It not only seems to break up homes, cause sorrow and economic loss, but harms society as it relates to child development. Bowman defines divorce as:

The legal severing of marriage ties which a court recognizes as having existed. The parties formerly married become ex-spouses. In divorce, a bonafide marriage is terminated.⁵²

Sirjomaki found the "peak of divorce" rate was reached in 1946, with divorces granted at the rate of 4.3 per 1,000 population. Stated another way, this was a ratio of 40 divorces for each 100 marriages. Since then they have tapered off somewhat. A rate of one divorce for about every four new marriages seems probable, at any rate, for the immediate years ahead.⁵³

After defining divorce, noting indications of high divorce rate, perhaps the next point to review might be how the age at the time of marriage influences divorce. Baber reviews some studies of divorce in Ohio where there were reports of 8,773 litigants, almost evenly divided as to sex. Of the wives, 54.5 per cent were minors when married. Eighty-one of them were under 15 years of age at marriage. Three-fourths of the group were under 25 years. Only one-seventh were thirty years or over at the time of marriage. Of the husbands, only 20.0 per cent were minors when married, only about one-half were 25, and one-fourth were 30

⁵²Bowman, Henry A., Marriage for Moderns (New York: McGraw-Hill Book Company, Inc., 1954), p. 495.

⁵³Sirjomaki, John, The American Family in the Twentieth Century (Cambridge: Harvard University Press, 1955), p. 165.

or over. The writers concluded that in the Ohio cases the fairly early marriages had a longer duration than either the very early or the very late.⁵⁴

There may have been a time when sociologists might have felt divorce was not considered if children were involved, however, Landis finds divorce is on the increase, even in families where children are involved. In fact, he finds divorce seems to be increasing more rapidly among those with children than among those without; he reports:

In two out of five marriages ending in divorce, one or more children were present. The average number present in fertile marriages was two. A special study in 1948 showed that in 421,000 divorces, 311,000 children under twenty-one years of age were involved.⁵⁵

Along with age, perhaps the maturity of people may have something to do with the divorce rate. Duvall indicates marriage of emotionally immature young people who are motivated by their emancipatory thrusts may be expected to have considerable in-law conflicts; for the young man or woman coming into marriage before he or she is completely weaned from home quite likely parallels his rebellion from his own parents in his relationship with his parents in-laws.⁵⁶

Another cause of divorce might be the remarriage. Family Life magazines noticed studies which show a divorce for one party weakens the strength of the marriage bond, and a second divorce experience greatly

⁵⁴Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, 1953), p. 462.

⁵⁵Landis, Paul H., Making the Most of Marriage (New York: Appleton-Century-Crofts, Inc., 1955), p. 492.

⁵⁶Duvall, Evelyn Milms, In-Laws, Pro and Con (New York: Association Press, 1954), p. 299.

lessens the chance of survival of the marriage. It may well be that the twice-divorced, who are sometimes referred to as the "neurotics," have only about 20 to 25 chances in 100 for a lasting marriage.⁵⁷

If there is to be a decrease in divorce, some methods of cure for the cause should be presented; Duvall and Hill say:

Since the National Conference of Family Life in 1948, a committee of the American Bar Association headed by Judge Paul W. Alexander has been actively formulating a new approach to marriage and divorce laws. . . . They propose a new kind of court based on a new philosophy--sweeping away the "archaic legal philosophy" of punishment for guilt and substituting for it a positive constructive approach which would ask, "What is best for the family?" and hence best for society. . . . Trained personnel of the court would be used to diagnose and if possible heal the breach.⁵⁸

Dr. Landis of Washington State College takes another approach to the cure for divorce, that of community action to ease marital conflict. He reminds one that not all communities can have marriage counselors. However, he cites Oklahoma City which had none, but decided a few years ago that something must be done about divorce. A counseling center was established in which volunteer professional people agreed to counsel free. This family clinic was started in 1947; by 1953, 250 estranged couples had brought their troubles to the clinic; 225 of the couples had been reconciled and the home maintained.⁵⁹

In the final analysis, says Bowman, the most effective remedy for the situation in which marriage and divorce now stand is education--the gradual, slow, tedious, education of a public, part of which is inert and apathetic and not even aware of the need for preparing people for marriage or for departing from timeworn and

⁵⁷"Divorce and Remarriage" (Eugenics Quarterly, June, 1958) from Family Life, Vol, XVIII, No. 10, October, 1958, p. 5.

⁵⁸Duvall, Evelyn Millis, and Hill, Reuben, When You Marry (New York: Association Press, 1953), p. 293.

⁵⁹Landis, op. cit., p. 506.

and threadbare tradition. . . . The advancement of marriage depends also upon the raising of the general cultural level and improving the emotional, social and intellectual adjustment of the individual. . . . Marriage can be no better than the people in it.⁶⁰

Looking toward permanent stability in marriage, Sirjomaki gives an encouraging outlook and challenge for the future. He feels the instability of present marriages stems more from change in values of marital and family living than it does from disorganization in the society, or a general decline of morals among people. Neither of the latter is demonstrably present on an increase today. Not only is there nothing fundamentally wrong with modern marriages, but married people are, as a matter of fact, happier as a group than ever before and hold to higher standards than prevailed in previous periods.

If these contentions are right, then the present public apprehension about divorce, while of course warranted, is nevertheless mis-educated. The energies of the people should be devoted to strengthening marriages at their start and during their course rather than exclusively, as now, to preventing their termination after they have already been broken by marital discord.⁶¹

⁶⁰Bowman, op. cit., p. 515.

⁶¹Sirjomaki, op. cit., p. 191.

Child Development. Training in child development seems to be one of the units which should be taught to both boys and girls in Family Living classes. Among writers who share this thought is Dr. Baber who has observed in his classes a need for the subject. He finds:

It is a paradox of human nature that people falter before simple tasks but attack difficult ones with all the assurance of ignorance. . . . For several years the author has asked certain questions of his students in his course on marriage and the family. One of these on which hundreds of replies have accumulated is, "Are you fairly confident that you understand children well enough to keep on good terms with your own and bring them up well?" Only four per cent of these young people were "doubtful" of their ability to raise their children properly; 68 per cent were "reasonably confident"; 28 per cent were "sure" of their ability. The young men showed more confidence than the young women.⁶²

Frank, in discussing the family as the keystone to mental health, indicates society should take a positive approach to child development. He thinks in order to develop a healthy personality and maintain mentally healthy ways of living, teachers should not think of it as preventive medicine but take a positive approach. Some fruitful ways toward mental health and development of healthy personalities are: First, induct the child into the adult world with genuine respect for his individuality. Second, parents should accept the responsibility of providing the child with care and rearing to each child's needs, capacities and rate of development. Third, do not depend on emphasizing psychiatry or mental hygiene, but look to our enduring goals and values that have been aspired to over the centuries. The true worth of love for little children will translate these aspirations into child care.⁶³

⁶²Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, 1953), p. 268-269.

⁶³Frank, Lawrence K. "The Family Keystone to Mental Health," Journal of Home Economics, XLVIII, No. 8 (October, 1956) p. 614.

Further readings indicate the importance of training of boys and girls in child development is to help them to increase their understanding of children and accept their responsibility of child rearing. Katherine Read who conducts a nursery school in connection with a human relations laboratory at Oregon State College feels that observing children will teach people a great deal about human behavior. She says as to laboratory work in observing children:

We have discovered that if we are to handle children wisely, we must understand something about ourselves. The kind of people we are influences what we do for children.

.....

We have taken a big step forward when we have learned to observe children, to recognize the uniqueness of each individual, to search for the meaning back of an act, to accept the child as he is and have confidence in his growth impulses. . . .

We need all the preparation for parenthood that is available to us. It is perhaps the most important profession that any of us will undertake. . . . It is important because the kind of human beings we bring up will determine the kind of world we have. Perhaps one of the hopeful things is that we are now sure that we can change so-called "character structure". . . . The responsibility belongs to those of us who bring up children.⁶⁴

⁶⁴Read, Katherine H., The Nursery School, A Human Relationships Laboratory (Philadelphia: W. B. Saunders Company, 1950), p. 255-256.

Family Finance. Research readings show there is a need for education in family finance. Feldman indicates there has been a startling growth of American middle-income and middle-rich classes. The number of consumer units (spending units) with incomes in excess of \$4,000, after taxes, increased sharply between 1941 and 1956 (1956 Survey of Consumer Finance, Federal Research Bulletin 42). In 1929, fewer than 20 per cent of the consumer units had incomes of \$4,000 to \$10,000. Now, almost 50 per cent are in this range. Even if one adjusts for the changes in cost of living, there is an increase in the average real income of families and unattached adults of almost 47 per cent in 1955 over 1929. (Adjusted in terms of 1955 dollars, the average family personal income before taxes in 1929 was \$3.760; in 1955, \$5,420.)

It should be noted that this increase average income is family income, not individual income. It points to the growing numbers of family units containing two or more earners.⁶⁵

Spending the family dollar may be a cooperative adventure. Baber notes that it has been demonstrated in various studies that families with modest incomes are just as likely to be happy as wealthy families. This is especially true if spending the family dollar is made a cooperative family venture, in which each member is taken into account as a person, not merely as a consumer. Such practical democracy gives a surprising amount of understanding and self-restraint on the part of the children, which makes for good family relationships. The parents' responsibility

⁶⁵Feldman, Frances Lomas, "A New Look at the Family and Its Money," Journal of Home Economics, XLIX, No. 10 (December, 1957), 768-769.

is great in this matter, for they are the ones who determine chiefly whether or not there is a wholesome attitude toward money in the family. If this is true, parents with the right attitude can give their children a wholesome outlook on money matters that will keep them happy and well-adjusted even in tight circumstances.⁶⁶

Allowance is one way in which the child can learn the value of money and how to handle finances. Baber feels the child should be given a special sum regularly over which he may have complete control. Baber notes:

The allowance system for children is rapidly gaining acceptance. In 1951, a poll by American Institute of Public Opinion revealed that only 27 per cent of the adults polled had received an allowance in their childhood, but 85 per cent of them favored allowances. However, three-fourths of them thought children should earn their allowance by doing work around the house, and interestingly enough, more women than men insisted on this. This poses a question on the nature of family life and each member's participation in it. It has already been pointed out that children who have regular tasks in the home feel themselves important elements in the total family situation.⁶⁷

Money plays a part with the adults of the family. In readings from Feldman one finds the idea that personal ingrained habits of spending are often used in times of marital discord as a point of attack by the partner, even though this is irrational. For example, a husband may be very controlling or commanding with regard to his wife. Actually this may for him be a culturally determined role. He may come from a home in which the father, like others in his social circle, was the

⁶⁶Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, Inc., 1953), p. 437.

⁶⁷Ibid., p. 267

authoritative thrifty provider, as responsible for the financial management of his home as for his business. On the other hand, this controlling disbursement of the money may be a measure of the husband's recollections about hungry youth in a period of economic depression and insecurity.

Money in our American culture is inevitably equated with security, love, deprivation and achievement. It permeates the child's life very early. During the formative years of children the pressures are heavy to meet standards in the peer groups, both of the children and of the parents. Expenses tend to increase steadily through the stormy period of adolescence until the children have finished their education.⁶⁸

LeMasters compares studies on how money affects happiness of married couples. He notes some of the early studies were made on middle class couples, where strain of money may not be so hard. He goes on to show more recent studies where money does seem to reflect on the happiness of married couples. He discusses Terman's study where it was interesting to note that the complaint "insufficient income" was checked more often than other items by both husband and wife in a check list of domestic grievances. He gives some definite results of studies:

In a relatively recent study of 200 happily married and 200 divorced couples, published in 1951, Locke concludes that income is related to marital adjustment in several ways:

1. Fluctuation in income.
2. Agreement or disagreement over the handling of money.
3. Level of economic "expectation."
4. Appreciation of the role of husband, or wife, in providing the income.

⁶⁸Feldman, op. cit., pp. 770-771.

It is interesting that Locke has more than one socioeconomic class in his sample, and that his study is also the only one to compare divorced and happily married couples.⁶⁹

⁶⁹LeMasters, E. E., Modern Courtship and Marriage (New York: The Macmillan Company, 1957), p. 402, 403.

Family Finance (Life Insurance). Life insurance usually plays a part in family security. Readings from family life writers indicate there is a need for more education of the public and future homemakers on the function of insurance to the family. Duvall and Hill say:

Life insurance is like marriage--no family should be without it. Yet to most people it is somewhat of a mystery. They may believe in insurance, but they have little understanding of what it is, when they should take it out, how much and what kind they should have, and with whom they should take it.

The primary purpose of life insurance is the protection of those who are financially dependent in some way upon the insured.⁷⁰

Life insurance may be the least understood expenditure a family makes, yet a well-rounded program of protection is needed. A good protection program will include health, accident and hospital insurance for every member of the family.⁷¹

Bigelow feels the reason for spending is to provide members of the family with goods and services which will satisfy their wants. He feels:

The purpose of a family in buying insurance is not to save money for definite foreseen expenditures. Rather it is to secure adequate contingent reserves against possible eventualities at lower cost than would be required should the family maintain similar reserves with its own savings.⁷²

⁷⁰Duvall, Evelyn M., and Hill, Reuben, When You Marry (New York: Association Press, 1955) p. 227.

⁷¹Ibid., p. 232.

⁷²Bigelow, Howard F., Family Finance (New York: J. B. Lippincott Company, 1953), p. 415.

CHAPTER III

METHODS AND MATERIALS

In order to strengthen the high school classes in family living, some of the reactions of parents' attitudes seemed necessary. This need was evidenced by reactions of students as well as parents.

In the classes some students seemed to feel they were spending their time in a profitable manner; others reflected adverse criticism from home.

From time to time in the community remarks were heard which indicated parents did not understand the purpose of the family living and orientation classes. The writer had the impression that newspaper publicity in the fall and winter of 1957-58 influenced parents to have a doubtful attitude toward family living classes.

Because of this reaction and the feeling that understanding between parents and school would strengthen the family living classes, it was decided to investigate the attitude of parents toward some of the units taught in these courses.

The methods used in securing some of the attitudes of parents was a questionnaire to the parents of the eighth grade students which would be coming to the high school in the fall of 1958. By sending the questionnaire to these parents it was thought they might be a "control" group, ones with an unbiased attitude, because most of them would not have children taking the family living courses, or students in high school.

Questionnaires were also sent to parents of the ninth grade students. This group was just completing one year of "orientation"--the life adjustment class which included family living, health, and driver training.

The third group of parents to receive the questionnaire were parents of senior students. Some of these were parents of the senior family living classes.

In preparing the questionnaire,¹ key incidents of class as well as community reactions were observed. These were condensed to central ideas which seemed necessary to have the reactions of parents--the parents' attitude to homework, honesty of students, career study, driver training, dating, mate selection and preparation for marriage. All of these were important to the planning of effective high school courses. After considering the many units presented to the freshman and senior classes in family living, 42 questions were compiled to be sent to parents of the eighth, ninth and twelfth grade students.

Before sending the inquiry to people of the school community, it was tested by neighbors of the sender. These people were parents of children of similar age to which the survey would be sent. These neighbors made constructive suggestions, indicated the questions which were of interest to them. They reported that it took about 15 to 20 minutes for them to complete the questionnaire.

Full discussion of each detail was made with the high school principal, Mr. Ralph Lackey, and the superintendent of the West Valley

¹See Appendix page.

School District, Mr. Harold Griffith. Both agreed the project might help to correlate the school and home by giving an idea of how parents felt about the new courses offered and what parents expect of the school in training toward Family Living.

Principals and eighth grade teachers of each of the grade schools were advised of the project. Each received a copy of the survey and were asked to make the eighth grade students conscious of the material being sent to their parents.

The questionnaire was mimeographed and mailed to parents. In the letter was enclosed a stamped, self-addressed envelope for the survey to be returned to the sender.

The parents were informed of the teacher's need for information relating to the Family Living and Orientation classes. They were asked to check the enclosed questionnaire and return it at their earliest convenience. No signatures or identification were required. Parents were asked to indicate their completion of education for both father and mother. They were also to indicate which grade their child was at present in school.

The individual feeling of the family for each question was to be indicated in one of five answers: (1) strongly agree, (2) agree, (3) undecided or uncertain, (4) disagree, or (5) strongly disagree.

The questionnaire was mailed to parents the middle of May, 1958. At the time of the mailing, students in the ninth and part of the twelfth grades were shown the questionnaire. They were encouraged to urge their parents to fill out and return the questionnaire.

The last of May the eighth grade students came to the high school for an afternoon of introduction to high school. These students were shown copies of the questionnaire their parents had received and they were asked to remind their parents to return their copy.

After each of these contacts more letters were returned, showing the influence of personal contact.

The letters were sent the last of the school year. There were many activities for the seniors as well as other students. It was a busy season for the farm people of the community. (Most of the parents were farmers or related to agriculture in some way.) By the middle of June the returns were not satisfactory, and it seemed necessary to have more replies. The writer used the telephone, calling approximately 30 people in the community who were known personally, asking whether or not they had returned their questionnaire. If they had, they were asked to call others of their acquaintance and urge their cooperation. This brought some returns. The first of July, 50 questionnaires were sent again to parents in the community asking if they had not returned the questionnaire to do so or to give the form to friends who might not have replied.

On June 9, a community parent meeting was held at the high school. Some favorable and some unfavorable comments had come to the administration regarding the survey. At this meeting the writer explained briefly the purpose of the survey. This seemed to satisfy the patrons. A few more replies to the questions were received after this meeting.

By the last of the summer, 192 of the 348 families contacted had replied. After counseling with advisors at the college, it was decided to use this number for the research. Further contacting of parents might have had a detrimental influence in the community.

The survey was tabulated as to education of parents, and replies to each question. Data on each grade were compiled separately.

Methods and Materials.

The purpose of these procedures was to gain information necessary to answer the questions which would indicate how parents feel toward family living classes. It was hoped these replies would help to strengthen the classes in family living and orientation.

In the questionnaire the parents were asked, "In what grade is your child at present: 8th___ 9th___ 12th___? The replies to each question were tabulated by grade. In order to compare the three grades, a statistical procedure like the following was worked out:

Example:	SA*	A*	U*	D*	SD*	Total
Value each question:	5	4	3	2	1	
Grade 8	29	22	4	2	1	58
Grade 9	43	32	6	4	0	85
Grade 12	24	16	0	0	0	40

(*Note: SA - strongly agree; A - agree; U- undecided or uncertain; D - disagree; SD - strongly disagree.)

The value of each division of replies was determined by assigning weights of 5-4-3-2-1 to each of the sections of the questions: Five

indicated "strongly agreed"; four, "agree"; three, "undecided"; two, "disagree"; and one, "strongly disagree."

Example

$$\begin{array}{r}
 5 \times 29 = 145 \\
 4 \times 22 = 88 \\
 3 \times 4 = 12 \\
 2 \times 2 = 4 \\
 1 \times 1 = \underline{1}
 \end{array}$$

Total 202 Divide this by 58, the total

number of parents replying from the eighth grade to this question, and one index number of 4.31 is obtained. This number may then be used in each case to compare parental reactions to each question. In addition, the total responses to each question from all parents were computed on a percentage basis.

CHAPTER IV

ANALYSIS OF DATA

In order to help understand the attitude of parents to family living and orientation classes in the West Valley High School, a questionnaire was sent to parents of the eighth, ninth and twelfth grades. One copy of the questionnaire was sent to each family.

The survey consisted of 42 statements related to youths' activities at home, study habits, honesty at school, career planning, driver training, dating, mate selection, intersocial marriage, child development, and family finance.

There were 348 questionnaires sent to the parents. These were sent the middle of May, 1958. By the middle of July, 55 per cent had replied (192). Not all of the 192 families replied to each statement. The tabulation was made according to the total number replying to the individual statement.

Parents were asked to indicate individually the extent of education completed for both mother and father.

Tables in this chapter contain data which represents parental responses to the 42 questions in the questionnaire.

TABLE I

PARENTAL RESPONSES TO STATEMENTS CONCERNED
WITH STUDENT'S STUDY LOCATION

Grade	SA	A	U	D	SD	Total	Index Number
8	1	4	9	38	6	58	2.24
9	6	7	15	32	20	80	2.34
12	0	5	2	27	6	40	2.15
Total all grades	7	16	26	97	32	178	2.26
Percentage	.04	.08	.15	.55	.18		

Discussion for Table I.

Of the 178 West Valley parents who answered the statement regarding the children doing all of their study at school, 55 per cent "disagreed" and 18 per cent "strongly disagreed." While 15 per cent indicated "uncertain," only 12 per cent "agreed" with the statement.

Although no statistical comparisons were made, the three groups of parents of eighth, ninth and twelfth grade pupils showed similarity in their over-all responses to this question as indicated by the index score. Eighth grade parents scored 2.24; ninth grade score 2.34; and the twelfth grade was slightly lower with 2.15.

Perhaps one significant observation might be that only seven parents of the 178 strongly felt that students should do all their study at school.

TABLE II

PARENTAL RESPONSES TO STATEMENTS CONCERNED WITH
THE AMOUNT OF HOMEWORK

Grade	SA	A	U	D	SD	Total	Index Number
8	14	30	6	5	5	60	3.71
9	32	35	12	8	3	90	3.72
12	13	20	3	1	2	39	4.05
Total each answer	59	85	21	14	10	189	3.79
Percentage all grades	.31	.45	.11	.08	.05		

Discussion for Table II.

Responses to the question in Table II supported the attitudes of parents as expressed in Table I. Of the 189 parents who answered the statement 76 per cent favored some home study, while 73 per cent indicated in Table I objection to having study limited to the school period. Those who expressed uncertainty were 15 per cent in Table I and 11 per cent in Table II. Parents seemed to favor their children having one to two hours of homework to only studying at school. Only 13 per cent definitely objected to home assignments requiring one to two hours of homework.

When the index numbers for the individual grades are considered, parents of the twelfth graders scored slightly higher (4.05), while those of the eighth and ninth graders were almost the same (eighth: 3.71; ninth: 3.72).

TABLE III

PARENTAL RESPONSES TO STATEMENTS CONCERNED WITH
THEIR RESPONSIBILITY OF SEEING THE STUDENTS
DO PROPER HOME STUDY

Grade	SA	A	U	D	SD	Total	Index Number
8	19	30	7	4	2	62	3.89
9	25	43	5	7	4	84	3.93
12	16	21	1	1	0	39	4.33
Total each answer	60	94	13	12	6	185	4.00
Percentage	.33	.51	.07	.06	.03		

Discussion for Table III.

Most of the 185 mothers and fathers seemed to feel that parents should have responsibility for seeing that high school students do some study at home. The parents appeared to be in favor of accepting this responsibility. A little over 80 per cent were in agreement (33 per cent "SA"; 51 per cent "A"). Seven per cent were "uncertain" as to their attitudes. About 9 per cent disagreed with the idea of parents taking the responsibility of seeing that high school students do proper homework. It might be significant to note six parents "strongly disagreeing" with this statement, while seven seemed to "strongly agree" that all study should be done at school in Table I.

The index number showed the seniors' parents slightly higher in agreement (4.33), with the other two grades slightly lower (3.93) for ninth grade parents and 3.89 per cent for the eighth grade. However, all indicated agreement with the statement.

TABLE IV

PARENTAL RESPONSES TO STATEMENTS CONCERNING
THEIR PROVIDING A QUIET, WELL-LIGHTED
PLACE FOR THE STUDENTS TO STUDY

Grade	SA	A	U	D	SD	Total	Index Number
8	23	35	1	0	1	60	4.32
9	40	40	4	2	1	87	4.22
12	19	19	1	0	0	39	4.51
Total each answer	82	94	6	2	2	186	4.37
Percentage	.44	.51	.03	.01	.01		

Discussion for Table IV.

Ninety-five per cent of the 186 parents reporting on the survey seemed to recognize their responsibility in providing the student with a quiet, well-lighted place to study at home. Of the remaining five per cent, only two per cent "disagreed" and three per cent were "uncertain." In spite of apparent objection of seven and six parents noted in Tables I and III, all but four parents would provide suitable study facilities.

The index score seemed to show the parents of the ninth graders were somewhat less in agreement (4.22) than eighth or twelfth grade parents (eighth: 4.32; twelfth: 4.51). Most parents were definitely in favor of the statement that parents should provide quiet, well-lighted places to study at home.

TABLE V

PARENTAL RESPONSES TO STATEMENTS CONCERNING
STUDENTS LISTENING TO RADIO WHILE STUDYING

Grade	SA	A	U	D	SD	Total	Index Number
8	1	3	11	22	22	59	1.96
9	1	4	20	28	28	81	2.04
12	0	7	9	12	9	37	2.38
Total each answer	2	14	40	62	59	177	2.08
Percentage	.01	.08	.23	.35	.33		

Discussion for Table V.

To the statement, "The student should have a radio going while he studies," two-thirds of the entire group of parents "disagreed" with the statement (35 per cent "disagreed"; 33 per cent "strongly disagreed"). Almost one-fourth were "uncertain," and only nine per cent "agreed." It might be significant that only two parents "strongly agreed" to having a radio going while a student studies.

Compared by grades, the eighth grade parents recorded a stronger disagreement than the other two grades (1.96). Each of the higher grades were progressively nearer agreement (2.04, ninth grade; 2.38 for seniors).

TABLE VI

PARENTAL RESPONSES TO STATEMENT CONCERNING STUDENTS
NOT WATCHING TELEVISION WHILE STUDYING

Grade	SA	A	U	D	SD	Total	Index Number
8	32	13	3	4	8	60	3.95
9	44	23	3	3	8	81	4.13
12	25	7	0	2	4	38	4.23
Total each answer	101	43	6	9	20	179	4.09
Percentage	.57	.24	.03	.05	.11		

Discussion for Table VI.

Over 50 per cent of the parents were "strongly opposed" to their children watching television while studying. Almost another one-fourth "opposed" the idea. Sixteen per cent seemingly favored allowing their children to watch television while studying. Only three per cent expressed "undecided" on the statement.

Eighth grade parents were least in agreement with the idea, their score being 3.95; ninth grade parents were .18 degrees higher (4.13); and twelfth grade slightly higher (4.23).

TABLE VII

PARENTAL RESPONSES TO THE STATEMENT CONCERNING
HIGH SCHOOL STUDENTS BEING TRUSTED TO
GRADE THEIR OWN TEST PAPERS

Grade	SA	A	U	D	SD	Total	Index Number
8	3	2	9	26	20	60	2.07
9	3	12	7	36	26	84	2.17
12	2	5	5	15	12	39	2.23
Total each answer	8	19	21	77	58	183	2.15
Percentage	.04	.10	.11	.43	.32		

Discussion for Table VII.

When asked to describe their attitudes regarding whether students should be trusted to grade their own papers, marking each question correct or wrong, 75 per cent of the parents "disagreed" with the statement (43 per cent "disagreed"; 32 per cent "strongly disagreed"). Fourteen per cent "agreed" to an extent (10 per cent "agreed"; 4 per cent "strongly agreed"). It is interesting to note that 27 parents of the 14 per cent seem to feel their youth might be trusted to grade their own papers. Slightly over 10 per cent were "uncertain" in their replies.

Taking the index number, the parents seem to tend toward the disagreement score, parents of the eighth grade having the lower score (2.07); each of the other grades moved up slightly (ninth grade, 2.17; twelfth grade, 2.23).

TABLE VIII

PARENTAL RESPONSES TO STATEMENT CONCERNING
STUDENT DOING HIS OWN WORK ON A TEST
SHOULD THE TEACHER LEAVE THE ROOM

Grade	SA	A	U	D	SD	Total	Index Number
8	27	28	4	1	0	60	4.35
9	45	38	1	0	0	84	4.52
12	15	19	0	5	0	39	4.13
Total each answer	87	85	5	6	0	183	4.38
Percentage	.48	.47	.02	.03	.0		

Discussion for Table VIII.

Parents seemed to reverse their thinking from what was given in response to statement VII, when they came to the student's honesty in taking tests. Ninety-five per cent agreed to an extent that students should do their own work even if the teacher should leave the room. Three per cent "disagreed," with none "strongly disagreeing." Only 2 per cent were "undecided."

The index score for all three grades was 4.38, indicating a score well in agreement with the statement. Ninth grade parents seemed to be highest in thinking the student should not copy when taking a test (4.52); eighth grade parents were .17 points lower (4.35); while parents of the seniors were .22 lower (4.13).

TABLE IX

PARENTAL RESPONSES TO STATEMENT CONCERNING DISHONESTY
OF STUDENT WHO REGULARLY COPIES
MATHEMATICS PROBLEMS

Grade	SA	A	U	D	SD	Total	Index Number
8	42	15	1	0	2	60	4.58
9	63	18	0	0	3	84	4.64
12	30	8	0	0	1	39	4.68
Total each answer	135	41	1	0	6	183	4.63
Percentage	.74	.22	.0	.0	.04		

Discussion for Table IX.

The parents were close to "strongly agreeing" that a student who copies his mathematics problems from another student is being dishonest and unfair to himself. Of the 183 parents, three-fourths "strongly agreed" and 22 per cent "agreed" it is not fair to the student. It was surprising to find the other four per cent in strong disagreement with the statement. These parents apparently find nothing dishonest in a young person's copying his mathematics problems from another pupil's work. The 6 people who marked their replies in this manner were distributed in each of the three grades surveyed.

Parents of seniors were highest in their "agreement" that students who copy are unfair to themselves (4.68); ninth grade parents dropped slightly to 4.64; and parents of the eighth graders dropped .06 lower (4.58).

TABLE X

PARENTAL RESPONSES TO STATEMENT CONCERNING GUIDANCE TO
FRESHMAN HIGH SCHOOL STUDENTS ON
COLLEGE ENTRANCE REQUIREMENTS

Grade	SA	A	U	D	SD	Total	Index Number
8	29	22	4	2	1	58	4.31
9	43	32	6	4	0	85	4.34
12	24	16	0	0	0	40	4.60
Total each answer	96	70	10	6	1	183	4.39
Percentage	.53	.39	.04	.03	.01		

Discussion for Table X.

Parents seemed to desire guidance for their children to prepare them to meet college entrance requirements. Over 50 per cent of all the 183 "strongly agreed" that it was necessary to have this training given to their youth. Another 39 per cent "agreed," making 89 per cent agreeing in some manner with this statement. Four per cent were "undecided," with another 4 per cent "disagreeing."

This desire seems to increase as the children of the parents moved up from eighth to twelfth grades. It seems before the people have children in high school the parents' score is 4.31 in favor of guidance. With one year of high school training for their children, the index score was slightly higher (4.34). For the parents whose children are in the twelfth grade, this score is nearer "strongly agree," (4.60).

TABLE XI

PARENTAL RESPONSES TO STATEMENT REGARDING THE STUDY
OF TRADE OR BUSINESS SCHOOL REQUIREMENTS

Grade	SA	A	U	D	SD	Total	Index Number
8	20	27	8	3	1	59	4.05
9	31	39	9	4	0	83	4.17
12	9	21	4	3	0	37	3.97
Total each answer	60	87	21	10	1	179	4.09
Percentage	.33	.48	.12	.06	.01		

Discussion for Table XI.

Most of the parents seemed to be in some agreement with the statement that guidance toward trade or business school requirements was necessary. The replies from 179 parents found 81 per cent agreeing; of which, one-third "strongly agreed" and almost one-half "agreed." Only 1 per cent "strongly disagreed" and 6 per cent "disagreed."

The parents of senior students seemed to score lowest with 3.97 in favor of training students in requirements for business school or trade school. Parents of eighth grade students moved up a few points to 4.05, and parents of the ninth graders received an index number of 4.17.

TABLE XII

PARENTAL RESPONSES TO STATEMENT REGARDING
GIVING STUDENTS CAREER GUIDANCE

Grade	SA	A	U	D	SD	Total	Index Number
8	30	26	1	2	0	59	4.42
9	55	27	0	3	0	85	4.57
12	22	17	0	0	0	39	4.56
Total each answer	107	70	1	5	0	183	4.52
Percentage	.58	.38	.01	.03	.0		

Discussion for Table XII.

Career guidance appeared to receive almost complete support from the 183 responding parents. Nearly two-thirds "strongly agreed" and over one-third "agreed" that students should have an opportunity to thoroughly investigate different occupations. Only one person was uncertain and 3 per cent disagreed.

As one might expect, the parents of twelfth graders had a high index number (4.56). They should be interested in careers with children near the age to be seeking a career. Parents of the ninth graders were slightly higher (4.57). As might be presumed, the eighth grade parents had the lowest score (4.42), however they were also in favor of giving guidance through career study to high school students.

TABLE XIII

PARENTAL RESPONSES TO STATEMENT REGARDING STUDENTS
LEARNING TO DRIVE THE AUTOMOBILE FROM PARENTS,
FRIENDS, OR BY TRIAL AND ERROR

Grade	SA	A	U	D	SD	Total	Index Number
8	0	4	5	20	31	60	1.70
9	2	4	4	18	58	86	1.53
12	2	0	3	12	23	40	1.65
Total each answer	4	8	12	50	112	186	1.61
Percentage	.02	.04	.06	.27	.61		

Discussion for Table XIII.

The idea of having youth learn to drive from parents, friends, neighbors, or by trial and error brought responses of disagreement from most of the parents. When the replies from 186 parents were compiled, almost two-thirds (61 per cent) "strongly disagreed" and 27 per cent "disagreed". Since some of the youth may have already learned to drive by this method, some parents may have felt this was adequate.

When the three grades were considered individually it was interesting to see that the parents of the ninth graders had the lowest score (1.53) showing that most disagreed with the statement. This was the group receiving driver training at the time of the questionnaire. The seniors ranked next (1.65), while the parents of students not in high school and probably not driving, scored the closest to agreement (1.70).

TABLE XIV

PARENTAL RESPONSES TO STATEMENT REGARDING DRIVER TRAINING
 PRIMARILY TO PASS DRIVER LICENSE REQUIREMENTS

Grade	SA	A	U	D	SD	Total	Index Number
8	9	23	3	18	4	57	3.26
9	12	24	9	24	7	76	3.14
12	2	16	2	15	2	37	3.11
Total each answer	23	63	14	57	13	170	3.15
Percentage	.14	.38	.08	.33	.07		

Discussion for Table XIV.

The plan of student training "primarily" in knowledge of traffic laws in order to prepare them for passing the driver's license requirements was considered by 170 West Valley parents with divided opinions. When taken as a group, 14 per cent "strongly agreed," 38 per cent "agreed" with the statement and 8 per cent were undecided.

One-third of the parents "disagreed" with giving training primarily on traffic laws, and only 7 per cent "strongly disagreed."

Considering the classes individually, the parents of eighth grade students, who probably were not driving, more strongly favored the statement (3.26). Those of ninth graders were next with 3.14, but parents of seniors who may have had some experience with teen-age driving, had the lowest score (3.11), indicating they might want additional factors introduced in driver training classes.

TABLE XV

PARENTAL RESPONSES TO THE STATEMENT CONCERNING DRIVER
TRAINING STRESSING MOST THE ATTITUDE OF THE DRIVER

Grade	SA	A	U	D	SD	Total	Index Number
8	24	29	3	2	1	59	4.23
9	43	30	2	8	0	83	4.30
12	19	20	0	0	0	39	4.48
Total each answer	86	79	5	10	1	181	4.32
Percentage	.47	.45	.02	.05	.01		

Discussion for Table XV.

As the parents considered another idea in driver training, they seemed to agree in stressing MOST the attitude of the driver. In the replies of 181 parents, almost fifty per cent "strongly agreed," 45 per cent "agreed," and only two per cent were "undecided." Six per cent "disagreed." This seemed to be a change from the statement in Table XIV, but it seems probable that parents feel both are important.

The parents of the eighth graders who may not have children driving, though lowest in agreement with the idea (4.23), scored well on the favorable side. Parents of freshman high school students moved up .07 points (4.30), while parents of twelfth grade students were strongest in agreement (4.48).

TABLE XVI

PARENTAL RESPONSES TO THE STATEMENT CONCERNING
YOUTH DRIVING A CAR AT 15 YEARS OF AGE

Grade	SA	A	U	D	SD	Total	Index Number
8	2	8	5	28	14	57	2.23
9	3	21	11	25	25	85	2.44
12	1	11	9	9	9	39	2.64
Total each answer	6	40	25	62	48	181	2.41
Percentage	.03	.22	.14	.34	.27		

Discussion for Table XVI.

At the time the questionnaire was sent, Washington State law did not permit youth to drive until 16 years of age without a driver's permit. The statement did not indicate any type of permit allowed. With this in mind, it might be surprising to find almost one-fourth of the parents "agreeing" with the statement that high school youth should start driving at 15 years of age. Of the 181 answering, 14 per cent were "undecided." The majority of the group "disagreed" with the idea; 34 per cent "disagreed" and 27 per cent "strongly disagreed." Perhaps the phrase "in the country" caused fewer to disagree.

The index number for the parents by grade showed a tendency toward disagreement. The parents of the eighth graders disagreed most to the statement (2.23). Each of the other grades moved closer to agreement: ninth grade (2.44), twelfth grade (2.64).

TABLE XVII

PARENTAL RESPONSES TO STATEMENT RELATING TO FRESHMAN HIGH
SCHOOL STUDENTS DATING WITHOUT ADULT CHAPERONES

Grade	SA	A	U	D	SD	Total	Index Number
8	1	23	10	19	8	61	2.80
9	4	42	9	14	14	83	3.09
12	2	21	9	5	3	40	3.34
Total each answer	7	86	28	38	25	184	3.05
Percentage	.03	.47	.15	.21	.14		

Discussion for Table XVII.

Half of the 184 parents polled seemed to agree that freshman high school students might be trusted to have dates without adult chaperones. However, their agreement was not strong, only 3 per cent "strongly agreed," 47 per cent "agreed" with the statement, 15 per cent were "uncertain." Over one-third "disagreed." Of this third, 14 per cent "strongly disagreed," and 21 per cent "disagreed."

Parents of the pre-high school students were close to disagreement with the idea of unchaperoned dating for freshmen. They had an index score of 2.80. Parents of the freshman students appeared to be undecided in their attitude (3.09). The parents of seniors were closer to agreeing with a score of 3.34. Perhaps these scores indicated the parents feelings were influenced by the age of their child.

TABLE XVIII

PARENTAL RESPONSES TO STATEMENT CONCERNING PARENTS GIVING
TRAINING AS TO WHEN THE CHILD STARTS DATING

Grade	SA	A	U	D	SD	Total	Index Number
8	14	22	14	12	0	62	3.61
9	22	26	14	20	0	82	3.61
12	3	20	8	5	3	39	3.38
Total each answer	39	68	36	37	3	183	3.56
Percentage	.22	.37	.20	.20	.01		

Discussion for Table XVIII.

With regard to their feelings to the family's giving all the training as to when the student should start dating, over 50 per cent of the parents either "strongly agreed" or "agreed" (22 per cent "strongly agreed," and 37 per cent "agreed"). Twenty per cent were "undecided." This was a larger score of uncertainty than was found in the previous statement relating to unchaperoned dates (Table XVII). Another 20 per cent "disagreed," and only 1 per cent "strongly disagreed."

When the scores of the replies were considered by grades, parents of the eighth and ninth grade students were together with an index number of 3.61, indicating slightly past the "undecided" with a tendency to agree. Parents of senior high school students tended slightly toward the "undecided" with a score of 3.38. It seems they might feel the need of training in addition to that in the home.

TABLE XIX

PARENTAL RESPONSES TO STATEMENT RELATING TO DISCUSSION
OF STEADY DATING IN HIGH SCHOOL CLASSES

Grade	SA	A	U	D	SD	Total	Index Number
8	9	30	10	5	4	58	3.60
9	17	47	9	6	1	80	3.91
12	8	20	7	4	0	39	3.82
Total each answer	34	97	26	15	5	177	3.79
Percentage	.19	.55	.15	.08	.03		

Discussion for Table XIX.

Almost one-fifth of the 177 parents replying seemed to indicate they "strongly agreed" with the statement that free discussion in school of the pros and cons of steady dating might lead to wise decisions. Another 55 per cent "agreed" with the idea, fifteen per cent were "undecided," and slightly over 10 per cent disagreed (8 per cent "disagreed," and 3 per cent "strongly disagreed."

The parents may have been hopeful their children would come to a wise decision, or they trusted youth to make their own decision when given proper guidance and hoped the school would give this. Parents of ninth grade students scored the highest with 3.91. Senior parents were next with 3.82. Eighth grade parents, whose students had probably not had any school guidance in dating were least in agreement with the idea (3.60).

TABLE XX

PARENTAL RESPONSES TO THE STATEMENT CONCERNING HOME AND
SCHOOL GIVING TRAINING RELATING TO YOUTHS' DATING

Grade	SA	A	U	D	SD	Total	Index Number
8	16	36	5	1	1	59	4.10
9	41	37	3	3	0	84	4.34
12	14	24	1	0	0	39	4.33
Total each answer	71	97	9	4	1	182	4.26
Percentage	.39	.53	.05	.02	.01		

Discussion for Table XX.

Of the 182 parents who answered the questionnaire, 92 per cent seemed to approve of the school and home working together in giving training on dating to young people. Thirty-nine per cent "strongly agreed" with the idea, over 50 per cent "agreed," only 5 per cent were "undecided," and 3 per cent "disagreed." Only one person "strongly disagreed."

Investigating the group by grades the ninth grade parents had slightly higher index number (4.34), seniors' parents were next with 4.33, and eighth grade parents dropped to 4.01. All showed agreement with the parents of students in the eighth grade in the least agreement.

TABLE XXI

PARENTAL RESPONSES TO THE STATEMENT "ALL SEX
EDUCATION SHOULD BE GIVEN IN THE HOME"

Grade	SA	A	U	D	SD	Total	Index Number
8	3	4	9	33	10	59	2.27
9	5	3	7	56	14	85	2.16
12	0	1	3	25	9	38	1.90
Total each answer	8	8	19	114	33	182	2.14
Percentage	.04	.04	.11	.63	.18		

Discussion for Table XXI.

From the replies of 182 parents it is obvious that most of them do not favor the idea of all sex education being given in the home. Two-thirds "disagreed" and 18 per cent "strongly disagreed"; of this group, 11 per cent were "undecided," while only 4 per cent "agreed," and the other 4 per cent "strongly agreed."

It would seem that as the students advanced in school the parents disagreed more firmly with the idea that for the good of the child, all sex education should be given in the home. The parents of the eighth graders polled an index number of 2.27, indicating disagreement. Parents of the freshmen students were 2.16, scoring stronger disagreement, and parents of the seniors had a statistical average of 1.90, indicating the most disagreement to the idea. In looking at the number agreeing with the idea, parents of only one senior agreed.

TABLE XXII

PARENTAL RESPONSES TO STATEMENT RELATING TO GIVING SEX EDUCATION
IN MIXED CLASSES (BOYS AND GIRLS TOGETHER)

Grade	SA	A	U	D	SD	Total	Index Number
8	2	10	11	19	18	60	2.32
9	7	18	22	16	20	83	2.71
12	4	14	9	5	6	38	3.13
Total each answer	13	42	42	40	44	181	2.67
Percentage	.07	.23	.23	.22	.25		

Discussion for Table XXII.

The attitude of parents, as to giving sex education in mixed classes (boys and girls together), was nearly equally divided among those who "agreed," were "undecided," "disagreed," and "strongly disagreed," with only 7 per cent who "strongly agreed." With almost 50 per cent disagreeing to some degree, one might assume it is not generally accepted that parents would approve of sex being taught in mixed classes. The 23 per cent "undecided" may also indicate a number of parents who are at least not in favor of such classes.

Eighth grade parents were in strongest disagreement, 2.32, perhaps indicating, as they have in other tables, more need to protect their youth. The parents of the ninth grade were next, 2.71, a slight increase in agreement. Seniors' parents were somewhat close to agreement with 3.13.

TABLE XXIII

PARENTAL RESPONSES TO THE STATEMENT CONCERNING SEX
EDUCATION TO YOUTH BY HOME AND SCHOOL

Grade	SA	A	U	D	SD	Total	Index Number
8	12	41	3	1	2	59	4.00
9	31	43	4	2	2	82	4.21
12	9	29	0	0	0	38	4.23
Total each answer	52	113	7	3	4	179	4.15
Percentage	.29	.63	.04	.02	.02		

Discussion for Table XXIII.

The plan of teaching sex education through a combination of home and school appears to meet favorably with most of the 179 parents who replied to this statement. Nearly two-thirds "agreed," and 29 per cent "strongly agreed;" only 4 per cent were "undecided," and 4 per cent "disagreed."

The mothers and fathers of the younger children continue to have a lower index number showing less agreement (eighth grade: 4.00). Parents of both ninth and twelfth grades were almost the same in agreement (ninth, 4.21; twelfth, 4.23). They seemed to approve the school's helping with training in sex education.

TABLE XXIV

PARENTAL RESPONSES TO THE STATEMENT CONCERNING PERSONALITY
STUDY AND ITS RELATIONSHIP TO MATE SELECTION

Grade	SA	A	U	D	SD	Total	Index Number
8	5	34	12	4	4	59	3.54
9	20	43	18	5	3	89	3.80
12	5	27	3	3	0	38	3.89
Total each answer	30	104	33	12	7	186	3.74
Percentage	.16	.57	.18	.06	.03		

Discussion for Table XXIV.

Responses of 186 parents seemed to favor classroom study of personality traits which might make for happy marriage. Over 50 per cent "agreed" and 16 per cent "strongly agreed" with the statement. Only 9 per cent disagreed (6 per cent "disagreed" and 3 per cent "strongly disagreed"), and 18 per cent were "uncertain." These last three divisions totaled over one-fourth of the parents who did not agree in some manner with the statement.

The index number was well past "uncertain" (3 points) for all three grades of parents surveyed. As in most of these statements, the eighth grade parents ranked the lowest with 3.54, a trend toward agreement. The freshmen parents moved up to 3.80; fathers and mothers of seniors were close to "agree" with 3.89 index average. Taken as a group, they would probably agree to these areas being included in family living classes for their youth.

TABLE XXV

PARENTAL RESPONSES TO THE STATEMENT RELATING TO FAMILY LIVING
CLASSES ENCOURAGING YOUTH TO POSTPONE MARRIAGE
UNTIL AFTER MILITARY SERVICE

Grade	SA	A	U	D	SD	Total	Index Number
8	4	21	26	6	1	58	3.36
9	8	29	38	5	2	82	3.44
12	4	23	8	2	0	37	3.78
Total each answer	16	73	72	13	3	177	3.49
Percentage	.09	.41	.41	.08	.01		

Discussion for Table XXV.

The responses of 177 parents to the statement relating to family living classes encouraging couples to wait until after military service to be married seemed to indicate doubt with a slight trend toward agreement. There were 41 per cent "undecided," the highest "undecided" score for the entire questionnaire. Fifty per cent agreed in some manner (41 "agreed," 9 "strongly agreed"). Less than 10 per cent disagreed in any way.

The grades' individual scores were well toward "undecided." The parents of the eighth graders were lowest with 3.36, the freshman group being slightly higher with 3.44; and the twelfth grade parents up to close to agreement with 3.78.

TABLE XXVI

PARENTAL RESPONSES TO STATEMENT CONCERNING EXTENDING LENGTH
OF COURTSHIP AFTER STUDY OF MEANING OF MARRIAGE

Grade	SA	A	U	D	SD	Total	Index Number
8	1	36	13	6	3	59	3.44
9	7	44	16	8	3	78	3.56
12	3	26	8	1	0	38	3.81
Total each answer	11	106	37	15	6	175	3.58
Percentage	.06	.61	.21	.09	.03		

Discussion for Table XXVI.

Over two-thirds of the parents seemed to have confidence that family living classes might extend the time of courtship by teaching the meaning of engagement. Of the 175 mothers and fathers replying to the statement, 61 per cent "agreed," 6 per cent "strongly agreed," 21 per cent were "undecided," and 12 per cent "disagreed" (9 "disagreed and 3 "strongly disagreed).

Of the parents of seniors, only one disagreed. Perhaps the family living class may have influenced their attitudes or they may have been affected by the actions of older youth. When the index number was taken, the seniors were closer to agreement with 3.81. Freshmen dropped to 3.56, a few points above the average for uncertainty. The parents of the eighth graders who have had no experience with family living classes were 3.44, indicating a slight trend toward agreement.

TABLE XXVII

PARENTAL RESPONSES CONCERNING TRAINING
IN MARRIAGE LOWERING DIVORCE RATES

Grade	SA	A	U	D	SD	Total	Index Number
8	6	42	6	3	2	59	3.79
9	21	52	8	1	1	83	4.09
12	14	20	4	0	0	38	4.26
Total each answer	41	114	18	4	3	180	4.03
Percentage	.23	.64	.10	.02	.01		

Discussion for Table XXVII.

The response of 180 parents indicated 87 per cent in agreement that family living classes should help to lower divorce rates by giving students an understanding of what is involved in marriage. Sixty-four per cent "agreed;" 23 per cent "strongly agreed." Ten per cent were "undecided," this was the lowest per cent in "undecided" of the four statements relating to the attitude of parents to youth's mate selection. Only 3 per cent "disagreed" in any way with the idea.

None of the parents of the seniors disagreed, although 4 were undecided. Taken as an index number the senior parents showed over the "agreed" score with 4.26. Ninth grade parents were in the agreed classification with 4.09. Even the 3.79 average of the eighth grade parents indicated their attitude was in favor of the idea.

TABLE XXVIII

PARENTAL RESPONSES TO STATEMENT "I WOULD NOT OBJECT
TO MY CHILD MARRYING ONE OF ANOTHER RACE"

Grade	SA	A	U	D	SD	Total	Index Number
8	2	5	8	12	32	59	1.86
9	2	2	8	14	55	81	1.54
12	0	2	2	10	25	39	1.51
Total each answer	4	9	18	36	112	179	1.70
Percentage	.02	.05	.10	.20	.63		

Discussion for Table XXVIII.

The attitudes of West Valley parents toward intersocial marriage appeared to represent very strong feelings on some of the questions. When asked as to their objections to the child marrying a person of another race, the objections were strong in opposition. The attitude of 179 parents indicated 63 per cent "strongly disagreed." One-fifth "disagreed," ten per cent were "undecided," 5 per cent "agreed" and 2 per cent "strongly agreed" with the idea of their child marrying a person of another race.

Even though all three classes disagreed, the eighth grade parents had the least disagreement with 1.86. Fathers and mothers of ninth grade students moved toward "strongly disagree" (1.54). The seniors' parents were within .51 of the "strongly disagree" index number (1.51).

TABLE XXIX

PARENTAL RESPONSES TO THE STATEMENT "I WOULD NOT OBJECT
TO MY CHILD MARRYING A PERSON OF THE NEGRO RACE"

Grade	SA	A	U	D	SD	Total	Index Number
8	3	1	5	10	40	59	1.59
9	1	0	3	13	65	82	1.28
12	0	2	1	6	29	38	1.37
Total each answer	4	3	9	29	134	179	1.40
Percentage	.02	.02	.05	.16	.75		

Discussion for Table XXIX.

Strongest disagreement was most expressed in response to the idea of the child marrying one of a Negro race. When the 179 replies were compiled, 75 per cent "strongly disagreed," 16 per cent "disagreed" and 5 per cent were "undecided." It is interesting to note 2 per cent "strongly agreed" and the same per cent "agreed." With only one Negro family in the community who might have answered the survey, even this low percentage might be significant.

The parents of the ninth grade group were stronger in their opposition than either of the other grades with 1.28 index number. Next in disagreement were mothers and fathers of the seniors (1.37). With their children a little further from marriageable age, the eighth grade parents registered 1.59 disagreement.

TABLE XXX

PARENTAL RESPONSES TO THE STATEMENT RELATING TO THE CHILD
MARRYING A PERSON OF ANOTHER RELIGION

Grade	SA	A	U	D	SD	Total	Index Number
8	4	17	13	14	10	58	2.84
9	4	24	19	17	21	85	2.61
12	3	17	5	7	5	37	3.16
Total each answer	11	58	37	38	36	180	2.78
Percentage	.06	.32	.20	.21	.21		

Discussion for Table XXX.

The attitudes of parents of West Valley were asked regarding interfaith marriage, such as marriage between Catholic and Protestant, or Jewish and Protestant. Taking the percentage for 180 replies, the attitudes were found to be fairly equally divided. Almost one-third "agreed," 6 per cent "strongly agreed." Twenty per cent were "undecided," 21 per cent "disagreed," and another 21 per cent "strongly disagreed."

Combining the 42 per cent in disagreement with 20 per cent "undecided" indicates that two-thirds of the parents seemed to oppose the idea to some degree. Parents of ninth graders with a score of 2.61 appeared to disagree more than parents of either of the other grades. Parents of eighth grade students were next with the score of 2.84, which was closer to "uncertain." Parents of the seniors appeared to be closer to agreement with a 3.16 index figure which is slightly past the "undecided" point.

TABLE XXXI

PARENTAL RESPONSES TO THE STATEMENT CONCERNING THE MARRIAGE
OF ONE OF THEIR CHILDREN TO A PERSON OF HIGHER
SOCIAL AND FINANCIAL RANK

Grade	SA	A	U	D	SD	Total	Index Number
8	4	22	19	9	4	58	3.22
9	8	36	24	10	2	80	3.47
12	4	16	10	7	1	38	3.39
Total each answer	16	74	53	26	7	176	3.38
Percentage	.09	.42	.30	.15	.04		

Discussion for Table XXXI.

The parents of West Valley might be considered to be in the middle to low middle class grouping of society. This may have some significance in reviewing their attitudes regarding their child's marrying a person of higher financial and social rank. About fifty per cent agreed (9 per cent "strongly agreed," and 42 per cent "agreed"). Almost one-third were "undecided," 15 per cent "disagreed," and only 4 per cent "strongly disagreed."

Grouping the responses of the 176 by grades showed the index number in the middle range which is assigned to "undecided." Parents of the eighth grade had the lowest number with 3.22. Parents of the twelfth grade were next with 3.39 and the ninth grade parents seemed closer to agreement with 3.47.

TABLE XXXII

PARENTAL RESPONSES TO THE STATEMENT RELATING TO MARRIAGE
BELOW THE SOCIAL STANDARD, PROVIDED THERE IS LOVE

Grade	SA	A	U	D	SD	Total	Index Number
8	10	31	12	3	2	58	3.76
9	16	45	14	5	1	81	3.86
12	7	22	3	4	2	38	3.73
Total each answer	33	98	29	12	5	177	3.80
Percentage	.19	.56	.16	.06	.03		

Discussion for Table XXXII.

The West Valley parents seemed to approve of their children's marrying below their social standard, "if the couple loved each other." The replies of the 177 parents showed a total of 75 per cent who seemed to agree, 19 per cent who "strongly agreed" and 56 per cent who "agreed." Sixteen per cent were "undecided," and 9 per cent disagreed in some manner (6 "disagreed," and 3 "strongly disagreed"). The phrase "as long as the couple loves each other" probably influenced their attitudes, thus causing the favorable score.

All three groups favored this statement slightly more than they did marriage to a higher class as mentioned in Table XXXI. Seniors had the lower score of 3.73, indicating least agreement. Eighth grade parents were slightly higher with 3.76. The freshmen's parents were closer to agreement, regarding the idea, with a score of 3.86.

TABLE XXXIII

PARENTAL RESPONSES TO THE STATEMENT CONCERNING THE
TEACHING OF CHILD DEVELOPMENT TO BOYS AND
GIRLS OF HIGH SCHOOL

Grade	SA	A	U	D	SD	Total	Index Number
8	7	33	17	1	1	59	3.74
9	11	42	22	6	1	82	3.68
12	6	27	5	1	0	39	3.97
Total each answer	24	102	44	8	2	180	3.77
Percentage	.13	.57	.25	.04	.01		

Discussion for Table XXXIII.

Parents' responses to the statement related to teaching child development to high school boys and girls indicated acceptance and emphasis should be placed on emotional and psychological reactions.

The percentage for the 180 reporting indicated a majority in agreement (13 per cent "strongly agreed," and 57 per cent "agreed"). One-fourth was "undecided," and only 5 per cent "disagreed" in any manner.

When the index numbers were figured for the group comparing the three grades, again one notes that the parents of the senior class, who have the experience with a class in child development study, had the highest score of agreement with 3.97. Parents of the lower grades dropped with the eighth grade, 3.74, and freshmen indicated a score of 3.68, these still tending to agree, but showing some "undecided" or "disagreement." This seems to be evidence that the classes should be taught to seniors.

TABLE XXXIV

PARENTAL RESPONSES TO THE STATEMENT RELATING TO TEACHING
FAMILY FINANCE TO FRESHMAN HIGH SCHOOL STUDENTS

Grade	SA	A	U	D	SD	Total	Index Number
8	12	28	14	4	2	60	3.73
9	16	34	16	12	6	84	3.50
12	7	16	9	7	0	39	3.59
Total each answer	35	78	39	23	8	183	3.60
Percentage	.19	.43	.21	.13	.04		

Discussion for Table XXXIV.

The response of the parents of West Valley students regarding the teaching of family finance to freshmen in high school indicated a favorable attitude. When 183 replies were considered, two-thirds agreed (19 "strongly agreed," and 43 "agreed"). One-fifth was "uncertain," 13 per cent "disagreed," and 4 per cent "strongly disagreed."

When the index number was taken for the group by grade, the parents of the eighth graders scored the highest with 3.73, indicating near agreement with the statement. The next highest score was from parents of seniors with 3.59. The parents of freshmen, with a score of 3.50, seemed least in favor of having their children take the course.

TABLE XXXV

PARENTAL RESPONSES TO THE STATEMENT CONCERNING
FAMILY FINANCE BEING TAUGHT TO SOPHOMORES
AND JUNIORS IN HIGH SCHOOL

Grade	SA	A	U	D	SD	Total	Index Number
8	6	26	15	9	1	57	3.47
9	8	45	13	12	3	81	3.53
12	4	15	11	8	0	38	3.39
Total each answer	18	86	39	29	4	176	3.48
Percentage	.10	.49	.22	.17	.02		

Discussion for Table XXXV.

Responses to the statement regarding sophomore or junior courses in family finance indicate parents seem more "undecided." The 176 replying to the survey showed only 49 per cent "agreed," 10 per cent "strongly agreed," and 22 per cent were "undecided." However, only 17 per cent "disagreed," and 2 per cent "strongly disagreed."

The index score of agreement for all three groups was .12 points lower than the average for the replies regarding the teaching of the course to freshmen (Table XXXIV, index average, 3.60; Table XXXV, index average, 3.48). The parents of freshmen had the highest score with 3.53. Eighth graders' parents were next highest with 3.47; parents of seniors seemed least in favor of the statement with 3.39.

TABLE XXXVI

PARENTAL RESPONSES TO THE STATEMENT RELATING TO TEACHING
FAMILY FINANCE TO SENIOR STUDENTS IN HIGH SCHOOL

Grade	SA	A	U	D	SD	Total	Index Number
8	12	24	13	6	3	58	3.62
9	24	37	9	7	4	81	3.86
12	12	15	8	2	0	37	4.00
Total each answer	48	76	30	15	7	176	3.81
Percentage	.27	.44	.17	.08	.04		

Discussion for Table XXXVI.

The statement, "A unit in family finance is a 'must' for senior students," drew an expression of a favorable opinion from 176 parents who answered the survey. Almost three-fourths were in favor (27 per cent "strongly agreed," and 44 per cent "agreed"). Fewer were "undecided" (17 per cent) than those listed in Tables XXXIV or XXXV, where the subject was suggested for eighth, ninth and tenth grades. Only 12 per cent "disagreed" with the statement. This statement was worded to stress the need for a unit in family finance for senior students. With this in mind, it may be significant that the parents still replied in favor of the idea.

Of the three grades, the seniors' parents had the strongest agreement index number with 4.00. Ninth grade parents were next with 3.86, and eighth grade with 3.62; all appeared close to agreement.

TABLE XXXVII

PARENTAL RESPONSES TO THE STATEMENT RELATING TO CHILDREN
LEARNING THE VALUE OF MONEY BY EARNING THEIR OWN MONEY

Grade	SA	A	U	D	SD	Total	Index Number
8	39	22	0	0	0	61	4.60
9	61	25	0	0	0	86	4.71
12	32	7	0	0	0	39	4.82
Total each answer	132	54	0	0	0	186	4.70
Percentage	.71	.29	.0	.0	.0		

Discussion for Table XXXVII.

The one statement of the entire questionnaire with which all parents agreed was the one that young people find the value of money by earning part of their own money. The percentage of replies from 183 parents indicated a favorable attitude with three-fourths "strongly agreed," and the other one-fourth "agreed."

In all three grades, parents had an index number well in the agreement score, with the seniors score being the highest, 4.82, almost to "strongly agree." Freshmen had a slightly lower score with 4.71, and the eighth graders a few points lower with 4.60.

TABLE XXXVIII

PARENTAL RESPONSES TO THE STATEMENT CONCERNING CHILDREN BEING
GIVEN AN ALLOWANCE AND ALLOWED TO SPEND IT AS THEY SEE FIT

Grade	SA	A	U	D	SD	Total	Index Number
8	4	25	6	18	5	58	3.08
9	7	44	8	16	7	82	3.34
12	3	14	6	14	2	39	3.05
Total each answer	14	83	20	48	14	179	3.20
Percentage	.08	.46	.11	.27	.08		

Discussion for Table XXXVIII.

The statement, "Children should be given an allowance to spend as they might desire," brought divided opinions from the West Valley parents. Taking the percentage for the entire group of 179 parents, there were fewer than fifty per cent "agreeing," only 8 per cent "strongly agreed." About 10 per cent were "undecided, 27 per cent "disagreed," and 8 per cent "strongly disagreed."

The index numbers showed an "uncertain" attitude. However, when the replies were analyzed by percentage, it seems the parents were divided in extent of their agreement. The parents of the twelfth grade students had the lowest average score, 3.05. Mothers and fathers of the eighth graders were slightly higher, 3.08, and parents of ninth graders moved a little closer to agreement. Perhaps the phrase "to spend as he sees fit," increased disagreement for some and others do not approve of giving an allowance.

TABLE XXXIX

PARENTAL RESPONSES TO STATEMENT RELATING TO THE CHILD WHO OVERSPENDS HIS ALLOWANCE, BORROWS AND REPAYS HIS PARENTS FROM THE NEXT WEEK'S ALLOWANCE

Grade	SA	A	U	D	SD	Total	Index Number
8	19	36	2	0	3	60	4.13
9	33	42	6	2	1	84	4.23
12	5	30	3	1	0	39	4.00
Total each answer	57	108	11	3	4	183	4.15
Percentage	.31	.60	.07	.01	.01		

Discussion for Table XXXIX.

Parents seemed to agree that young people should repay their parents if they overspend their allowance and borrow from their parents. The statement indicated the loan should be paid from the next week's allowance. As the 189 responses were compiled, 91 per cent of the parents were in favor of the idea; of these, 31 per cent "strongly agreed" and 60 per cent "agreed." Seven per cent were "undecided, with only 2 per cent divided between "disagreed" and "strongly disagreed."

Even though "agreeing," the parents of the eighth grade students with a score of 4.13, had a lower average than the parents of the ninth grade with 4.23. Parents of the seniors were lower than either of the other grades in agreeing to the statement about repaying borrowed money; the score of the seniors was 4.00. (Perhaps they had had more experience, and some felt unable to be consistent in theory and in practice).

TABLE XL

PARENTAL RESPONSES TO THE STATEMENT RELATING TO THE FATHER'S
AUTHORITY AS TO HANDLING THE FAMILY INCOME

Grade	SA	A	U	D	SD	Total	Index Number
8	3	10	9	33	2	57	2.63
9	9	24	12	29	6	80	3.01
12	3	10	7	16	3	39	2.84
Total each answer	15	44	28	78	11	176	2.85
Percentage	.09	.25	.16	.44	.06		

Discussion for Table XL.

It would have been interesting to know how individual parents responded to the statement, "Father should have more authority as to how the family income should be spent since he earns the money." Whether the last part of the statement, "since he earns the money," had any bearing on the replies is not known. Half of the 176 parents taken as a group disapproved to an extent; 44 per cent "disagreed," 6 per cent "strongly disagreed," and 16 per cent were "undecided." Only 25 per cent "agreed," and 9 per cent "strongly agreed."

Eighth graders' parents had the lowest score, 2.63, tending toward disagreeing. Parents of the seniors had an index number of 2.84; parents of ninth graders had a higher score of 3.01. The survey seems to indicate there is more division between agreement and disagreement than there is an "undecided" attitude.

TABLE XLI

PARENTAL RESPONSES TO THE STATEMENT RELATING TO
FATHER, MOTHER AND CHILDREN PLANNING THE
SPENDING OF THE FAMILY INCOME

Grade	SA	A	U	D	SD	Total	Index Number
8	7	36	5	8	3	59	3.61
9	23	32	11	13	4	83	3.69
12	8	26	2	3	0	39	4.00
Total each answer	38	94	18	24	7	181	3.73
Percentage	.21	.53	.09	.13	.04		

Discussion for Table XLI.

The idea of the family's planning together the spending of their income was accepted by three-fourths of the 181 who replied. Of this group agreeing, 53 per cent "agreed," and 21 per cent "strongly agreed"; nine per cent were "undecided," 13 per cent "disagreed," and 4 per cent "strongly disagreed." Perhaps some of the parents who disagreed were among the ones who favored father doing all the money management, as mentioned in Table XL.

Parents of the seniors appeared to agree to the statement with an index number of 4.00. Mothers and fathers of the ninth graders scored somewhat lower with 3.69, and eighth grade parents were eight points lower with 3.61.

TABLE XLII

PARENTAL RESPONSES TO THE STATEMENT RELATING TO TEACHING
LIFE INSURANCE TO HIGH SCHOOL STUDENTS

Grade	SA	A	U	D	SD	Total	Index Number
8	6	33	10	4	1	54	3.90
9	15	45	22	1	4	87	3.76
12	9	24	4	2	0	39	4.02
Total each answer	30	102	36	7	5	180	3.86
Percentage	.16	.57	.20	.04	.03		

Discussion for Table XLII.

Almost three-fourths of the 180 parents who responded to the statement, "Life insurance and its relation to the family should be taught to high school students," favored the idea; 57 per cent "agreed," and 16 per cent "strongly agreed." Even though the majority agreed, 20 per cent were "undecided," and only 7 per cent disagreed.

Each grade group of parents agreed to the teaching of life insurance to high school students. Twelfth grade parents had the highest agreement with an index number of 4.02. Parents of the eighth graders were next with a score of 3.90, and parents of the freshmen scored well over the "undecided" score with 3.76. It might be presumed the course would be taught to the senior class and the parents of seniors seemed to accept the idea.

TABLE XLIII

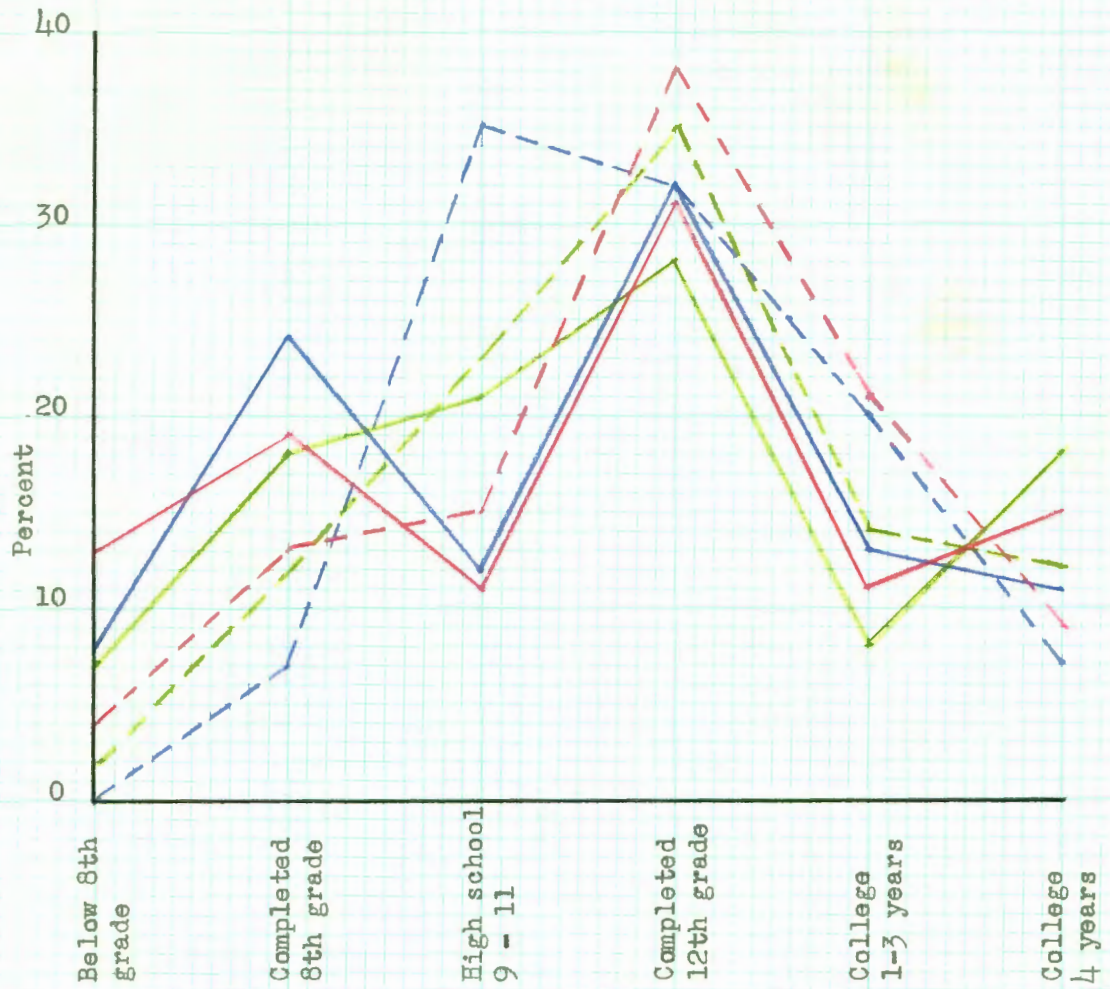
EDUCATIONAL LEVEL OF PARENTS REPORTING FROM SURVEY OF WEST VALLEY PARENTS

Parents	Below 8th Grade	Finish 8th Grade	Finish 9th to 11th Grade	Finish 12th Grade	Finish 1 to 3 yrs. College	Finish 4 years College	Total
Father of 8th grader	7	10	6	16	6	8	53
Percentage	.13	.19	.11	.31	.11	.15	
Mother of 8th grader	2	7	8	20	11	5	53
Percentage	.04	.13	.15	.38	.21	.09	
Fathers of 9th graders	5	13	15	20	6	13	72
Percentage	.07	.18	.21	.28	.08	.18	
Ninth grade mothers	2	10	20	30	11	10	83
Percentage	.02	.12	.24	.36	.14	.12	
Twelfth grade fathers	3	9	4	12	5	4	37
Percentage	.08	.24	.11	.33	.13	.11	
Twelfth grade mothers	0	3	14	12	8	3	40
Percentage	.0	.075	.35	.30	.20	.075	
Total all parents	19	52	67	110	47	43	338
Percentage Fathers	.09	.20	.15	.30	.10	.16	100
Percentage Mothers	.02	.11	.24	.35	.18	.10	100
Percentage of all parents	.05	.15	.20	.33	.14	.13	100

Discussion for Table XLIII.

The parents were asked to indicate their individual educational completion for both fathers and mothers. Table XLIII shows the computation by grades for both parents. Figure 1 indicates the highest per cent of educational completion was for the twelfth grade. There were slightly more of the mothers completing high school than fathers (35 per cent mothers and 30 per cent fathers). In most cases the mothers remained in school longer than fathers, except in case of graduation from college where more fathers finished college.

Figure 1



Graph showing educational level of parents of West Valley students by sex and by grades of their children.

Legend:-

Students

8th grade (Fathers ———) (Mothers - - - -)

9th grade (Fathers ———) (Mothers - - - -)

Seniors (Fathers ———) (Mothers - - - -)

CHAPTER V

DISCUSSION

In order to make high school classes more effective, it is advantageous to understand the feelings and attitudes of parents toward the subjects being taught. Family living classes on both senior and freshman levels were new to West Valley High School. There was a need for special interpretation and consideration for both parents and teachers.

The survey of attitudes of parents relative to their thinking on some of the units being taught has been interesting and enlightening. The educational level of the West Valley parents reporting was compared with the national educational level of adults, ages 35 to 44, from the National Census of 1950.¹ (It was assumed the parents of high school students would compare approximately with that age level). The West Valley parents seemed to have a much higher educational level than the same age group on a national basis. (See Figure 2)

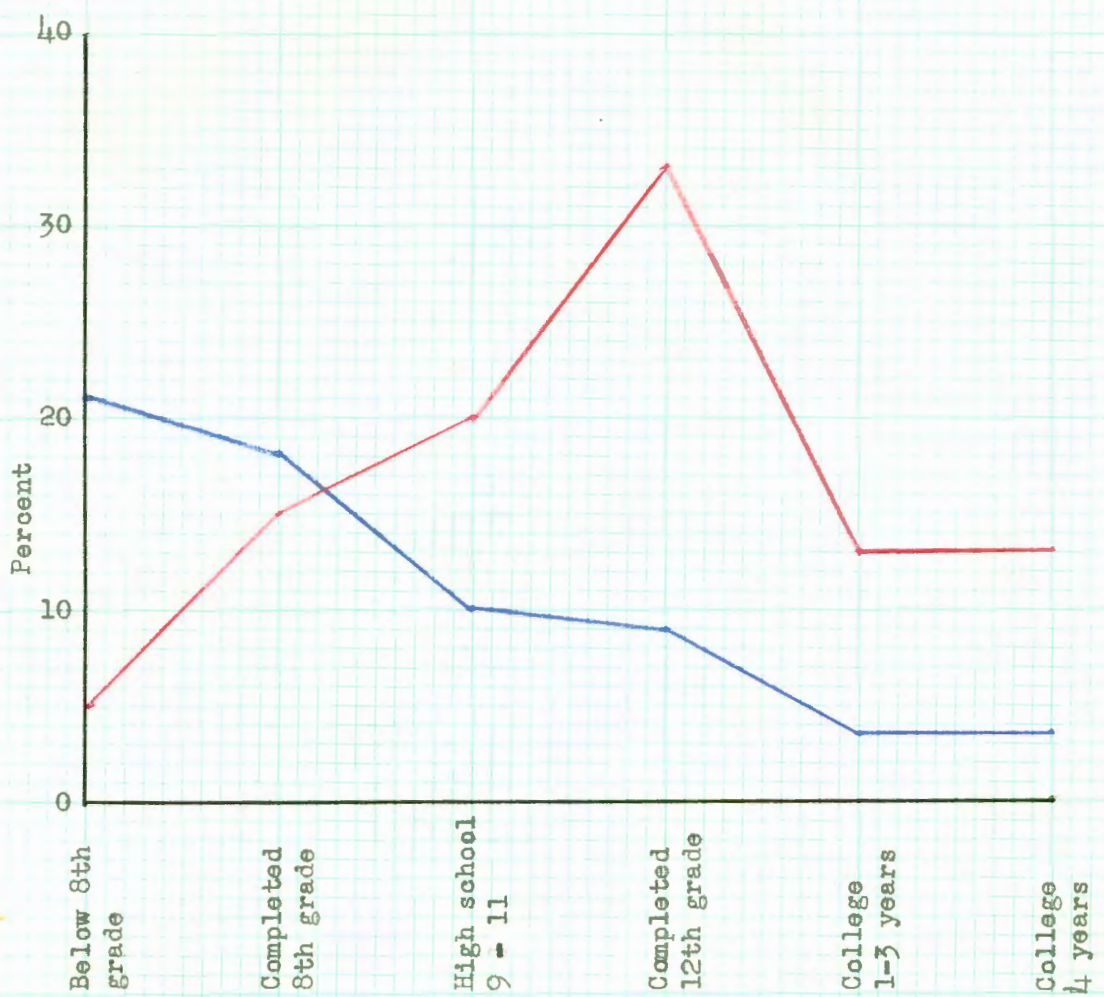
The West Valley area is both rural and suburban. There live the farmer and the agricultural worker, the professional man, the commercial man and the day laborer.

With this educational background, one may assume the replies to the questionnaires are an indication of their feelings strengthened by sound background of knowledge gained by a general education.

The questionnaire was answered by 192 parents of eighth, ninth and twelfth grade students. Each statement was analyzed by individual grade, and percentage was figured for the entire group.

¹United States Bureau of the Census, Statistical Abstract of the United States: 1955, United States Department of Commerce, 76th Annual Edition (Washington: Government Printing Office, 1955), p. 112.

Figure 2



Graph showing educational level of West Valley parents as compared with national average.

Legend:-
West Valley ————
National ————

Homework

Homework of the high school student may have a direct bearing on family life. Cooperation of parents with youth and school could mean a happy student and a good relationship between school and home. Good home study habits are stressed with the ninth grade students at West Valley High School, especially in the orientation classes. It is the goal of the school to help develop good study habits in the ninth grade which may carry throughout high school and into advanced training. With this in mind, one section of the survey pertained to homework trying to secure an idea of how parents felt as to their responsibilities toward homework and the amount they expected their youth to do.

The returns from the survey of 192 parents of the West Valley community indicates that parents are greatly concerned about their children's homework, and three-fourths of them agreed that there should be study in addition to that of the school hours.

In other studies there seems to be the same findings that parents want their children to have homework. Ruth Strang reported that among those who believe there is not time in school to develop skills, knowledge needs to be applied through homework. She found there is a need for a variety of home study problems relating to "research," appraisal of radio and television programs, esthetic handicraft, homemaking and farm problems. She felt if such study habits are built in childhood and adolescence, homework will serve an important objective.²

Seventy-seven per cent of the West Valley parents "strongly agreed" that students should study from one to two hours each school night. This

²Strang, Ruth, "About Homework," School Executive, LXXIV (July, 1955), 40.

is even longer than some school executives might feel is necessary. Lipsy in his study of "How Much Homework?", says an administrative advisory committee suggested for grade nine, not more than one and one-half hours be assigned to home study and that voluntary activities be encouraged.³

West Valley parents of eighth graders indicated the need for at least one hour of study. Twelfth grade parents did not indicate they felt the youth needed a great deal more study than parents of those just entering high school; the index score of eighth graders was 3.71, while twelfth graders was 4.05.

That the parents want to have a part in the homework program was indicated in that 33 per cent "strongly agreed" and over fifty per cent "agreed" that they should take the responsibility of seeing that their children study at home.

Providing a quiet, well-lighted place for the youth to study was another responsibility which the parents felt should be assumed by the home. Over fifty per cent "agreed" on this as part of the home duties, and 44 per cent were in "strong agreement."

Over one-half of the parents were "strongly opposed" and one-fourth "opposed" to students watching television while trying to study. It was noted 17 per cent were "undecided" whether to study with radio operating in comparison to three per cent "undecided" on the television. Whether this indecision is due to the parents having seen their children study

³Lipsy, Jack H., "How Much Homework?" School Executive, LXXV (October, 1955), 54-55.

with the radio in operation are doubtful of their feelings, or that they were influenced by youth who wish to have a radio going. At any rate, they seemed definite in their opposition to television while studying.

The replies of West Valley parents indicate they would favor one to two hours of quiet study each school night; with this in mind, teachers should not hesitate to give moderate homework, expecting parents to take the responsibility of seeing that youth carry it out in the proper manner. These findings seem to concur with Langdon and Stout's reports in which they feel homework is a communication between the teacher and the home. They think parents want to have a part in homework activities. However, parents would expect the child to do a reasonable amount of study, the kind that takes family living into account, and a kind which really teaches.⁴

Considering the effect of homework on family living, one might conclude with Langdon and Stout that:

Homework that grows out of an understanding of the family living and is designed to fit into it and strengthen it can be a means of interpreting the school to the parents of every child. This is a useful factor in the school's public relations program.⁵

⁴Langdon, Grace, and Stout, Irving W., "What Parents Think About Homework," Journal of National Education Association, XLVI, No. 6 (September, 1957), 370.

⁵Ibid., p. 372.

Parents' Attitude Toward Students' Honesty at School

The question dealing with honesty of the students at school as it relates to study and tests might be called discipline or training in self-discipline.

Heffernan, in talking of testing and evaluation, feels the purpose of education in a democratic society should aim toward development of personality, character, and active participating citizenship, as well as the acquisition of knowledge and skills.⁶

The parents' attitude toward students' honesty in grading tests seemed to indicate they did not trust the students to grade their own papers. Seventy-five per cent disagreed to an extent (43 disagreed, and 32 strongly disagreed) with the statement in the survey.

This idea of grading their own papers may differ from what parents did when they were in school, therefore, they oppose it; or they may not feel the student can discipline himself; or perhaps they feel this is the teacher's job; or possibly they want to protect their children from competing with other students who are dishonest.

When parents' attitude seemed to be against students grading their own papers, they may be against honor system in school. Perhaps they agree in part with ideas given in Senior Scholastic under "The Honor System is a Field Day." This article discusses reasons for cheating and suggests it may be reduced by putting less emphasis on grades and more on individual strengths and merits.⁷

⁶Heffernan, Helen, "Evaluation--More Than Testing," Journal of the National Education Association, XLVII, No. 4 (April, 1948), 227.

⁷Senior Scholastic, (Teacher Edition), "Should All High Schools Adopt the Honor System?" (A Pro and Con Discussion), LXXI, No. 15, (January 17, 1958), 6-7.

Pendleton indicates that from his experience and discussions with teachers in regard to the problem of cheating, many in the profession seem to feel unconcerned, and tend to ignore, or to take an indifferent attitude toward cheating. He feels the future of the civilized world depends in a large part on the effectiveness with which we teach moral and spiritual values.⁸

The parents appeared to completely reverse their attitude on the next question. Ninety-five per cent "agreed" (48 strongly agreed, and 47 agreed) that students taking a test were responsible enough not to "cheat" even if the teacher left the room. In this case parents of West Valley appear to agree with Patterson in an article relating to self-discipline:

It (character) must grow in the atmosphere of freedom, cultivated by practice, fed by example, watered by desire and warmed by sunshine of recognition.⁹

In other words, self-discipline is a goal for which one should strive, one toward which youth must be given an opportunity to practice.

Ninety-six per cent of the parents "agreed" or "strongly agreed" that students who continually copy mathematical problems are dishonest and unfair to themselves. This seems to show that parents recognize dishonest traits and would not approve of such conduct.

In view of constructive education one might look deeper for the reason for the child's continually copying work from another. Pecken-

⁸Pendleton, James D., "Education for Honesty?" Journal of the National Education Association, Vol. XLVI, No. 9 (December, 1957), 588.

⁹Patterson, James M., "The Part the Parent Plays," Journal of the National Education Association, Vol. XLVII, No. 6 (September, 1958), 371.

paugh in his article on "Preventive Discipline" feels children are not born bad. The cue for action lies in avoiding problems by practicing preventive discipline. Perhaps the student is lacking in fundamental information on the subject or is striving for higher grades because of pressure.¹⁰

The fact that parents do not approve of cheating would indicate they should cooperate with teachers in constructive discipline of pupils, helping to develop honesty in young people.

¹⁰Peckenpaugh, Adah, "The Teacher and Preventive Discipline," Journal of the National Education Association, XLVII, No. 6 (September, 1958), 372-373.

Career Guidance

The school should realize it can only help with guidance in careers of young people. Willis defines guidance as:

An organization to help young people in the formation of attitudes; in the solving of their problems; in the making of their choices; in their growth toward competent serene maturity, and in their right and necessity to be themselves at their best.¹¹

Therefore, self guidance is a goal of career guidance. The real decision for selection of a career is the responsibility of the youth and his family. School courses would be more effective if parents understood their aims, standards and procedures. Langdon and Stout, in studies helping parents to understand their children, say:

It is a good idea to make it clear always that the teacher realizes fully that, in the long run, it is the parents and their youngsters who have to make the decision about a career. The teacher, psychologist, and counselor can only help by offering ideas, observations and general information. No one can know as well as parents what spells success to them.¹²

The research at West Valley indicated the parents would like guidance directed toward their children's having an opportunity to investigate many careers first; 61 per cent "strongly agreed," and 38 per cent "agreed" on this point. Closely related to career investigation was the response for guidance in giving training in college entrance requirements. Ninety-two per cent indicated this was important in their thinking.

Thirty-three per cent "strongly agreed" and 48 per cent "agreed" (total, 81 per cent) that students should study trade or business school

¹¹Willis, Benjamin C., "The Contribution of Guidance to the High School Educational Program," Personnel and Guidance Journal, XXXV (April, 1947), 489-94.

¹²Langdon, Grace, and Stout, Irving W., Helping Parents Understand Their Child's School (Englewood Cliffs, New Jersey: Prentice Hall, 1957), p. 419.

requirements. It might seem this indicates the parents were slightly more interested in career selection in which college education was needed as preparation. With less than twenty per cent of the parents with college education (Table XLIII), it might be assumed the parents would like to see their children move higher in the educational field.

Wise selection of a vocation is recognized as one of the most complex problems a young person encounters. How closely parents perceive their child's basic interest is a question school officials would like to know when helping with career guidance.

Hoover and Micka say that in the spring of 1948, Corvallis High School, Montana, sponsored a guidance program. The outcome of this program was carried out in this manner: parents came to a luncheon where vocational guidance was explained. Later from this meeting the school prepared another meeting of parents. At this time parents and students took the Kuder Preference Inventory tests. Students worked on opposite sides of the room from the parents. Students answered the questions for themselves; whereas the parents indicated the answers they thought their son or daughter would make.¹³

Reflection of parents' interests and results to students of this study was reported by Hoover and Micka which improved understanding between home, school, and youth. The participation in the guidance project for parents increased, until ninety per cent of the parents attended the meetings where the tests were given. The high school student increased his participation in career study. At the time of starting this project

¹³Hoover, Kenneth H., and Micka, Helen K., "Students, Parents Interest Comparison in Counseling High School Students," Personnel and Guidance, Vol. XXXIV (January, 1956), 292-4.

(1948), ten per cent of the students sought further training beyond high school; in 1956 (when article was written), there were thirty-five per cent of the high school graduating class taking advanced work.¹⁴

Research indicates that above all we should encourage a teen-ager to think constructively about himself, his attitudes, capabilities and needs. A young person should consider carefully in choosing his life work and discuss this with his counselors, teachers and parents. Teachers should help him develop wholesome attitudes toward work in general and the occupation he considers. He should realize that education can do far more than help him increase earning capacity, it should also increase capacity to live with himself and others.

¹⁴Ibid., p. 294.

Driver Training

The apparent high rate of teen-age accidents, with parents seemingly carrying most of the financial and personal responsibility for these accidents, indicates driver training should relate closely to family living.

Driver training is taught at West Valley High School to the ninth graders by use of classroom text books. Most of the emphasis is placed on developing attitudes toward correct driving practices and explanation of the reasons for traffic laws.

The questionnaire presented four questions to the parents relating to their attitudes toward such training in high school. From the parents' replies it is obvious most of them do not wish their youth to learn to drive the automobile with help only from neighbors or parents, or by trial and error (88 per cent either "strongly disagreed" or "disagreed" with this idea).

Parents would have driver training in the high school program, with 92 per cent "strongly agreeing" or "agreeing" that more stress should be placed on correct attitudes and respect for the law.

Over half of the parents were interested in students learning the traffic laws in order to pass the driver's license tests. This did not indicate they were not also interested in training for good attitudes, because the same parents voted strongly for the emphasis on proper thinking.

Forlano and Wrightstone in their study of the relationship of driver attitude to aspects of personality, driver knowledge and intelligence, gave tests to 1,352 students from secondary schools. This included 1,031 students from academic high schools, and 339 vocational high school

students. (Of these, 298 were girls in academic high schools.) Their interpretations of the tests were as follows:

This study attempted to determine the relationship of driver attitude with selected aspects of personality, driver knowledge and intelligence. Results based on this group and the tests utilized, the indications are that expressed driver attitude is associated most with intelligence, second with driver-knowledge, and least with certain aspects of personality adjustment such as home, health and emotional adjustment.¹⁵

With the parents apparently realizing the need for training in attitudes, knowledge and respect of the law, twenty-five per cent indicated their approval of allowing teen-agers to drive at fifteen years of age (see Table XVI). This is one year before they could lawfully drive in Washington State. Perhaps the phrase "in the country" caused some to agree on this question. Fourteen per cent were "uncertain," which indicates they were not strong in disapproval of early teen-age driving. Perhaps they feel youth might begin to learn at this age.

On the other hand, this may indicate there is a need for training of parents and other adults in correct attitudes in driving and in respect for the laws.

Taylor in his investigation of Michigan's laws relating to driver education for youth, found the state enacted a law in November, 1955, which stated: "No youthful driver may take a car out on the highway unless he has passed an approved course in Driver Education." On further study it was found by Taylor that Michigan records show that not just the 16-17-18 year-olds were dangerous, but drivers through their twenty-fifth

¹⁵Forlano, George, and Wrightstone, Wayne J., "Relationship of Driver Attitude to Aspects of Personality, Driver Knowledge, and Intelligence," Journal of Education Research, Vol. L (November, 1956), 183-9.

birthday. They concluded:

It is a well-known fact that good attitudes come as a result of adequate knowledge and expert skill and good teachers are the best prepared to offer this instruction.¹⁶

¹⁶Taylor, Clair L., "Driver Education for Every Student Under Eighteen in Public, Private, or Parochial Schools or Out of School," National School, Vol. LVII (April, 1956), 52-3.

Dating

In many families there seems to be problems of early dating. It appears few of the West Valley High School freshmen have dated prior to their entering high school. It is at this time that more are anxious to assert their independence, and may cause family conflicts.

Because of youths' expectations and parents' concern, research specialists in family life are looking for answers to youth and parents' problems caused by early dating.

Duvall and Hill found ten recent trends in courtship customs:

1. Dating and courtship begins at an earlier age
2. More frequent contact between the sexes
3. Dating and courtship last until later at night
4. More privacy for dating and courting pairs
5. Less supervision and chaperonage
6. More general acceptance of "going steady"
7. Wider range of patterns of intimacy and sex play
8. Many more discussable topics during dating and courtship
9. Higher readiness for education and guidance in courtship
10. Courtship culminates earlier in engagement and marriage (17)

If these are trends, it appears parents and schools should be concerned as to training of youth in high school on the subject of family living. This should be done not only to help today's youth and his immediate family, but to help future families.

On the question of freshmen dating without adult chaperonage, West Valley parents were divided between approval and opposition. It seems these parents have some reservations regarding the trends mentioned in Duvall and Hill's findings.

¹⁷Duvall, Evelyn M., and Hill, Reuben, When You Marry (New York: D. C. Heath Company, Associated Press, Revised, 1953), p. 80.

On the other hand Duvall and Hill in analyzing "Purdue Polls" give what students report they think their parents' attitude will be to their dating. The following are their findings:

TABLE

ATTITUDE OF PARENTS TO DATING AS REPORTED BY STUDENTS
-- SHOWN BY PER CENT

	Father toward		Mother toward	
	Son	Daughter	Son	Daughter
Prohibited or dis- approved dating	8.5	18.0	57.3	9.5
Indifferent	70.7	62.3	57.6	59.6
Encouraged	20.8	19.7	35.1	50.9 (18)

Not all West Valley parents seem to want to assume all responsibility as to when the youth starts dating. About 40 per cent expressed uncertainty or unwillingness to accept total responsibility, while only about 60 per cent seemed to feel this was their domain.

The student point of view is given in the Purdue Opinion Polls. High school students were asked how they felt their parents would answer many questions relating to home life. The following are some of the questions and answers from these polls:

When high school students are out for an evening should their parents know just where they are? Fifty-three per cent say "often" and sixteen per cent say "only sometimes." But, seventy-six per cent feel that their mothers would answer "always," indicating a possible source of tension for at least twenty-three per cent, and perhaps as many as 60 per cent of the nation's teen-agers.

There is a substantial difference between the boy's feelings on these questions and those of the girls. Only forty-two per cent of the boys think that parents should "always" know where their children are in the evening, while sixty-three per cent of the girls think so.

¹⁸Ibid., p. 52.

When young people were asked, "Is it all right for young people to pet or neck when they are out on dates?", four-fifths of the students answered this question "usually" or "sometimes," but nearly half of them think their parents would say "never."

"Do parents understand the kind of problems modern youth have?" The young men and women themselves answered "usually," thirty-five per cent; "sometimes," 40 per cent; and "hardly ever," 24 per cent.¹⁹

"Going steady" seems to have become popular among teen-agers and with this has become a parental concern. As one saw earlier in Duvall and Hill's study, there is more general acceptance of "going steady." From the West Valley parents' replies to the questionnaire, it appears that 75 per cent of the parents approve discussing the pros and cons of steady dating in family living classes. Parents may have felt, or at least hoped, that this discussion would lead to a wise decision regarding dating.

Paul Landis reviewed the Purdue Opinion Polls and noted that when high school students were asked if they favored going steady, 42 per cent answered in the affirmative, 35 per cent indicated the negative, and 23 per cent were undecided.²⁰

He lists the following arguments given by the students in favor of going steady:

1. You know where your next date is coming from.
2. You have a very close friend with whom you can relax, act yourself and share ideas and activities.

Against steady dating:

1. You are often cheating yourself of other enjoyable friendships.

¹⁹Remmers, H. H., and Radler, D. H., The American Teen-ager, (New York: The Bobbs Merrill Company, Inc., 1957), p. 94.

²⁰Landis, Paul, Your Marriage and Family Living (New York: McGraw-Hill Book Company, Inc., 1954), p. 94.

2. If the relationship breaks up after a long period, you probably have lost contact with others and it is hard to get back into circulation.

3. There is the danger of marrying without knowing others, one of whom might make a better mate.

4. There is a temptation to marry too young.²¹

As Dr. Landis reports a significant percentage of youngsters seldom, if ever, date. So, it seems that a greater percentage would not be "going steady."

Studies of thousands of high school students show that 48 per cent of boys in high school rarely or never date; 39 per cent of the girls rarely or never date. The proportion of freshmen and sophomores who do not date or who seldom date is much higher than these figures.²²

In the last question relating to values of school and home training, 92 per cent of the 182 West Valley parents reporting agreed that a combination of good home and school training determines the dating pattern of youth and helps young people to decide moral issues. This response by parents indicates recognition of the value of family living classes in West Valley High School in solving family living problems.

²¹Ibid., p. 94.

²²Ibid., p. 95

Sex Education

It sometimes appears that sex education seems to be the topic which brings criticism on family living classes. Parents may be heard to say, "Sex education is the home's responsibility." Others seem to feel their young people can secure this training in science classes, so they avoid the subject at home. It seems youth sometimes receives sex information in devious ways from other youngsters.

Of the 182 parents reporting on this subject, 81 per cent "strongly disagreed" or "disagreed" with the statement "for the good of the child, all sex education should be given in the home." Only eight per cent agreed in any manner with the statement and 11 per cent were uncertain. Perhaps these parents are recognizing it is difficult for parents and adolescents to discuss personal sex practices in an objective manner. Only 16 per cent seemed to feel able to assume the responsibility.

These parents appear to agree with Dr. Kirkendall in his observation of parental guidance. He sees that parents can be effective in sex education who have studied child development, human biology, health, or psychology or have read modern sex education literature. He feels these parents are giving their children satisfactory education so far as reproductive information is concerned.²³

Kirkendall further comments that this training seldom extends to parent-adolescent discussion of the personal sex practices of youth, or to an objective consideration of questions centering about petting,

²³Kirkendall, Lester A., "Helping Parents Become Better Sex Educators," (Oregon State College, Corvallis), p. 1. (Mimeographed.)

homosexual behavior, or premarital intercourse. Dr. Kirkendall feels that few parents can present their children an example of objectivity and a poised attitude toward sex. This attitude and training is so very important to the child's mature development.²⁴

When parents of the eighth, ninth and twelfth grades seem to recognize the home cannot give sex training, it appears they are realizing some other agent of society should help with this training. Only 30 per cent appeared to feel this training should be given to students in mixed classes in science. It may indicate that some parents still wish to keep this subject taught to the separate sexes, or that some do not want it to be discussed openly. Some parents probably agree with Bowman who recognized in his readings and research that until recently there has been a veil of obscurantism cast about marriage and sex. He reports:

In one study of 364 college students it was found that while 70.1 per cent felt that both parents should be responsible for sex education of children, only 10.4 per cent indicated that both parents were actually the source of the information. When the sexes were considered separately, it was found that 17.9 per cent of the boys and 54.6 per cent of the girls mentioned the mother, while 20.5 per cent of the boys and 8 per cent of the girls mentioned their father as the source of sex education. Their school experience, too, had fallen short of their expectations, for while 50.8 per cent felt that the school should assume some responsibility with regard to sex education, only 25 per cent indicated that their schools had done so.²⁵

If these findings are true of all youth, it may appear there is a real need for family living classes in high school, classes where the

²⁴Ibid., p. 2.

²⁵Bowman, Henry A., Marriage for Moderns (New York: McGraw-Hill Book Company, Inc., 1954), p. 332.

subject may be taught in a manner in which the young people will have a complete and satisfying understanding.

The parents survey in West Valley appeared to indicate they feel the best way to give sex education is that combination provided by home and school. About one-fourth "strongly agreed," two-thirds "agreed," and less than ten per cent "disagreed" or were "undecided." This would imply some sex education might be given in high school with probably the most intimate part being given to the boys and girls separately. These findings compare with Dr. Kirkendall's findings which he sums up by saying:

Every boy and girl has the right to look forward to a happy marriage and stable family life. Adequate preparation and help in achieving this end must be accounted one of the rights of youth. It is the obligation of society through its schools, churches, homes, youth serving agencies, recreational facilities, and media of communication to provide this assistance.²⁶

Probably some individual help in private conference in the matter of sex problems will need to be given the general class sessions. This might help to clarify the students' thinking and answer questions they would not ask in mixed classes, or in any class.

Baruch inferred this in her article, "Let's Not Leave Emotional Education Out of the Schools," by saying:

When adolescents talk about sex in groups or have sex education of a sort offered in groups, they should also have recourse to individual conferences. Group sex education may be enough for some, it may bring much needed clarification, but some boys and girls it may set off unconscious fantasies and anxieties that call for individual attention.²⁷

²⁶Kirkendall, Lester A., "Principles Basic to Education for Marriage and Family Life in the High School," Marriage and Family Living, XI, No. 4 (November, 1949), p. 1.

²⁷Baruch, Dorothy W., How to Live with Teen-Agers (New York: McGraw-Hill Book Company, Inc., 1953), p. 237.

Youths' Relationship to Mate Selection and Marriage

In the survey of West Valley parents, questions relating to marriage seemed to cause the parents more uncertainty than any part of the questionnaire. Eighteen per cent were "uncertain" or "undecided" as to whether study and training in the classroom of proper types of personalities making for happy marriage would be helpful in mate selection. This probably reflects a thoughtful as well as uncertain attitude of parents because family living classes are relatively new. Only a few people have had an opportunity to observe whether or not training will help encourage proper marriage.

However, 16 per cent "strongly agreed" that study in the classroom as to proper type of personality would be helpful to students in selecting a mate for marriage, and over 50 per cent "agreed," leaving only 9 per cent "disagreeing."

With age at time of marriage becoming lower in the United States, parents may hope training will prepare youth or perhaps encourage them to defer marriage to a later period. Christiansen, in his article, "Why All These Young Marriages," indicates that the worry of parents, teachers and school officials regarding early marriages is well-founded. He notes the best time, statistically speaking, for marriage seems to be early to middle twenties.

He says that teen-agers usually are not mature enough in their emotions and judgment for marriage; that relationships suffer from immaturity and short courtship which results in increased divorce rates in the United States; and that circumstances may not be right as there may be a need to finish high school or face military service. He says

youth is unprepared to assume social and economic responsibilities that marriage normally entails.²⁸

The response of parents to the idea that courtship and engagement may be extended after a study of the meaning of marriage has been presented in high school classes showed twenty-one per cent of the parents "undecided." Almost two-thirds "agreed" with the statement, and six per cent "strongly agreed." Some of the reasons for their position may have been wishful thinking, because eighth grade parents replied in much the same manner as did the twelfth grade parents; the latter had some students in family living classes.

Parents of the high school students apparently realize that youthful marriages have far more than their share of instability. Baber noted in several studies of the instability of youthful marriages. He records as follows:

Burgess and Cottrell found that males who married before they were 22 and females before they were 19 had the poorest adjustment score of all the age groups. Terman found the same thing for males marrying under 22 and females under 20, and two separate studies by Landis (Judson and Mary) produces the same evidence for under-20 marriages. The latter correlated the divorce rate with age in marriage in more than 1,000 marriages, revealing that the divorce rate fell regularly as the age at marriage increased, divorce being six times as frequent when both spouses married under 21 as when both were 31 or over at marriage.²⁹

Parents also appear to recognize that longer engagements make for longer marriages. Their ideas on this subject relate to Paul Landis' study in which he reports:

²⁸Christiansen, Harold T., "Why All These Young Marriages," National Parent-Teacher (April, 1958), pp. 4-5.

²⁹Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Company, 1953), pp. 110-111.

In one study of over 500 married couples showed that only a fourth of those marriages after engagement of less than three months made good adjustments in marriage; half of them made poor adjustments, the rest only fair. With an engagement period of up to two years or over, the proportion of happy marriages increased. In fact, of those who were engaged two years or more, only 10 per cent were characterized by poor marital adjustment.³⁰

The parents were more certain in their replies that teaching family living should help to lower the divorce rate. Only ten per cent were "uncertain," with 64 per cent "agreeing," and 23 per cent "strongly agreeing" with the statement: "Teaching family living in high school should help to lower the divorce rate." They appeared to think training is important to hold marriages together.

Dr. Bowman, after discussing many phases of marriage counseling and other methods of holding the family together, says:

In the last analysis, the most effective remedy for the situation in which marriage and divorce now stand is education--the gradual, slow, tedious, education of a public, part of which is inert and apathetic and not even aware of the need for preparing people for marriage or for departing from time-worn and threadbare tradition. . . . The advancement of marriage depends also upon the raising of the general cultural level and improving the emotional, social and intellectual adjustment of the individual. . . . Marriage can be no better than the people in it.³¹

The statement on which the parents were most "undecided," or "Uncertain," had to do with the idea of family living classes encouraging youth to wait until after military service before marriage. Forty-one per cent were uncertain, with 50 per cent agreeing, including 9 per cent who "strongly agreed." The survey seemed to indicate some hopes for help

³⁰Landis, Paul, Making the Most of Marriage (New York: Appleton-Century-Croft, Inc., 1955), p. 219.

³¹Bowman, Henry A., Marriage for Moderns (New York: McGraw-Hill Book Company, 1954), p. 514.

from the class discussion because only eight per cent disagreed in any way with the statement.

The responses of the West Valley parents indicate they may recognize that youths need to recognize some of their drives in time of stress and have the wisdom to act accordingly.

Bowman's report on marriage and military service:

In time of stress there is a tendency to fall back upon the elemental responses and a desire for immediate pleasure that sometimes resembles regression. This often leads to an increased urgency relative to physical sexual experience. Many young men confuse this urgent desire for sexual release with a desire to marry.

So long as military service is in the picture, marriage of young persons may be divided roughly into two groups--those that occur in spite of military service and those that occur because of military service. The former involves maturity, the facing of reality, and the making of workable plans. The latter arises from immaturity and from a certain psychology of haste, insecurity, pleasure seeking, and confusion of values that is not conducive to successful, stable marriage.³²

³²Ibid., pp. 146, 148.

Intermarriage

For this research intermarriage between races, social classes, religious faiths or educational standards was considered. The question posed to parents of West Valley students had to do with intermarriage between races, social classes and religious faiths. Different educational standards were only implied. Becker and Hill discuss intermarriage in this manner:

In no society is choice of mate left to the individual without regulation by the group or groups of which he is a member. A common fallacy is to regard marriage regulation as being more or less a product of so-called "higher civilization," with the assumption that marriage among nonliterate peoples is virtually unregulated. Actually, many nonliterate groups regulate choice of mate and marriage to a much greater degree than we do. There is a tendency for racial, religious, national, educational, and regional groups, and socio-economic classes to be endogamous in our society. Many people, however, do marry across such lines, and it is these marriages which we wish to consider here.³³

In this study we consider (1) interracial, (2) interfaith, and (3) interclass marriage.

Interracial marriage. Considering the responses to the questionnaire regarding interracial marriage, we look at the community background.

The West Valley group which was studied is predominately white with a few Spanish-American families, and one Negro family. There are only a few non-white people in the community, so probably the underlying racial prejudices exist here as elsewhere.

Dr. Harkness points out that:

Racial prejudice is, first of all, a psychological factor, rooting in collective egotism and pride and the pervasive human tendency to dislike the different. . . . Nevertheless, the roots of race

³³Becker, Howard, and Hill, Reuben, Family, Marriage and Parenthood (Boston: D. C. Heath and Company, 1955), p. 263.

prejudice are as old as the human race in the tendency to like those who are like one's self and to dislike those who are different.³⁴

West Valley parents took a strong stand against interracial marriage. To the statement, "I would not object to my child marrying one of another race," 83 per cent "disagreed" or "strongly disagreed" with the statement, leaving only 7 per cent approving, and 10 per cent "undecided."

The opposition was much stronger to the statement relating to marriage with a person of the Negro race. Three-fourths "strongly disagreed," another 16 per cent "disagreed." It may be interesting to notice 2 per cent "strongly agreed." Only one Negro family is in the community who might have answered the survey. This seems to indicate a few were not concerned about interracial marriage.

Biologists are now largely in agreement that there are no biological ill effects of race crossing. The offspring of the marriage of a superior person of one race to an inferior person of another race are likely to be an average between the parents, but the same is true if both parents are of the same race.

In spite of biological findings, parents continue to be against interracial marriage. Perhaps it is more due to social and cultural pressures on the family than the fear of biological effects. Baber brings this out in his discussion on interracial marriage:

³⁴Harkness, Georgia, Christian Ethics (New York: Abingdon Press, 1957), p. 168.

Socially, however, the effect of intermarriage between widely different races may be profound, depending, of course, upon the attitude of the race involved. In countries where race mixture involves no social stigma, the chief result is a blending of the two cultures. Such is the case to a considerable degree in Brazil, . . . in Puerto Rico, . . . In other countries, however, where racial pride and the conviction of superiority are strong on the part of one race, intermarriage is likely to cause great bitterness and social strife, thus handicapping the participants from the beginning. Such a situation exists in the United States, where the background of the Negro slavery has fixed an unwavering assurance of superiority in the minds of the whites. This has resulted in laws against marriage between Negroes and whites in 29 states, and in others, public opinion is almost as effective as law in preventing such unions. A white marrying a Negro is at once ostracized by nearly all whites and is frequently accepted very coolly in Negro circles.³⁵

The strong opposition to their children's marrying one of another race, especially of the Negro race, may reflect the parents' desire to protect their children from social ostracism, and from almost certain trouble in the future.

Becker and Hill discuss three reasons interracial marriages may cause trouble.

Marriage between races is cacogamous in this country for three basic reasons: (1) Interracial marriage is also intercaste marriage. The caste line between races in this country varies in its rigidity, depending on the region and on the particular races involved, but is probably universally present in some degree. It is most rigid in the South between blacks and whites. (2) Interracial marriage is usually also interclass marriage. Each race has its own culturally defined ways of doing things, and each class within a race has its own subculture. . . . (3) Underlying and ramifying through the caste division between the races is the pseudo-biological myth of racial superiority, with its equally fallacious corollary, the notion that children of interracial marriages have traits biologically inferior to those of either race involved.³⁶

³⁵Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, Inc., 1953), p. 90.

³⁶Becker, Hill, op. cit., p. 263.

The statement, "I would not object to my child's marrying one of another race," did not have as high a percentage of "strongly disagreed" as when asked regarding marriage with one of the Negro race. Perhaps parents consider some races as acceptable as their own. This corresponds with LeMaster's statement in which he holds that interracial marriages are much more likely to succeed if the partners came from similar socioeconomic levels. It is possible that some interracial marriages fail not because of race, but because of deep socioeconomic class differences.³⁷

In further reading, one observes that social economic groups on the same level are more likely to succeed even if they are not of the same race. LeMaster further sums up the intermarriage in the United States by:

In general, it appears that racial groups in the United States will not have any more success in maintaining their traditional subculture than ethnic groups have had, and this means that this factor as such will not be a major problem in interracial marriages in the United States. This does not mean, however, that interracial marriages will not continue to be more complicated than marriages within a race, but the major problem will be created by the attitudes toward such marriages rather than by distinct racial subcultures as such.³⁸

In looking for happiness in marriage, parents of West Valley students probably feel they should guide their youth away from interracial marriage. This same thought is taught in family living classes at West Valley, using such references as Baber's research in which he

³⁷LeMasters, E. E., Modern Courtship and Marriage (New York: The Macmillan Company, 1957), p. 276.

³⁸Ibid., p. 277

found that the happiness rating for the total group to be only one-half step above neutral. He found the greater the color difference, the smaller the chance for happiness. Baber further stressed that children of interracial marriages were particularly handicapped.

It seems important for the whole of society to teach youth all phases of the race problem. The parents' replies indicate this is necessary.

Interfaith marriage. Interfaith marriages may be described as the marrying of couples where each belongs to a different religious denomination. For example, one may be Protestant, one Catholic or Jewish. The religious training and background is decidedly different. The statement was asked of parents, "I would not object to my child marrying a person of another religion (such as Catholic, Protestant or Jewish and Protestant)."

Approximately the same per cent disagreed with the statement as agreed (42 per cent disagreed and 38 per cent agreed). One-fifth were "undecided." This may seem to show a slight majority who would not favor interfaith marriage.

With over one-third of the parents agreeing to some extent with the statement, there might be an indication some families have not found or observed any great unhappiness from interfaith marriages. Some of the parents may not have any definite religion and feel any religion is better than none, or they may just be indifferent.

Paul Landis in research made in Spokane, Washington, where he feels the tradition of easy divorce prevails, found that:

24 per cent of the marriages studied ended in divorce when the couple was without religion as compared to a 17.4 per cent failure in mixed religion marriages. A study of parents of 13,528 Maryland youths found a divorce rate of 17 per cent in homes without religion compared to 15 per cent for mixed marriages. . . . Both men and women with strict religious training have been found to have higher happiness scores in marriage than those whose training was rated 'considerable to none.'³⁹

That parents in general do not approve of mixed religious marriages is in keeping with Baber's research which indicated about 80 to 90 per cent of both fathers and mothers would object to their children marrying one of another faith.⁴⁰

The magazine, "Family Life," reviews a new research by Zimmerman and Cervantes. Highlights from this brief review are related to this study. Results of their study reveal:

Successful American families do protect themselves and their children by carefully surrounding their domestic life with persons who have backgrounds, interests and ideals similar to their own.⁴¹

Zimmerman-Cervantes' study throws new light on the subject of interfaith marriages, indicating that "Jews who marry outside their faith have even greater difficulties than Catholics in maintaining successful marriages." The greater break-up of marriages between Catholics is well known, but it was discovered that such marriages not merely produce four times as many divorces and desertions, but the partners also have two to three times as many children with at least one arrest for

³⁹Landis, Paul H., Making the Most of Marriage (New York: Appleton-Century-Crofts, Inc., 1955), p. 167.

⁴⁰Baber, op. cit., p. 122.

⁴¹Zimmerman, Carle C., and Cervantes, Lucius, F., "How do Families Remain Successful?" Family Life, XVIII, No. 12 (December, 1958), p. 1.

delinquent acts. They likewise have more trouble in keeping their children in the educational system after 16 years of age.⁴²

Research indicates interfaith marriages in many cases do not lead to happy marriages. Pike found in the case of mixed marriages there were two and one-fourth times as much separation and divorce as in the families where there was religious homogeneity. It is not enough to say at this point (just before marriage), "Oh well, ours wouldn't work out that way, because we are in love." It may reasonably be assumed that 90 per cent of all couples involved in the statistical study started out with this conviction or some reasonable facsimile of it. These statistics perhaps supply the reason why in a recent poll, 75 per cent of the Protestant asked were opposed to mixed marriages, though it leaves one surprised that only 54 per cent of the Roman Catholics asked registered objection.⁴³

The attitudes of West Valley parents being somewhat divided seem to show concern with interfaith marriage. Perhaps education about religious differences would be helpful. Pike, in discussing the problems and solutions of mixed marriages, points to the inadequacy of education (high school and college) which does not include a systematic study of the major traditions in religion.⁴⁴

In conclusion it seems that in marriage where religious faiths are shared may be found families worshipping together. However, though they may not be of the same religion, one might agree with Bossard and Boll

⁴²Ibid., p. 3.

⁴³Pike, James, If You Marry Outside Your Faith (New York: Harper & Brothers, 1954), p. 218.

⁴⁴Ibid., p. 111.

that they might come to religious harmony through study.

Families are happy because they work at it, because they seek consciously and sensibly to promote happiness. The slogans of religious groups that "family that pray together, stay together" might be restated to say that families that can do things together, plan things together, share and enjoy things together, stay together.⁴⁵

Interclass marriage. Two statements relative to intersocial class marriage were presented to the parents for their evaluation: (1) "I would be proud to have my son or daughter marry a person of financial and social rank higher than mine." (2) "I would not object to my child marrying below the family's social standing, as long as the couple love each other."

Of the two positions stated, the parents of West Valley seemed to favor their children's marrying below their social level. Seventy-five per cent favored marrying below their level, while only 51 per cent favored moving up. The last phrase to the statement referring to marrying below the social level, "as long as the couple love each other," may have strengthened their attitude.

The West Valley parents agreement to their children's marrying a person from a lower social level is in opposition to Blood's findings where he indicates that one-fourth of all Americans move up from the class in which they were born.⁴⁶

⁴⁵Bossard, James H.S., and Boll, Eleanor, Stoker, One Marriage, Two Faiths (New York: The Ronald Press Company, 1957), p. 171

⁴⁶Blood, Robert O., Jr., Anticipating Your Marriage (Illinois: The Free Press, 1955), p. 39.

The fifty per cent of parents apparently favoring their child marrying above their social level would seem to agree with Landis in his research among college students. These young people seemed to desire to raise their rank or at least to stay on the same educational level.

Landis reports:

On education, the findings indicated that only one per cent of the girls studied preferred husbands with less education, 18 per cent wanted equal education and 81 per cent preferred husbands with superior education attainment. Nine per cent of the men wanted their wives to have more education and nine per cent less. Eighty-two per cent preferred equal education.⁴⁷

The 75 per cent of West Valley parents who appeared to favor their children's marrying below their social rank were in agreement with Baber's research in which comparison was made with the findings of parents' feelings toward their son or daughter marrying a person of lower economic rank than his own. This revealed that 80 to 87 per cent of both fathers and mothers approved of lower rank for the son. With the daughter they were not so willing to have their daughter marry into a lower economic bracket. Sixty-six to 69 per cent agreed to the daughter's marrying a person of lower economic rank.⁴⁸

Perhaps most parents consider the boy as the wage earner so the parents of a son did not consider it necessary for their son's wife to be wealthy, while parents of girls considered it their daughter's husband's responsibility to provide for the family and they were concerned there be no lowering of standards.

⁴⁷Landis, op. cit., p. 180.

⁴⁸Baber, op. cit., p. 122

Child Development

A unit on child development is included in the course of family living for senior high school boys and girls at West Valley. In order to secure the parents' reaction to this training, one statement was presented for their "agreement" or "disagreement." It stated: "A study of child development stressing emotional and psychological reactions should be taught to high school boys and girls."

Almost three-fourths of the parents agreed to the statement. One-fourth was undecided. The uncertainty might be attributed to the fact it was a new idea to most parents to have this subject taught in high school, especially to boys. Only 5 per cent disagreed.

The majority of the parents of West Valley seemed to agree with Baber in that there is a need to educate youth on this subject:

Baber points out the paradox of human nature that people falter before simple tasks but attack difficult ones with the assurance of ignorance. In his position of teaching college young people, Dr. Baber made it a point to ask students this question, "Are you fairly confident that you understand children well enough to keep on good terms with your own and bring them up well?"

Only four per cent of these young people were "doubtful" of their ability to raise their children properly, 68 per cent were "reasonably confident," 28 per cent were "sure" of their ability. The young men showed more confidence than the young women.⁴⁹

Researchers indicate this is a very vital subject needing to be taught in high school. It seems to be especially needed now when such a

⁴⁹Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, Inc., 1953), p. 269.

high percentage of youth are marrying at an early age. Katherine Read, who works with nursery school training at Oregon State College, feels that child development training helps students not only to understand children, but to understand themselves. This seems so very important for teen-age high school students.

For the betterment of society and world human relations, Dr. Read feels:

We need all the preparation for parenthood that is available to us. It is perhaps the most important profession that any of us will undertake. . . . It is important because the kind of human beings we bring up will determine the kind of world we have. Perhaps one of the hopeful things is that we are now sure that we can change so-called "character structure." . . . The responsibility belongs to those of us who bring up children.

As students and teachers and parents we must accept the challenge put by Chisholm, "Dare any of us say that he or she can do nothing about the desperate need of the world for better human relations?"⁵⁰

⁵⁰Read, Katherine H., The Nursery School (A Human Relationship Laboratory), (Philadelphia: W. B. Saunders Company, 1950), pp. 255-256.

Family Finance

Research shows that youth should be equipped for better adjustment to early marriage with financial training. This may be secured in direct classroom instruction, through management of earnings and allowances; and through participation in family planned finances.

LeMaster emphasizes the ability to handle money plays a part in marital happiness. He discusses Terman's study:

It is interesting to note, however, that the complaint 'insufficient income' was checked more often than any other item by both husbands and wives in a check list of domestic grievances.⁵¹

He also called attention to Burgess and Wallin's study of 1,000 engaged couples, 666 of whom were also studied after marriage; the following conclusions were reached: The so-called economic factors in marital success can be almost entirely accounted for by other factors, such as personality, family background, and social participation.⁵²

From this there seem to be several factors affecting the economic issues which have direct bearing on marital adjustment. LeMaster goes on to cite other studies, one more recent from Locke in 1951, which concludes that income is related to marital adjustment in several ways:

1. Fluctuation in income.
2. Agreement or disagreement over handling of money.
3. Level of economic 'expectation.'
4. Appreciation of the role of the husband or wife in providing the income.⁽⁵³⁾

Perhaps this would appear to indicate that money management taught with family relations ideals would help toward happier family life.

⁵¹LeMasters, E. E., Modern Courtship and Marriage (New York: The Macmillan Company, 1957), p. 402.

⁵²Ibid., p. 403.

⁵³Ibid., p. 403.

Classroom instruction. The survey of attitudes of parents of West Valley students regarding their children's training for participation in family finance reveals they favor having the subject taught to high school students. However, they do not indicate a strong feeling on this matter. About one-fifth were "undecided" about having it taught to any class, with fewer undecided in regard to senior classes. Over one-fourth of the parents of seniors "strongly agreed" and almost one-half "agreed."

Perhaps some parents are not enthusiastic about classes in family finance because they did not have the subject in high school, and they have managed their money. It is also possible some parents feel children will learn as they earn and spend.

Feldman points out that money in the American culture is equaled with security, love, deprivation and achievement. She feels it permeates the child's life very early. During the high school years the pressures are heavy to meet standards of their peer groups, both for children and parents. She continues to stress the need for effective planning and managing in this phase of the cycle of family life.⁵⁴

It would appear that instruction in family finance for freshmen, sophomores and juniors on their level would help train youth in values of money management. Parents of seniors seem to be more in favor of this training for their youth.

⁵⁴Feldman, Frances Lomas, "A New Look at the Family and Its Money," Journal of Home Economics, XLIX, No. 10 (December, 1957), p. 771.

Youth earnings and allowances. Three-fourths of the parents "strongly agreed" that youth should learn about finance by earning part of his own money. It would be interesting to know how many of the youth of West Valley do earn part of their money. The community is an agricultural and suburban area where some of the youth may work in the fruit during the summer and some of the girls do "baby sitting." Other than this, relatively few opportunities are available for work, especially for eighth and ninth grade students. Perhaps most of the youth earn money by working in their own homes.

Baber, who reports from American Institute of Public Opinions Polls, states that about three-fourths of the children surveyed earned their allowances by doing work in the home.⁵⁵

The parents of West Valley were not strongly in favor of giving allowances to their children to spend as they saw fit. Only ninety-seven of the 179 parents agreed with the statement. Perhaps some objected to the last part of the statement, "to spend it as they see fit." It might be giving children too much unsupervised freedom with money.

Concluding, it seems West Valley parents appear to be less in favor of training youth by giving allowances. Perhaps this is because many parents have not been in the habit of giving an allowance, not having received one in their own youth. Studies show culture and family background do play a part in how families handle money.

⁵⁵Baber, Ray E., Marriage and the Family (New York: McGraw-Hill Book Company, Inc., 1953), p. 267.

Baber points out that only 27 per cent of adults polled had received an allowance in their childhood, but 85 per cent of them favored allowances to their children.⁵⁶ We see only 54 per cent of the West Valley parents favoring allowances.

In Baber's report, three-fourths of the parents thought the children should do work in the home to earn the allowance.⁵⁷ One hundred per cent of the West Valley parents favored, to some degree, children earning money to learn money management.

Baber continues with the suggestion that work at home gives children a feeling of being an important element in the total family situation.⁵⁸

Family participation in financial management. The authoritarian family with father "holding the purse strings" appears to be disappearing in the West Valley vicinity, at least among the families polled by the survey. Only one-third agreed with the statement, "Father should have more authority as to how the family income should be spent since he earns the money." Challenging this authority were 16 per cent who were "undecided," and 50 per cent who disagreed.

The fact that some wives earn part of the money may have been reason for their replies.

⁵⁶Ibid., p. 267.

⁵⁷Ibid., p. 267.

⁵⁸Ibid., p. 268.

Feldman shows that culture in regards to family money management plays an important part. For example, the husband may be controlling or commanding in regards to money because of his cultural background.⁵⁹

The parents polled seemed to favor the democratic approach to money management in the home. Their replies were mostly favorable to the statement: "Father, mother, and children should plan together as to how the family income should be spent."

The response from the 181 West Valley parents compared favorably with the findings of Baber. He says:

It has been demonstrated in various studies that families with modest incomes are just as likely to be happy as wealthy families. This is especially true if spending the family dollar is made a co-operative family venture in which each member is taken into account as a person, not merely as a consumer. Such practical democracy begets a surprising amount of understanding and self-restraint on the part of children, which makes for good family relationships. The parents' responsibility is great in this matter, for they are the ones who determine chiefly whether or not there is a wholesome attitude toward money in the family.⁶⁰

Family life insurance. Two-thirds of the parents favor teaching life insurance to high school students, but only 16 per cent felt strongly in favor. About one-fifth were "undecided," which may indicate parents do not understand the subject or have not thought of it for high school youth.

Duvall says, "Insurance is like marriage.....no family should be without it." "Yet to most people it is something of a mystery," she continues to indicate. They may believe in insurance, but they have little understanding of the types of insurance, when they should take it out,

⁵⁹Feldman, op. cit., p. 770.

⁶⁰Baber, op. cit., p. 437.

how much, and what kind they should have, and with whom they should take it out.⁶¹

Summarizing all the statements relating to family finance it seems parents would favor having the subject taught in high schools, preferably to seniors. They would also seem to favor including life insurance in the course.

As to giving children an allowance, their attitude appears to be skeptical. Perhaps they should like to give special guidance to the spending of the allowance.

The authoritarian family seems to be on the decline, with the majority appearing to indicate family conferences would help in planning of the finances for the home.

It would appear from this summary the parents favor the family living courses in West Valley High School, especially the units on family finance. The courses are trying to encourage an interest in conferences with all members having a part in planning, while taking into consideration age and ability.

⁶¹Duvall, Evelyn Mills, and Hill, Rueben, When You Marry (New York: D. C. Heath Company, Associated Press, Revised, 1953), p. 227.

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A P P E N D I X

1. Students should do all their studying at school.

SA ___ A ___ U ___ D ___ SD ___

2. Most high school students should study a minimum of from one to two hours at home each school night in order to get the most from high school.

SA ___ A ___ U ___ D ___ SD ___

3. Parents should take the responsibility of seeing that high school students do proper home study.

SA ___ A ___ U ___ D ___ SD ___

4. Parents should take the responsibility of seeing that students have a quiet, well-lighted place to study at home.

SA ___ A ___ U ___ D ___ SD ___

5. The student should have a radio going while he studies.

SA ___ A ___ U ___ D ___ SD ___

6. Students should not watch television while studying.

SA ___ A ___ U ___ D ___ SD ___

7. A high school student should be trusted to "grade" his own papers, marking each question correct or wrong, even if he might mark some in his favor and the teacher never know the difference.

SA ___ A ___ U ___ D ___ SD ___

8. Suppose the teacher leaves the room while the student is taking a test; it is the responsibility of the student to continue doing his own work without the help of fellow students or his book.

SA ___ A ___ U ___ D ___ SD ___

9. A student who regularly copies his math problems from another student is being dishonest and unfair to himself.

SA ___ A ___ U ___ D ___ SD ___

10. All high school freshmen should have special guidance in requirements for college entrance.

SA ___ A ___ U ___ D ___ SD ___

11. Students should study trade or business school requirements.

SA ___ A ___ U ___ D ___ SD ___

12. The student should have an opportunity to investigate thoroughly many different occupations, thereby helping himself to begin planning his future career.

SA ___ A ___ U ___ D ___ SD ___

13. There should be no place in the high school program for driver training; the student may learn from parents, friends, neighbors, and by trial and error.

SA ___ A ___ U ___ D ___ SD ___

14. Driver training in school should be given PRIMARILY on traffic laws of the state in order to prepare the student for passing the driver's license requirements.

SA ___ A ___ U ___ D ___ SD ___

15. Driver training should stress MOST the attitude of the driver and endeavor to train the student in the correct traffic laws hoping to develop in the youth a respect and obedience of the traffic laws.

SA ___ A ___ U ___ D ___ SD ___

16. Freshmen high school students should start driving the car in the country when 15 years of age.

SA ___ A ___ U ___ D ___ SD ___

17. Freshmen high school students should be trusted to have dates without adults as chaperones.

SA ___ A ___ U ___ D ___ SD ___

18. The family should give all training in regard to when the student should start dating.

SA ___ A ___ U ___ D ___ SD ___

19. Free discussion of the pros and cons of steady dating in school in well-supervised classes will lead to wise decision of dating.

SA ___ A ___ U ___ D ___ SD ___

20. It is a combination of the good school training and correct home training which determines the dating pattern of the youth and helps him to decide when to start dating, when to return home, and other social activities.

SA___ A___ U___ D___ SD___

21. For the good of the child, all sex education should be given in the home.

SA___ A___ U___ D___ SD___

22. Sex education may best be taught in mixed classes (boys and girls) where the subject is taught with a strong background of scientific facts.

SA___ A___ U___ D___ SD___

23. Sex education is best presented by a combination of home and school, each training in a way which supports the other.

SA___ A___ U___ D___ SD___

24. Study and training in the classroom of proper type of personality which makes for happy marriage will be helpful to students in selecting a mate for marriage.

SA___ A___ U___ D___ SD___

25. Family living classes encourage couples to wait until after military service before marriage.

SA___ A___ U___ D___ SD___

26. The length of courtship and engagement is likely to be extended after students have seriously studied the meaning of marriage.

SA___ A___ U___ D___ SD___

27. Teaching family living in high school should give students an understanding of what is involved in marriage, thereby helping to lower the divorce rate.

SA___ A___ U___ D___ SD___

28. I would not object to my child marrying one of another race.

SA___ A___ U___ D___ SD___

29. I would not object to my child marrying a person of the Negro race.
SA____ A____ U____ D____ SD____
30. I would not object to my child marrying a person of another religion (such as: Catholic and Protestant or Jewish and Protestant).
SA____ A____ U____ D____ SD____
31. I would be proud to have my son or daughter marry a person of financial and social rank higher than mine.
SA____ A____ U____ D____ SD____
32. I would not object to my child marrying below the family's social standing as long as the couple loved each other.
SA____ A____ U____ D____ SD____
33. A study of child development stressing emotional and psychological reactions should be taught to high school boys and girls.
SA____ A____ U____ D____ SD____
34. The high school should teach a good unit in family finance to freshmen on their level.
SA____ A____ U____ D____ SD____
35. Family finance should be taught in the sophomore or junior year of high school.
SA____ A____ U____ D____ SD____
36. A unit on family finance is a must for senior students.
SA____ A____ U____ D____ SD____
37. Parents should let their young people find out what it means to earn, by the youth earning some of his own money.
SA____ A____ U____ D____ SD____
38. Children should be given an allowance and allowed to spend it as they see fit.
SA____ A____ U____ D____ SD____

39. If a child over-spends his allowance and borrows from his parents, he should be expected to repay his parents from his next week's allowance.

SA ___ A ___ U ___ D ___ SD ___

40. Father should have more authority as to how the family income should be spent since he earns the money.

SA ___ A ___ U ___ D ___ SD ___

41. Father, mother and children should plan together as to how the family income should be spent.

SA ___ A ___ U ___ D ___ SD ___

42. Life insurance and its relation to the family should be taught to high school students.

SA ___ A ___ U ___ D ___ SD ___