

ABSTRACT OF THESIS

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ATTITUDES OF BOYS AND GIRLS  
TOWARD CERTAIN SOCIAL PROBLEMS

Submitted by  
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In partial fulfillment of the requirements  
for the Degree of Master of Science  
Colorado State College  
of  
Agriculture and Mechanic Arts  
Fort Collins, Colorado

August, 1940

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## ABSTRACT OF THESIS

### Introduction

Boys and girls have always had to solve personal problems in human relations, but not until recent years have educators tried to help them work out desirable solutions to these problems. In trying to do so the educators have found themselves at a loss because of the lack of material to indicate the real attitudes of boys and girls on these problems. Therefore, a knowledge of the attitudes that exist between boys and girls is of paramount importance in the planning of units on social relationships.

### Statement of Problem

How may the social relationship unit in Home Economics be modified to fit the needs of high-school pupils?

### Problem analysis

To solve the problem it will be necessary to find answers to the following questions:

1. How do the attitudes of boys and girls toward certain forms of social behaviors compare?
2. What attitudes, due to conflicts between the sexes regarding acceptable forms of behaviors,

may be classified as social problems?

Delimitation of the problem

Approximately 350 boys and girls were selected at random from the tenth and eleventh grades of eight small high schools in towns of approximately 1,500 to 2,000 population, located near Waco, Texas.

In this study the term certain social behaviors was limited to those forms of behaviors that deal with personal dress, personal grooming, and boy-girl relationships.

The Community Situation

The eight towns from which the youths were selected are located in Central Texas within a radius of 50 miles of Waco. Because of the enrollment and teaching standards of the consolidated high school in these towns the State Classification Laws have placed them in Class B.

The population of the towns varies from 1,500 to 2,000, and the people are direct descendants of the German, Scandinavian, and English races. Most of the men are engaged in such occupations as farming, skilled labor, W. P. A. work, and office work, and the women are engaged in homemaking. The social activities of the communities center around the schools, churches, picture shows, family gatherings, and dances.

Since the towns have similar locations, populations, school systems, occupations, and social activities, the sampling of this study represents a fairly homogeneous group.

#### Methods and Materials

To obtain the necessary data for the study of the attitudes of boys and girls toward such problems as personal attractiveness, boy-girl friendships, and the spending of money, it was concluded that a questionnaire would be the most suitable instrument to use. In constructing the questionnaire, statements concerning various attitudes which boys and girls had expressed to the writer during her teaching experience, were used as the foundation. Three divisions were used in the questionnaire to secure an answer to every question, since many individuals would rather qualify an answer by Sometimes than commit themselves with a definite Yes or No.

Before the questionnaire was arranged in final form it was submitted for criticism to students in an education seminar in the summer session of Colorado State College; to high-school graduates; to high-school students; to parents of high-school pupils; and to high-school teachers. As a result, minor changes were made in wording and arrangement of questions.

Permission to collect the data was secured, through personal interviews, from the superintendents of the schools to be used in the study. The writer administered the questionnaire to 230 girls and 160 boys, but only 215 girls and 145 boys expressed an opinion on all the questions; therefore only the ones who completely answered all items were retained for this study.

### Findings

The data were first analyzed to determine whether there were significant differences between the attitudes of the boys and the girls concerning the major topics of the questionnaire; second, to determine those elements included in the major topic on which the boys and the girls disagreed, and those elements on which they agreed.

To ascertain possible significant differences between the attitudes of boys and the girls, Chi Square, the statistic commonly employed in the study of association was used. To determine what particular elements of the major topic produced significant conflicts in opinion, percentages were employed as a rough draft and guide for interpretation.

Before the data were analyzed to determine whether there were significant differences between the attitudes of boys and girls in regard to certain forms

of social behavior the hypothesis that boys in general agree with girls in general concerning forms of social behavior was constructed. To test such an hypothesis, a contingency table for each major topic considered was set up and Chi Square computed. If Chi Square was found to be greater than the critical value, 5.991, it was concluded that the boys and the girls did not agree in respect to the topic, and that there was a significant difference in their attitudes.

The Chi Square value and the statistical interpretation of the differences in attitudes of each of the major topics considered in the study are as follows:

Major Topic	Chi Square Value	Interpretation
Means of expressing affection	127.463	Very significant
Chaperons for various occasions	60.951	Very significant
Use of cosmetics by girls	52.701	Very significant
Drinking, telling risqué stories, smoking, and using profane language by boy friends	41.837	Very significant
Dating practices	10.116	Significant
Use of cosmetics by boys	9.155	Significant
Definite time to be home	8.895	Significant

Major Topic	Chi Square Value	Interpretation
Grooming in public by girls	7.080	Significant
Spending money on dates	6.334	Significant
Grooming in public by boys	5.859	Not significant
Wearing of ties and coats by boys	4.312	Not significant
Wearing of backless sport, afternoon, and evening dresses by girls	4.197	Not significant
Wearing of boots and trousers and of high heeled shoes by girls	3.555	Not significant
Drinking, telling risqué stories, smoking, and using profane language by girls	5.202	Not significant

To determine the attitudes of the boys and girls on the individual items of the major topics, percentages were employed; it was found that they had similar opinions on some of the items, and that they disagreed on others. These items have been grouped according to disagreement or agreement and are presented as follows:

Items of the major topics on which there were significant disagreements between the boys and the girls are as follows:

Girls' objecting to dating boys who do not have cars

Holding hands in picture shows  
 Double-dating with boy-friends  
 Parking and petting on dates  
 A boy's putting his arm around a girl  
 Wearing of lipstick for school by girls  
 Chaperons on picnics  
 A girl's sitting on a boy's lap  
 Kissing good night  
 Parking on highways  
 Telling of risqué stories by boys  
 Use of deodorant by boys  
 Arching of eyebrows by girls  
 Wearing of afternoon dresses for shopping by girls  
 Parking in parks  
 Double-dating with sister  
 Wearing of evening dresses to shows by girls  
 Taking a drink by boys  
 Wearing nail polish for special occasions by girls  
 Wearing of lipstick for special occasions by girls  
 Double-dating with girl-friend  
 Having several dates and spending small amount of  
 money or having one date and spending a large  
 sum of money  
 Double-dating with brother  
 Using deodorant by girls

The following are some items of the major topics on which the majority of the boys and girls agreed:

A. Boy should

Go clean shaven

Wear ties to church, to parties, and on dates

Wear coats to church

Spend money for picture shows, food, and soft drinks when on a date

B. Girls should

Use face powder for special occasions and school

Use rouge for special occasions

Use deodorant

Use perfume for special occasions

Wear backless sport dresses to a swimming pool

Wear high heeled shoes to parties

Wear afternoon dresses to parties

C. Boys and girls should

Go to picture shows on dates

Exchange gifts

Have allowances for entertainments

D. Boys should not

Take a drink, get drunk, smoke, tell risqué stories, or use profane language

Use face powder, nail polish, lipstick, or  
rouge

Get permanents

Blow horns to announce their arrival at a  
girl's home

Wear ties to picnics

E. Girls should not

Wear evening dress to parties, shows, or  
shopping

Wear high heeled shoes to school or on hikes

Get permanents

Apply make-up, comb their hair, or manicure  
their nails in public

Wear boots and trousers when shopping

Wear afternoon dresses to picnics or to school

Wear backless sport dress to school, to shop  
or to church

Share expenses of dates

F. Boys and girls should not

Park on highways

Have blind dates to get to go some place, or  
to have someone to go with

Express affection at school, in shows, or in  
public groups

Hold hands on streets, in public gatherings,  
or in school

Have chaperons on car rides

Date persons who have to be home at a definite time

It was then concluded that if there were significant differences in the attitudes of the boys and girls toward the topics social conflicts would exist between the sexes, and that the topics would be considered as social problems.

Since there were social problems existing it was evident that the present social relationship unit was not meeting the needs of the high-school pupils. Therefore it was recommended that the following changes be made in the unit:

1. That the unit be taught in the tenth grade to both boys and girls
2. That those items on which there were significant differences in attitudes be included in the unit.
3. That those items on which there were very significant differences be included in the unit, and be given great emphasis.

#### Recommendations for Further Study

Several questions have arisen during the progress of this study, the answers to which may be determined by further research:

1. What are the attitudes of the teachers of these units and of other adults toward the various social problems?
2. How adequately are home economics teachers prepared to teach a unit on boy-girl friendship?
3. How do the attitudes of Northern boys and girls toward these certain social problems compare with the attitudes of Texas boys and girls?

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T H E S I S

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COLORADO STATE COLLEGE

OF

AGRICULTURE AND MECHANIC ARTS

August 2 1934

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
SUPERVISION BY FREDDIE S. LINK  
ENTITLED ATTITUDES OF BOYS AND GIRLS TOWARD CERTAIN  
SOCIAL PROBLEMS

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF SCIENCE  
MAJORING IN HOME ECONOMICS EDUCATION

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### ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Miss Maude Williamson, Associate Professor of Home Economics Education and Teacher Trainer, Colorado State College, for her interest and guidance in this study; to Dr. David H. Morgan, Thesis Advisor, for his direction and constructive criticisms; and to Dr. G. L. Betts, Supervisor of Graduate Research in Education, for his suggestions.

The writer is also indebted to the high-school boys and girls who gave the information needed for this study.

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Chapter I

INTRODUCTION

Boys and girls have always had to solve personal problems in human relations, but not until recent years have educators tried to help them work out desirable solutions to these problems. In trying to do so the educators have found themselves at a loss because of the lack of material concerning the attitudes of boys and girls on these problems.

It is a known fact that many boys and girls who are apparently successful at school are in reality very much dissatisfied with their school careers, because they are left ignorant of many things that are the very foundation of life and living. The home leaves such things to the school, and the school leaves them to the home. Boys and girls alike really grope for this information and it often does not come.

It is difficult to explain just why so little attention has been given to physical well being, knowledge of sex life, matters of dress, intelligent purchase of clothing, personality development, and common rules of etiquette, since they are the vital problems in the lives of young people. Curiously enough, if they are

treated at all it is from the adult's viewpoint and the youth's trend of thought is not considered.

Perhaps we have suffered too long from our traditional attitude that human relation problems should not be touched by the school. It is a form of prudery which has been harmful to students and to society at large. It would seem better to face the fact that much information is gained from some source by all youth, and that the school should provide proper sources and likewise reliable information; perhaps this will become one of the sacred educational objectives in our homemaking courses.

A. H. Turney (11), University of Kansas, expressed a need for this definite subject matter when he said:

The real issue, in so far as attitudes are concerned, is adequate and pertinent subject matter. Attitudes, or a scientific attitude in social problems, cannot be developed in absence of data, full, complete, and modern.

The State of Texas is trying to meet this need by including social relationship units in the Home Economics program. However, teachers of such units have been handicapped because there is only a small amount of reliable information available that will give satisfactory answers to the questions asked by the pupil, who is not interested in what social theories advocate, but in what the opposite sex of their own age think. Therefore, a

knowledge of the attitudes that exist between boys and girls is of paramount importance in the planning of units on social behavior which are to be of great value to the class members.

The Problem

How may the social relationship unit in Home Economics be modified to fit the needs of the high-school pupils?

Problem analysis

To solve the problem it will be necessary to find answers to the following questions:

1. How do the attitudes of boys and girls toward certain forms of social behaviors compare?
2. What attitudes, due to conflict between the sexes regarding acceptable forms of behavior, may be classified as "social problems"?

Delimitation of the problem

Approximately 350 boys and girls were selected at random from the tenth and eleventh grades in eight small high schools from towns of approximately 500 to 2,000 population, located near Waco, Texas.

In this study the term certain social behaviors was limited to those forms of behaviors that deal with personal dress, personal grooming, and boy-girl relationships.

### The Community Situation

Some information in regard to the communities used is advisable so that one will understand the setting of this study. The schools used were located in the towns of Clifton, Valley Mills, Gap, Moody, Teague, McGregor, South Bosque, and Gatesville, all of which are in Central Texas within a radius of 50 miles of Waco. Figure 1 shows the approximate locations of the towns.

These towns are all centered around rural farming communities in the black land area of Texas, and have consolidated high schools. Large modern buses are used to transport the student living two miles or more from school. Because of the enrollment and the teaching standards of these schools the State Classification laws have placed them in class B; that is, they have an enrollment between 150-500 pupils, and they take an active part in the activities of the Athletic Association and Interscholastic League.

The populations of the towns vary from 1,500 to 2,000 and are made up of descendants of the German, Scandinavian, and English races. Most of the men are engaged in such occupations as farming, skilled labor, W P A work, and office work, and the women are engaged in homemaking.

The social activities of the communities center around the schools, churches, and picture shows; however,



Fig. 1.--Locations of towns used in the study

family picnics, car rides, dances, and ball games do afford some entertainment. Thus, the social life of the communities seems to be similar.

Since these eight towns have similar locations, populations, school systems, occupations, and social activities the sampling of this study represents a fairly homogeneous group.

## Chapter II

### REVIEW OF LITERATURE

In reviewing the literature concerning the social problems of the high-school boys and girls, it was found that many books have been written and several magazines and school papers have devoted sections to the discussion of these problems; however, they were written from the standpoint of what the adult thinks the youth should do and have no statistical foundations, so they will not be considered in this review. Only research studies and articles that show the reactions of educators toward the subject will be used. Perhaps the reason that so much of the literature is written from the adult's viewpoint is that the study of boy-girl friendship is a recent addition to the homemaking program.

#### Reactions of educators

Everine Parson expressed this sentiment in 1931 (8:101): "We have not known exactly what should be done about it (the new unit in human relations)". She realized that such a unit was needed in the homemaking program, but she felt uncertain of it, because it covered so many personal things. On investigating she found that many of her professional acquaintances were

also groping in the dark.

In an address to the Georgia Home Economics Association in 1932, Professor Cora M. Winchell (12) brought out the idea that there was a need of constant evaluation and adjustment of content, organizations, and methods of teaching home economics in response to the demands of a dynamic society. It also appeared to her from the curriculum in home economics that there was a growing spiritual aspect of homemaking with emphasis upon mental and social adjustments and family relationships.

In 1935, Thomas B. Portwood (7), assistant superintendent of the public schools in San Antonio, Texas, welcomed the addition of the unit on boy-girl friendship to his school. He stated that it was refreshing to have the information on boy-girl friendship made available to the youth, and that it should open a new field, which has been neglected for all the years that secondary education has been attempting to serve the youth of the land. He commended it to the millions of high-school boys and girls who are seeking for the information on living with people of their own age, and the inspiration derived therefrom.

In 1939 we still find educators talking about the problems of boys and girls. Harold Alberty, Director of the University School in Columbus, Ohio (1), asserted that the school must become the community's agency for the

continuous reinterpretation, reconstruction, and refinement of the meaning of the democratic way of life in our time. He also pointed out that if the school fulfills its duties it must help the adolescents meet the basic need of living. He listed some 29 major problems that adolescents will face in meeting their needs, and among these problems friendship, manners and dress, and social and economic security ranked high.

It seems from the review of the literature that the educators are aware that youth have their friendship problems and that something must be done to aid them in adjusting or solving these important problems.

#### Attitudes of youth

The following studies give interesting information as to the attitudes of the youth toward the problems of friendship, which the educators are so concerned over:

Howard Bell (3), in 1938, reported a study that the American Youth Commission at Washington, D. C., made. The Commission secured through personal interviews first-hand information from 13,000 boys and girls on their problems, but did not assume the position of a judge or a critic on the attitude questions, as its business was to report, not to judge.

In this study more than half the youth admitted that, with varying degrees of frequency and moderation,

they indulged in some kind of alcoholic beverage. One-fifth were unqualifiedly opposed to drinking; somewhat more than one-fourth, although not drinkers themselves, were not opposed to others drinking. Drinking was indulged in by a large number of boys and girls under 21. More than half the boys and almost two-fifths of the girls admitted that they drank.

The following statements, in their own words, express the attitudes of the youths used in this study concerning the drinking question (3:239):

1. I drink a glass of beer once in a while, but just to be sociable.
2. I drink, but I am not a rummy.
3. They call you a poor sport if you don't drink.
4. It's all right if they don't get drunk.
5. If they know how to handle it.
6. I despise drinking and drunks.
7. Alcohol is the root of all problems.
8. Drinking puts people on a level with bums.

It was also found in this study that the youths believed that their problems centered around economic security, conduct or morals, education, home, and recreation. Over 50 per cent of both girls and boys stated that economic security was the chief problem. While 11.1 per cent of the boys and 12.7 per cent of the girls thought their problem was conduct and morals, 11.3 per cent of the boys and 5.8 per cent of the girls thought it was education, 7.1 per cent of the boys and 12.5 per cent of the girls thought it was home life, and 4.9 per cent of the boys and 5 per cent of the girls

thought it was recreation. This study shows that the boys and girls agree on the economic security problem, but vary on the other problems.

The following statements, in their own words, are the attitudes expressed by the same youths toward the above-mentioned problems (3:251-252):

1. No work .. no money .. no good education .. no good times .. these are the problems that young people have to face.
2. The problem is how to get married on \$15.00 a week.
3. Social relations with opposite sex is the main problem. If you love a girl and she don't love you, it's awful.
4. The trouble with most boys is that they try to act like the gangsters they see in the movies.
5. Educational programs are too full of frills. Young people are not trained; they are merely put through school.

In 1936, P. M. Symonds (10) made a study of sex differences in the life problems and interest of adolescents and found that boys ranked money higher than girls as a problem, and that they ranked personal attractiveness and etiquette lower as problems. Boys indicated greater interest than girls in safety, health, money, civic affairs, recreation, and study; and less interest than girls in personal attractiveness, etiquette, and getting along with other people. Symonds believed that the differences in attitude between the boys and girls were products of environment rather than of sex.

Harold H. Punke (9) in 1936, in his study of leisure time attitudes and activities of high-school

students, found that there was a difference in the type of radio programs that they like. Girls liked drama and boys liked world news.

Edith Harwood (6) in 1937, advanced the idea in her study that there was a wide difference in the attitudes of mothers and daughters toward social problems and that the degree of difference indicated considerable friction. The problems causing the friction were: parties on school night, free choice of boy companions, necking, smoking and drinking, buying of clothes, choice of husband, driving the car, choosing a career, attitude toward sex and choice of magazines.

The study of the American Association of School Administrators of 1928 (2) unveils some of the critical situations in the life of youth which need sympathetic study and consideration. It pointed out that most of the problems of personal relationships seem to arise in one or another of the following areas: (a) relations with parents; (b) relations with friends and groups; (c) love relations; (d) relations with teachers or employer. The interest of the writer is concerned only with those problems in the friend and group relations area; therefore only that part of the above report will follow. The youths used in the study expressed the following attitudes as to the causes of difficulties with friends (2:88) (again their own wording):

1. Lack of opportunity to be with boys and girls.
2. Lack of technics in the activities that other friends do for fun.
3. They do not trust people.
4. Makes quite unwarranted demands upon their friends.
5. Lack of emotional control.
6. Lack of knowledge concerning the attitudes of the opposite sex on the problem at hand.

Boldt and Stroud (4) in 1934 indicated in their investigation of changes in attitudes of college students that they become more liberal on social, political, religious, and international questions, as a result of their training and that many of the changes manifested appear to be due to the influence of the college life rather than to differences in age and maturity.

From the review of the literature it seems that the problems of youth fall into two divisions: first, how to live with oneself, and second, how to live with others. Furthermore there is a difference between the boys' and girls' attitudes on these problems.

### Chapter III

#### METHODS AND MATERIAL

To obtain the necessary data for the study of the attitudes of boys and girls toward such problems as personal attractiveness, boy-girl friendships, and the spending of money, it was concluded that a questionnaire would be the best suitable instrument to use. In constructing the questionnaire, statements concerning various attitudes which boys and girls had expressed to the writer during her teaching experience were used as the foundation. These statements and others obtained from the literature were formulated into a questionnaire, so that the boys and girls could express their attitudes by checking a "Yes", "Sometimes", or "No" column, or by writing one word in the blank space provided. Three divisions were used to secure an answer to every question, since many individuals would rather qualify an answer by a "Sometimes" than commit themselves with a definite "Yes" or "No".

The questionnaire was then submitted for criticism to students in an education seminar in the Summer Session of Colorado State College. After the revisions suggested by the group were made it was sub-

mitted for further suggestions to 12 high-school graduates in Palestine, Texas; 15 high-school students in Clifton, Texas; 10 parents of high-school students; and eight high-school teachers. As the result, minor changes were made in wording and arrangement of questions.

QUESTIONNAIRE ON ATTITUDES OF BOYS AND GIRLS  
TOWARD THEIR SOCIAL PROBLEMS

Name of School \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

How many courses in Home Economics have you had? \_\_\_\_\_

1. Why are some boys and girls more attractive to you than others?

Boy and girl friendships play an important part in the lives of high school pupils. It is some times difficult for them to be friends because they have different viewpoints on personal attractiveness.

Please indicate your viewpoint on personal attractiveness by checking the following questions.

Yes      Sometime      No

- A. DO YOU LIKE A BOY TO WEAR  
A TIE:

1. To school . . . . .
2. To picnics . . . . .
3. To parties . . . . .
4. To church . . . . .
5. On dates . . . . .

- B. DO YOU LIKE A BOY TO WEAR  
A COAT:

1. To school . . . . .
2. To picnics . . . . .
3. To parties . . . . .
4. To church . . . . .
5. On dates . . . . .

- |    |   | Yes | Sometime | No |
|----|---|-----|----------|----|
| C. | DO YOU LIKE A GIRL TO WEAR<br>A BACKLESS SPORT DRESS: |     |          |    |
|    | 1. To school . . . . .                                |     |          |    |
|    | 2. To shop . . . . .                                  |     |          |    |
|    | 3. To the swimming pool . . . . .                     |     |          |    |
|    | 4. To church . . . . .                                |     |          |    |
| D. | DO YOU LIKE A GIRL TO WEAR<br>A DRESSY SILK DRESS:    |     |          |    |
|    | 1. To school . . . . .                                |     |          |    |
|    | 2. To picnics . . . . .                               |     |          |    |
|    | 3. To parties . . . . .                               |     |          |    |
|    | 4. On dates . . . . .                                 |     |          |    |
|    | 5. Shopping . . . . .                                 |     |          |    |
| E. | DO YOU LIKE A GIRL TO WEAR<br>EVENING DRESSES:        |     |          |    |
|    | 1. On the streets . . . . .                           |     |          |    |
|    | 2. To informal parties . . . . .                      |     |          |    |
|    | 3. To shows . . . . .                                 |     |          |    |
|    | 4. To school dances . . . . .                         |     |          |    |
| F. | DO YOU LIKE A GIRL TO WEAR<br>BOOTS AND TROUSERS:     |     |          |    |
|    | 1. To school . . . . .                                |     |          |    |
|    | 2. Shopping . . . . .                                 |     |          |    |
|    | 3. To picnics . . . . .                               |     |          |    |
|    | 4. On dates to the show . . . . .                     |     |          |    |
| G. | DO YOU LIKE A GIRL TO WEAR<br>HIGH HEELED SHOES:      |     |          |    |
|    | 1. To school . . . . .                                |     |          |    |
|    | 2. Shopping . . . . .                                 |     |          |    |
|    | 3. On hikes . . . . .                                 |     |          |    |
|    | 4. To parties . . . . .                               |     |          |    |
| H. | DO YOU LIKE A GIRL TO USE:                            |     |          |    |
|    | 1. Rouge for school . . . . .                         |     |          |    |
|    | Special occasions . . . . .                           |     |          |    |
|    | 2. Lip stick for school . . . . .                     |     |          |    |
|    | Special occasions . . . . .                           |     |          |    |
|    | 3. Bright colored nail polish<br>for school . . . . . |     |          |    |
|    | Special occasions . . . . .                           |     |          |    |
|    | 4. Face powder for school . . . . .                   |     |          |    |
|    | Special occasions . . . . .                           |     |          |    |

Yes      Sometime      No

- 5. Eye shadow for school .
- 6. Eye brow pencil for school . . . . .
- Special occasions . . .
- 7. Perfumes for school .
- Special occasions . . .
- 8. Deodorant . . . . .

I. DO YOU LIKE A BOY TO USE:

- 1. Face powder . . . . .
- 2. Lip stick . . . . .
- 3. Nail polish . . . . .
- 4. Perfumes . . . . .
- 5. Deodorant . . . . .
- 6. Rouge . . . . .

J. DO YOU LIKE A GIRL TO:

- 1. Arch eye brows . . . . .
- 2. Comb hair in public .
- 3. Put on make-up in public . . . . .
- 4. Manicure nails in public . . . . .
- 5. Get a fuzzy permanent . . . . .

K. DO YOU LIKE A BOY TO:

- 1. Arch eye brows . . . . .
- 2. Comb hair in public .
- 3. Clean nails in public.
- 4. Go clean shaved . . . .
- 5. Get a permanent . . . .

2. What can you do to promote wholesome boy and girl relations for yourself and others?

Boy and girl relations are important factors in the lives of all high-school pupils. There is often a difference in attitudes of boys and girls on certain social customs which makes it difficult for them to agree concerning the right or wrong of some customs of the present day young people.

Please indicate your attitudes on these social customs by checking the following questions.

Yes    Sometime    No

A. DO YOU LIKE YOUR BOY FRIENDS TO:

- 1. Take a drink . . . . .
- 2. Get drunk . . . . .
- 3. Smoke . . . . .
- 4. Tell "dirty" jokes . . . . .
- 5. Tell "cute" jokes . . . . .
- 6. Use profane language . . . . .

B. DO YOU LIKE YOUR GIRL FRIENDS TO:

- 1. Take a drink . . . . .
- 2. Get drunk . . . . .
- 3. Smoke . . . . .
- 4. Tell "dirty" jokes . . . . .
- 5. Tell "cute" jokes . . . . .
- 6. Use profane language . . . . .

C. DO YOU LIKE BOYS AND GIRLS TO "PARK":

- 1. On country roads . . . . .
- 2. On highways . . . . .
- 3. In parks . . . . .
- 4. In front of homes . . . . .

D. DO YOU LIKE BOYS AND GIRLS TO DO THE FOLLOWING:

- 1. Hold hands . . . . .
- 2. To kiss good night . . . . .
- 3. For a boy to put his arm around a girl . . . . .
- 4. For a girl to sit on a boy's lap when four are riding in one seat . . . . .

E. DO YOU LIKE BOYS AND GIRLS TO EXPRESS THEIR FEELINGS OF AFFECTION:

- 1. In public groups . . . . .
- 2. At home . . . . .
- 3. At school . . . . .
- 4. In parked cars . . . . .
- 5. At shows . . . . .

Yes    Sometime    No

F. DO YOU LIKE BOYS AND GIRLS  
TO HOLD HANDS:

1. On the streets . . . . .
2. In the show . . . . .
3. At school . . . . .
4. While riding . . . . .
5. Public gatherings . . . . .

G. DO YOU LIKE:

1. A boy to blow the horn to  
announce his arrival at  
the home of a girl . . . . .
2. A boy to "stand up" a  
girl . . . . .
3. A girl to "stand up" a  
boy . . . . .
4. To go with an engaged boy  
or girl . . . . .
5. To date a girl friend's  
boy friend . . . . .
6. To date a boy friend's  
girl friend . . . . .
7. A boy to go with an  
older girl . . . . .
8. A boy to go with a girl  
his parents do not like . . . . .
9. A girl to go with a boy  
her parents do not like . . . . .
10. A girl to marry before  
finishing high school . . . . .
11. A boy to marry before  
finishing high school . . . . .

H. DO YOU LIKE TO DOUBLE-DATE WITH:

1. Brother . . . . .
2. Sister . . . . .
3. Girl . . . . .
4. Boy friend . . . . .

I. DO YOU LIKE TO HAVE BLIND DATES:

1. To help some friend out . . . . .
2. Because you are sorry for  
some person . . . . .
3. Because you don't have  
anyone to go with . . . . .
4. To get to go some place  
you want to go . . . . .

Yes    Sometime    No

J. DO YOU THINK PARENTS SHOULD SET A DEFINITE TIME FOR:

- 1. Girls to be at home at night . . . . .
- 2. Boys to be home at night . . . . .

K. DO YOU LIKE TO GO WITH A boy or girl that has to be home at a definite time . . . . .

L. WHAT TIME DO YOU THINK BOYS AND GIRLS SHOULD BE HOME:

- 1. Boys - school night . . . . .
- week ends . . . . .
- 2. Girls - school night . . . . .
- week ends . . . . .

M. DO YOU LIKE TO HAVE CHAPERONES ON:

- 1. Picnics . . . . .
- 2. Parties . . . . .
- 3. Dances . . . . .
- 4. Hikes . . . . .
- 5. Car rides . . . . .

3. Do you judge your friends by the amount of money that they spend for entertainment?

Some boys and girls are able to have an enjoyable time on a little money, while others require a large amount. Because of this difference many embarrassing situations arise which lead to misunderstanding between them.

Please express your attitude toward the following questions by checking them.

Yes    Sometime    No

A. Is it all right for a girl to share the expenses of a date . . . . .

B. Do you prefer to have several dates and spend a small amount of money rather than one date and spend a large amount . . . . .

Yes    Sometime    No

C. Is it all right for boys and girls to exchange gifts . . . .

D. Do you like "Gold Diggers" . .

E. Do you like to have a date to go to free entertainment . . .

F. Do girls object to going with boys that do not have cars . .

G. Do you like to have an allowance for entertainment . . . .

H. List three things that you like to spend money for on a date:

- 1. . . . .
- 2. . . . .
- 3. . . . .

4. What do boys and girls like to do for entertainment?

What boys and girls do for entertainment frequently causes friction between them because they do not enjoy the same things or they do not know what the other one wants to do.

A. Make a list of five things that you like to do on a date. (List in order of preference).

- 1.
- 2.
- 3.
- 4.
- 5.

B. Do you like to come into an entertainment after it has started?

Yes . . .    Sometimes . . .    No . . . .

C. Do you like to leave an entertainment after it has started?

Yes . . .    Sometimes . . .    No . . . .

D. Make a list of five things that boys and girls usually talk about while on a date:

- 1.
- 2.
- 3.
- 4.
- 5.

E. List five things you do not like to do on a date:

- 1.
- 2.
- 3.
- 4.
- 5.

After the questionnaire was arranged in final form, permission to collect the data was secured, through personal interviews, from the superintendents of the schools to be used in the study. At the time the interview was made with the superintendent, a copy of the questionnaire was left with him for careful study, so that he might have a complete understanding of the study before the pupils were interviewed. He was asked not to discuss the problems with the pupils as unbiased attitudes were desired.

After the superintendents had studied the questionnaire and reported to the writer a convenient date for administering the questionnaire in each school, an itinerary was made and followed. The dates for collecting the data were scheduled so that the writer might administer the questionnaire before the home economics classes studied the unit on boy-girl friendship,

in order that it might be used as an approach for the work.

Out of the 230 girls and 160 boys checking the questionnaire 215 girls and 145 boys answered all questions. Only the ones who completely answered all items were retained for use in this study.

The data will be analyzed statistically in Chapter IV to determine any significant difference between the attitudes of boys and girls on their social problems.

## Chapter IV

### ANALYSIS OF DATA

The data in this study were obtained from 215 girls and 145 boys enrolled in the tenth and eleventh grades of eight high schools near Waco, Texas. These young people expressed their attitudes toward certain questions by checking in a Yes, Sometimes, or No column of a questionnaire.

The data were first analyzed to determine if there were significant differences between the attitudes of the boys and the girls concerning the major topics of the questionnaire; second, to determine those elements included in the major topics on which boys and the girls disagreed, and those elements on which they agreed.

To ascertain possible significant differences between the attitudes of the boys and the girls, Chi Square, the statistic commonly employed in the study of association, was used. To determine what particular elements of the major topics produced significant conflicts in opinion, percentages were employed as a rough guide for interpretations.

Before the data were analyzed to determine if there were significant differences between the attitudes

of the boys and the girls in regard to certain forms of social behavior, it was necessary to consolidate small specific factors into general topics, and then to construct the hypothesis that boys in general agree with girls in general concerning forms of social behavior. To test such an hypothesis, a contingency table for each major topic considered was set up and Chi Square computed. If such a Chi Square was found to be greater than the critical value, 5.991, it was concluded that the boys and the girls did not agree in respect to that topic.

The obtained Chi Square value 4.313 for the association between the attitudes of boys and girls toward the wearing of ties and coats by boys cannot be considered significant (Table 1), because in this study a Chi Square value in excess of 5.991, with a probability (.05) of occurring due to chance alone, is necessary for the difference between the attitudes of boys and girls to be considered statistically significant.

In comparing the percentages of the opinion of boys and girls on the topic of wearing coats and ties for various occasions, it was found that the majority (60 per cent or more) of both the boys and girls agreed that coats and ties should be worn to church, parties, and dates (Table 2); however, 11 per cent or less of boys and girls thought that ties and coats should be worn to school and picnics. Although the majority of the

boys and the girls did agree that the boys should wear coats and ties to parties, 13 per cent more of the girls than of the boys expressed this opinion.

Table 1.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD THE WEARING OF TIES AND COATS BY BOYS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	1119	1096.5	587	617.5	444	436	2150
Boys	717	739.5	447	416.5	286	294	1450
	1836		1034		730		3600

$$\text{Chi Square} = \frac{\sum(O-T)^2}{T} = 4.3129 \quad \text{Not significant}$$

D. F. = 2

O = an observed cell frequency

T = a theoretical or computed cell frequency based upon the constructed hypothesis

D. F. = the number of degrees of freedom by which an obtained value of Chi Square may be interpreted on the basis of the probability of its occurrence.

The Chi Square value, 4.20, for the association between the attitudes of the boys and the girls on the wearing of various types of dress is also less than 5.991 (Table 3); hence the difference in the attitudes of boys and girls toward this topic was not significant.

Table 2.--ATTITUDES OF BOYS AND GIRLS TOWARD THE WEARING OF TIES AND COATS BY BOYS

	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Girls - N = 215						
Boys - N = 145						
<b>A boy should wear a tie</b>						
To church	98.0	96.5	1.4	2.7	.6	.7
To parties	83.4	70.9	13.4	22.8	3.2	6.3
To dates	75.2	72.0	23.8	24.0	.9	4.0
To school	7.4	8.3	57.5	48.2	35.1	43.4
To picnics	6.0	11.0	19.3	32.0	74.7	57.9
<b>A boy should wear a coat</b>						
To church	94.1	91.6	4.1	7.6	1.8	.7
To parties	76.0	60.6	21.3	31.7	2.7	7.6
To dates	68.4	64.7	28.8	28.3	2.7	6.9
To school	8.8	7.6	62.3	63.4	28.8	28.9
To picnics	3.3	10.5	41.4	48.8	55.2	40.6

Only a small percentage (ranging from 12 to 1 per cent) of the boys and the girls thought that a backless sport dress was the proper dress to wear to school, to shop or to church (Table 4). However, over half of the girls and the boys did believe that a backless sport dress was suitable for wearing while looking on at

Table 3.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD THE WEARING OF BACKLESS SPORT, AFTERNOON, AND EVENING DRESSES

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	607	636.5	577	571.4	1611	1587.1	2795
Boys	459	429.5	381	386.6	1045	1068.9	1885
	1066		958		2656		4680

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 4.1976 \quad \text{Not significant}$$

D. F. = 2

a swimming pool. From 55 to 68 per cent of the boys and the girls agreed that an afternoon dress could be worn to parties and on dates; whereas less than seven per cent of them believed that the afternoon dress was the proper attire for picnics and school. There was some disagreement over the wearing of the afternoon dress when shopping, as 55 per cent of the boys were of the opinion that it should not be worn when shopping and only 30 per cent of the girls held this view. Less than 16 per cent of both the girls and the boys believed that an evening dress would be suitable to wear to parties, shows, and shop. There was some disagreement between the boys and the girls in regard to evening dresses at dances, as 18 per cent more of the boys than of the girls favored the wearing of an evening dress for school dances.

Table 4.--ATTITUDES OF BOYS AND GIRLS TOWARD THE WEARING OF BACKLESS SPORT, DRESSY SILK, AND EVENING DRESSES BY GIRLS

	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Girls - N = 215						
Boys - N = 145						
<hr/>						
A girl should wear a backless sport dress						
To swimming pool	68.2	54.5	25.2	26.2	6.5	19.2
To school	3.7	11.7	14.7	15.8	81.6	72.4
To shop	1.8	11.2	12.0	20.6	86.2	68.2
To church	1.3	2.1	3.2	0	95.5	97.8
A girl should wear an afternoon dress						
To parties	67.8	60.6	29.3	32.4	2.8	6.9
To dates	55.7	61.4	39.5	32.3	4.7	6.2
To shop	19.9	18.6	49.7	26.1	30.3	55.2
To picnics	6.1	6.2	19.1	17.3	74.7	76.4
To school	3.7	2.2	14.7	19.2	81.6	78.5
A girl should wear an evening dress						
To school dances	46.9	64.1	42.7	20.6	10.3	15.2
To parties	11.6	15.8	14.5	20.6	73.8	63.5
To shows	1.3	5.5	7.3	26.2	91.3	68.2
To shop	0	2.7	2.7	4.8	97.3	92.4

The Chi Square value, 3.555, in testing the association between the attitudes of boys and girls in regard to the wearing of boots and trousers and of high heeled shoes cannot be considered significant (Table 5), as it is less than the critical value.

Table 5.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD THE WEARING OF BOOTS AND TROUSERS AND OF HIGH HEELED SHOES BY GIRLS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	341	349.4	441	419.9	938	950.7	1720
Boys	244	235.6	262	283.1	654	641.3	1160
	585		703		1592		2880

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 3.555 \quad \text{Not significant} \\ \text{D. F.} = 2$$

The fact that the boys and the girls did express such similar opinions concerning the wearing of boots and trousers and of high heeled shoes by girls engages attention (Table 6). Over 50 per cent of them stated that boots and trousers were suitable to wear on a picnic, but only 13 per cent or less thought that boots and trousers were desirable for wearing to school, on dates, and to shop. A majority (61 to 66 per cent) of both the girls and the boys believed that high heeled

shoes were desirable foot wear for parties, but less than six per cent considered them appropriate for school and hikes.

Table 6.--ATTITUDES OF BOYS AND GIRLS TOWARD THE WEARING OF BOOTS AND TROUSERS AND OF HIGH HEELED SHOES BY GIRLS

	YES		SOMETIMES		NO	
	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent
Girls - N = 215						
Boys - N = 145						
A girl should wear boots and trousers						
To picnics	59.8	57.9	32.6	30.2	7.5	11.8
To school	13.1	8.9	49.2	42.3	37.6	48.8
To date	1.8	2.7	10.6	8.9	87.6	88.2
To shop	0	1.3	12.5	19.3	87.5	79.3
A girl should wear high heeled shoes						
To parties	61.7	66.1	32.2	22.7	6.1	11.2
To shop	18.1	19.9	51.1	37.3	30.7	42.7
To school	2.3	6.2	15.7	18.5	82.1	75.1
To hike	.9	4.8	1.4	1.4	97.6	93.7

There is a very significant difference between the attitudes of the boys and girls toward the use of cosmetics by girls (Table 7). The Chi Square value, 52.701, for this association is more than eight times

the value necessary to be statistically significant; hence it may be termed very significant.

Table 7.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD THE USE OF COSMETICS BY GIRLS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	1648	1535.2	670	686.2	692	788.6	3010
Boys	923	1035.8	477	460.8	630	533.4	2030
	2571		1147		1322		5040

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 52.7017 \text{ Very significant}$$

A majority of both the boys and the girls favored the use of face powder, lipstick, rouge, perfume, eyebrow pencil, and deodorant for special occasions, but less than 40 per cent of them favored the use of rouge, nail polish, perfume, and eyebrow pencil for school (Table 8). In fact more than half of both the boys and girls said that nail polish and eyebrow pencil should not be worn at school. There were differences in opinion about the use of face powder for school, lipstick for special occasions and school, nail polish for special occasions, and the use of deodorant. Eighty-seven per cent of the girls thought face powder should be used for school, but only 69 per cent of the boys favored its use.

Table 8.--ATTITUDES OF BOYS AND GIRLS TOWARD THE USE  
OF COSMETICS BY GIRLS

Girls - N = 215 Boys - N = 145	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
A girl should use						
Face powder for						
Special occasions	96.4	85.5	2.7	10.3	.9	4.1
School	86.6	68.9	10.7	23.4	2.7	7.6
Lipstick for						
Special occasions	93.6	73.1	6.1	19.3	.4	7.5
School	68.3	35.8	21.4	35.8	10.3	28.3
Rouge for						
Special occasions	87.6	78.5	10.3	13.2	2.2	8.2
School	36.7	22.8	45.5	44.1	17.7	33.1
Nail polish for						
Special occasions	43.1	40.6	48.3	29.7	8.5	29.7
School	6.5	9.6	19.1	17.9	74.3	72.4
Perfume for						
Special occasions	73.8	75.7	22.8	17.3	3.3	6.9
School	21.9	22.1	37.6	35.8	40.4	42.1
Eyebrow pencil for						
Special occasions	53.8	43.4	34.8	34.4	11.3	22.2
School	12.1	9.6	31.7	17.2	56.1	73.2
Deodorant	83.3	64.8	11.1	19.3	5.6	15.8

Sixty-eight per cent of the girls approved the use of lipstick for school, 93 per cent on special occasions; of the boys only 35 per cent approved its use for school, 73 per cent for special occasions. Twenty-nine per cent of the boys objected to the use of nail polish for special occasions, but only eight per cent of the girls objected to its use for these occasions. There was a difference of 19 per cent in attitude toward the use of deodorant by girls, the attitude of the boys being represented by the smaller number.

Since Chi Square value, 9.155, for the association between the attitudes of boys and girls toward the use of cosmetics by boys is more than the required value (Table 9), it may be said there were significant differences between the attitudes of boys and girls toward this topic.

Table 9.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD THE USE OF COSMETICS BY BOYS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	190	168.4	202	215.5	898	906.1	1290
Boys	92	113.6	159	145.5	619	610.9	870
	282		361		1517		2160

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 9.155 \quad \text{Significant} \\ \text{D. F.} = 2$$

There is a difference in attitude expressed over the use of deodorant (Table 10), as 64 per cent of the girls and only 36 per cent of the boys believed that a deodorant should be used by boys. A large majority (in a range of 62 to 96 per cent) of both boys and girls stated that face powder, nail polish, lipstick, and rouge should not be used by the boys.

Table 10.--ATTITUDES OF BOYS AND GIRLS TOWARD THE USE OF COSMETICS BY BOYS

	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Girls - N = 215						
Boys - N = 145						
A boy should use						
Deodorant	64.6	36.6	19.6	24.1	15.8	39.3
Perfume	14.0	11.1	36.0	44.8	51.9	44.1
Face powder	7.5	9.6	24.2	26.1	68.3	62.2
Nail polish	1.8	2.8	11.1	8.3	87.1	88.9
Lipstick	.5	2.1	1.4	2.1	98.1	95.7
Rouge	.0	1.4	3.6	4.2	96.4	94.4

A significant Chi Square value of 7.080 was found for the association between attitudes of boys and girls in regard to personal grooming practices by girls (Table 11); therefore the differences in attitudes are considered significant.

Table 11.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD PERSONAL GROOMING PRACTICES BY GIRLS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	148	134.3	130	144.5	797	796.2	1075
Boys	77	90.7	112	97.5	536	536.8	725
	225		242		1333		1800

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 7.080 \quad \text{Significant} \\ \text{D. F.} = 2$$

An analysis of the responses on the different practices indicates that there was a difference of 25 per cent in attitude of the boys and girls over girls' arching of their eyebrows, with the percentage of the boys favoring this practice less than the percentage of the girls (Table 12). A large majority (in a range of 73 to 98 per cent) of both the boys and girls agreed that girls should not comb their hair, put on make-up, or manicure their nails in public. Ninety-three per cent of the girls and 82 per cent of the boys objected to permanents that give a dry dead appearance to the hair.

Table 12.--ATTITUDES OF BOYS AND GIRLS TOWARD PERSONAL GROOMING PRACTICES BY GIRLS

Girls - N = 215 Boys - N = 145	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
A girl should						
Arch eyebrows	65.9	40.4	27.5	28.0	6.5	31.6
Comb hair in public	0.9	2.7	15.2	23.5	83.8	73.7
Put make-up on in public	0.9	1.3	9.5	11.1	89.6	87.5
Manicure nails in public	0.4	0.6	1.8	4.9	97.8	94.4
Get a fuzzy permanent	0.4	0.6	6.0	9.6	93.6	89.8

Although the Chi Square value, 5.859, for the association between the attitudes of boys and girls toward personal grooming practices by boys is higher than some of the other values found in this section, it is slightly less than the required value (Table 13). Therefore, it cannot be considered as significant.

Over 93 per cent of the boys and the girls agreed that boys should go clean shaven; less than six per cent of them agreed that a boy should arch his eyebrows, clean his nails, and comb his hair in public, and get a permanent. Although a small percentage of the boys

and the girls favored cleaning nails in public there was some disagreement over this point. Ninety per cent of the girls stated that a boy should not clean his nails in public, but only 70 per cent of the boys agreed with the girls.

Table 13.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD PERSONAL GROOMING PRACTICES BY BOYS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	228	229.4	136	152.9	711	692.7	1075
Boys	156	154.6	120	103.1	449	467.3	725
	384		256		1160		1800

$$\text{Chi Square} = \frac{\sum(O-T)^2}{T} = 5.859 \quad \text{Not significant}$$

D. F. = 2

Table 14.--ATTITUDES OF BOYS AND GIRLS TOWARD PERSONAL GROOMING PRACTICES BY BOYS

	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
Girls - N = 215	Per	Per	Per	Per	Per	Per
Boys - N = 145	Cent	Cent	Cent	Cent	Cent	Cent
A boy should						
Go clean shaven	99.1	94.4	0	2.7	.9	2.8
Arch eyebrows	2.7	.6	14.8	5.6	82.5	93.7
Clean nails in public	1.7	5.5	7.8	24.3	90.5	70.2
Comb hair in public	1.4	5.5	35.2	45.5	63.3	48.9
Get a permanent	.9	1.4	5.0	4.8	94.1	93.7

For the association between the attitudes of boys and girls toward personal habits of boys, Chi Square was found to be 41.837 (Table 15). Since the Chi Square value is six times larger than the necessary statistical value it may be concluded that the difference in attitudes is very significant.

Table 15.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD DRINKING, TELLING JOKES, SMOKING, AND USE OF PROFANE LANGUAGE BY BOYS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	77	91.3	230	282.5	983	916.2	1290
Boys	76	61.7	243	190.5	551	617.8	870
	153		473		1534		2160

Chi Square =  $\frac{\sum(O-T)^2}{T} = 41.837$  Very significant  
 D. F. = 2

More than 70 per cent of both the boys and the girls reported that they did not like to have their "boy friend" do the following: take a drink, get drunk, tell risqué stories, and use profane language. Between 25 per cent and 38 per cent of them did not approve of smoking or jokes. The percentage of girls objecting to drinking and risqué stories was considerably higher than that of the boys. Although 96 per cent of the boys objected to their

friend getting drunk, only 72 per cent objected to his taking a drink. The number of boys and girls who objected to jokes was only approximately one-third of the number who objected to risqué stories.

Table 16.--ATTITUDES OF BOYS AND GIRLS TOWARD DRINKING, TELLING RISQUÉ STORIES, SMOKING, AND USE OF PROFANE LANGUAGE BY BOY-FRIENDS

	YES		SOMETIMES		NO	
	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent
Girls - N = 215						
Boys - N = 145						
A boy should						
Take a drink	1.3	5.5	5.1	22.1	93.6	72.3
Get drunk	0.9	0.7	0.9	3.5	98.1	95.7
Smoke	13.5	13.8	48.8	54.5	37.6	31.6
Tell risqué stories	0.4	3.4	0.4	26.2	99.2	70.3
Tell jokes	18.6	27.5	49.2	47.5	32.1	24.9
Use profane language	0.9	1.3	2.1	13.8	97.0	84.8

Since the Chi Square value, 5.202, for the association between the attitudes of boys and girls toward personal habits of girls is less than the critical value (Table 17), the difference in attitudes may not be considered significant.

Table 17.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD DRINKING, TELLING JOKES, SMOKING, AND THE USE OF PROFANE LANGUAGE BY GIRLS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	59	63.9	120	133.7	1111	1092.4	1290
Boys	48	43.1	104	90.3	718	736.6	870
	107		224		1829		2160

$$\text{Chi Square} = \frac{\sum(O-T)^2}{T} = 5.202 \quad \text{Not significant}$$

D. F. = 2

Over 85 per cent of both the girls and the boys objected to their "girl-friend's" doing the following things: taking a drink, getting drunk, smoking, telling a risqué story, or using profane language (Table 18). Between 33 per cent and 46 per cent of them objected to telling jokes. The percentage of girls objecting to smoking and risqué stories was somewhat higher than that of the boys.

The Chi Square value, 127.461, for the association between the attitudes of boys and girls toward means of expressing affection was found to be 20 times the value necessary to be considered significant (Table 19); therefore, the difference in attitudes in regard to this question is very significant.

Table 18.--ATTITUDES OF BOYS AND GIRLS TOWARD DRINKING, TELLING RISQUE STORIES, SMOKING, AND USE OF PROFANE LANGUAGE BY GIRL-FRIENDS

	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
Girls - N = 215	Per	Per	Per	Per	Per	Per
Boys - N = 145	Cent	Cent	Cent	Cent	Cent	Cent
A girl should						
Take a drink	1.3	4.8	2.3	6.3	96.5	88.8
Get drunk	1.4	2.8	0.5	4.8	98.1	92.3
Smoke	2.3	4.2	3.6	10.3	94.1	85.4
Tell risqué stories	1.3	3.4	0.9	8.3	97.8	88.2
Tell jokes	20.4	15.8	47.7	37.9	32.0	46.0
Use profane language	1.3	2.0	0.9	4.1	97.8	93.8

Table 19.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD MEANS OF EXPRESSING AFFECTION

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	506	655.6	992	1027.2	2372	2187.2	3870
Boys	592	442.4	769	733.8	1249	1434.8	2610
	1098		1761		3621		6480

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 127.463 \quad \text{Very significant}$$

D. F. = 2

Table 20.--ATTITUDES OF BOYS AND GIRLS TOWARD MEANS OF EXPRESSING AFFECTION

	YES		SOMETIMES		NO	
	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent
Girls - N = 215						
Boys - N = 145						
Boys and girls should park						
In front of homes	18.1	15.8	39.5	27.6	42.3	56.5
In parks	9.4	28.9	37.5	52.4	52.9	18.6
On country roads	4.6	33.1	19.0	42.0	76.5	24.8
On highways	0.9	4.1	4.6	18.6	94.6	77.2
Boys and girls should						
Kiss good night	24.6	54.4	22.4	33.1	52.9	12.4
Hold hands	16.7	28.3	54.8	46.8	28.4	24.8
A boy should put his arm around a girl	22.4	58.5	52.9	33.0	24.6	8.6
A girl should sit on a boy's lap	20.9	51.0	30.7	28.9	48.3	20.0
Boys and girls should express affection in						
Homes	35.8	34.4	43.2	42.1	20.9	23.4
Parked cars	23.2	38.5	34.4	35.2	42.3	26.2
Shows	5.1	5.5	7.9	18.8	87.0	75.7
School	3.2	3.4	13.5	17.9	83.3	78.5
Public groups	2.4	0.7	3.3	9.6	94.3	89.6
Boys and girls should hold hands						
In cars	17.3	26.8	36.7	37.9	45.9	35.2
In shows	5.1	16.5	10.1	38.6	84.8	44.8
On streets	5.1	2.8	10.2	15.2	84.7	81.9
In public gatherings	3.0	2.8	7.0	19.3	90.0	77.8
In school	2.2	2.1	5.5	13.1	92.2	84.7

More than 50 per cent of the boys approved of kissing good night, holding hands, of a boy's putting his arm around a girl, and of a girl's sitting on a boy's lap, whereas, less than 20 per cent of the girls approved of these things (Table 20). A larger percentage of the girls than of the boys disapproved of parking on highways, on country roads, and in parks, of expressing affection in cars, of a girl's sitting on a boy's lap, and of holding hands in picture shows. The majority of the boys and the girls indicated that public places were not desirable for them to express affection.

The Chi Square value, 60.951, for the association between the attitudes of boys and girls toward chaperons is more than 10 times the value necessary to be statistically significant (Table 21); therefore, the difference in attitudes may be regarded as very significant.

Table 21.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD CHAPERONS

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	503	431.5	282	286	290	357.5	1075
Boys	211	282.5	197	193	317	249.5	725
	714		479		607		1800

Chi Square =  $\sum \frac{(O-T)^2}{T} = 60.951$  Very significant  
D. F. = 2

There was a general disagreement over the place where the boys and the girls believed that chaperons were needed (Table 22). Over 49 per cent of the girls wanted chaperons for picnics, dances, parties, and hikes, but a much less percentage of the boys (ranging from 32 to 37 per cent on the various items) thought it necessary to have chaperons for these occasions. A majority of the boys and the girls did not want a chaperon on car rides.

Table 22.--ATTITUDES OF BOYS AND GIRLS TOWARD CHAPERONS

	YES		SOMETIMES		NO	
	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent
Girls - N = 215						
Boys - N = 145						
Boys and girls should have a chaperon						
At picnics	65.9	35.2	22.4	33.8	11.6	31.9
At dances	53.8	37.4	22.8	27.7	23.3	35.8
At parties	52.8	35.8	32.6	26.2	14.5	37.9
On hikes	49.7	32.2	24.7	34.3	25.5	33.5
On car rides	11.2	4.8	28.8	13.7	59.8	81.4

Since the Chi Square value, 10.116, for the association between the attitudes of boys and girls in regard to dating practices was found to be greater than

the value necessary to be statistically significant (Table 23), it may be said that the difference in attitudes of boys and girls toward the dating practices is significant.

Table 23.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD DATING PRACTICES

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	526	455	1015	996.8	2114	2203.2	3655
Boys	236	307	676	694.2	1553	1463.8	2465
	762		1691		3667		6120

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 10.1165 \quad \text{Significant} \\ \text{D. F.} = 2$$

The majority of the disagreements concerning dating practices occurred over double-dating, as a larger percentage of the girls than of the boys liked to double-date (Table 24). Another practice that caused disagreement was for a boy to date the girl-friend of his boy-friend. Seventy-one per cent of the girls objected to this practice, but only 59 per cent of the boys agreed with the girls. Less than 14 per cent of both the boys and girls favored the following practices: of boys' and girls' dating persons of whom their parents disapproved; of a boy's dating an older girl; of

Table 24.--ATTITUDES OF BOYS AND GIRLS TOWARD DATING PRACTICES

	YES		SOMETIMES		NO	
	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent
Girls - N = 215						
Boys - N = 145						
The following dating practices should be observed						
A boy should go with a girl his family does not like	13.9	13.5	51.8	46.7	33.3	39.9
A girl should go with a boy her family does not like	13.1	11.0	48.7	50.9	38.1	37.9
A boy should go with older girl	7.2	11.2	45.4	48.8	47.3	39.9
A boy should blow the horn to announce his arrival at a girl's home	7.0	8.9	10.0	20.7	83.0	70.3
A girl should date a girl-friend's boy-friend	3.2	4.9	28.2	31.9	69.6	64.1
Boys and girls should date engaged persons	2.6	3.5	15.3	19.9	82.1	76.5
A boy should date a boy-friend's girl friend	2.3	6.9	26.3	33.7	71.4	59.3
A girl should not appear for a date	0.8	0.7	5.1	9.8	94.1	89.5
A boy should not appear for a date	0.5	4.2	0.9	13.0	98.5	82.7

Table 24.--ATTITUDES OF BOYS AND GIRLS TOWARD DATING PRACTICES -- Continued

	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
Girls - N = 215	Per	Per	Per	Per	Per	Per
Boys - N = 145	Cent	Cent	Cent	Cent	Cent	Cent
Boys and girls should double-date						
With girl-friend	61.7	20.6	29.3	37.9	8.9	41.4
With boy-friend	49.1	28.9	30.2	24.2	18.6	46.8
With sister	29.7	6.2	33.5	13.8	36.7	79.9
With brother	24.7	6.2	30.3	11.0	44.9	82.7
Boys and girls should blind-date only						
To help a friend	10.8	17.9	50.2	38.6	38.9	43.4
To get to go some place	8.8	4.8	26.2	22.1	64.9	73.1
To express sympathy for a person	7.4	11.1	27.9	26.1	64.6	62.7
To have someone to go with	1.3	2.7	12.0	17.3	86.7	79.9

a boy's blowing the horn to announce his arrival at a girl's home; of going with an engaged person; of failing to appear for a date. The majority of the boys and girls disapproved of blind-dating for any reason other than to help a friend.

Since the Chi Square value, 8.895, for the association between the attitudes of boys and girls toward a definite time to be at home at night is higher

than the critical value (Table 25), it may be said that the difference in attitude is significant.

Table 25.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD SETTING A DEFINITE TIME TO BE HOME

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	142	139.1	220	200.7	283	305.2	645
Boys	91	93.9	116	135.3	228	205.8	435
	233		336		511		1080

$$\text{Chi Square} = \frac{\sum(O-T)^2}{T} = 8.895 \quad \text{Significant} \\ \text{D. F.} = 2$$

A small percentage (in a range of 19 to 26 per cent) of both the boys and the girls agreed that there should be a definite time for them to be home at night (Table 26); however, approximately one-third of the girls and one-half of the boys objected to the definite time. A majority of them also objected to dating persons who have to be home at a definite time, with the boys expressing a stronger objection.

Since the Chi Square value for the association between the attitudes of boys and girls toward spending money on dates was found to be 6.334, the difference in attitudes may be concluded as significant (Table 27),

because the value is higher than 5.991 the necessary value.

Table 26.--ATTITUDES OF BOYS AND GIRLS TOWARD SETTING A DEFINITE TIME TO BE HOME AT NIGHT

	YES		SOMETIMES		NO	
	Girls	Boys	Girls	Boys	Girls	Boys
Girls - N = 215	Per	Per	Per	Per	Per	Per
Boys - N = 145	Cent	Cent	Cent	Cent	Cent	Cent
A definite time to be home should be set						
For girls	26.7	26.1	39.9	31.4	33.3	42.5
For boys	19.6	20.6	39.9	27.6	40.4	51.7
Boys and girls do like to date persons who have to be home at a definite time						
	19.9	15.8	22.2	21.4	57.9	62.7

Table 27.--ASSOCIATION BETWEEN THE ATTITUDES OF BOYS AND GIRLS TOWARD SPENDING OF MONEY ON DATES

	YES		SOMETIMES		NO		TOTALS
	O	T	O	T	O	T	
Girls	557	538.6	396	422.6	552	543.8	1505
Boys	345	363.4	312	285.4	358	366.2	1015
	902		708		910		2520

$$\text{Chi Square} = \frac{\sum (O-T)^2}{T} = 6.334 \quad \text{Significant} \\ \text{D. F.} = 2$$

On investigating Table 28 it was found that there was a disagreement over the question of having several dates with a small expenditure of money, rather than one date with a large expenditure of money. Seventy-six per cent of the girls stated that they preferred to have several dates and spend a small amount of money, but only a small majority (56 per cent) of the boys agreed with the girls. There was also disagreement over girls going with boys who did not have cars. Sixty-two per cent of the girls stated that they did not object to dating a boy without a car, but 17 per cent of the boys stated that girls did object to going with a boy who did not have a car. A majority of both the boys and the girls liked to exchange gifts and have an allowance for entertainment. Only eight per cent or less of the boys and the girls liked to have a girl share the expenses of a date, or liked the so-called "gold digger".

A large majority (66 per cent or more) of both the girls and the boys suggested that their date money should be spent for shows, food, and soft drinks (Table 29). A larger percentage of the boys than of the girls thought that date money should be spent for gas, and only a very small percentage of either the boys or girls suggest that money be spent for souvenirs, music, cigarettes, or beer.

Table 28.--ATTITUDES OF BOYS AND GIRLS TOWARD THE  
SPENDING OF MONEY ON DATES

	YES		SOMETIMES		NO	
	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent	Girls Per Cent	Boys Per Cent
Girls - N = 215						
Boys - N = 145						
Boys and girls should exchange gifts	77.0	77.2	20.7	15.9	2.3	6.8
Boys and girls prefer several dates with a small expendi- ture of money rather than to have one date with a large expenditure of money	76.0	56.5	10.1	17.9	13.9	25.5
Boys and girls like an allow- ance for entertainment	62.1	59.3	19.2	19.3	18.6	21.3
Boys and girls like to have a date to go to free enter- tainment	30.7	18.6	57.9	59.8	11.3	20.6
Girls object to going with boys who do not have cars	8.8	17.9	28.9	64.8	62.2	17.2
Boys and girls like to have a girl share the expenses of a date	2.4	7.6	45.9	31.9	51.6	61.4
Boys and girls like a "gold digger"	2.1	6.1	0.9	0.7	97.0	93.1

Table 29.--THINGS FOR WHICH BOYS AND GIRLS LIKE TO SPEND MONEY ON DATES

Girls - N = 215 Boys - N = 145	GIRLS Per Cent	BOYS Per Cent
Things for which boys and girls like to spend money		
Shows	90.9	92.3
Food	76.0	78.5
Soft drinks	69.6	66.8
Dances	12.5	8.9
Gas	13.9	25.5
Gum	12.5	6.8
Souvenirs	4.2	2.7
Music	1.4	0.0
Cigarettes	1.4	2.7
Beer	0.9	1.4

A majority of the boys and the girls stated that they like to go to shows and to go riding on a date (Table 30), however, a large percentage of the girls favored going to shows over going riding. Around 40 per cent of the girls and 35 per cent of the boys preferred to go to dances and parties. Forty-eight per cent of the boys liked to park and pet on dates, but only 10 per cent of the girls agreed with the boys. Only a

small percentage of both the boys and girls suggested that they should do other things on dates.

Table 30.--THINGS THAT BOYS AND GIRLS SUGGESTED THAT THEY SHOULD DO ON DATES

Girls - N = 215 Boys - N = 145	GIRLS Per Cent	BOYS Per Cent
Things that boys and girls should do on dates		
Go to shows	94.7	66.2
Go riding	50.5	53.7
Go to parties	46.3	35.1
Go to dances	42.6	35.1
Go to picnics	34.4	26.8
Go to dinners	22.3	19.2
Stay at home and talk	18.0	13.7
Go to church	16.2	4.1
Play games	12.5	6.2
Go swimming	11.1	17.9
Visit friends	11.0	3.4
Park and pet	9.7	48.1
Stay at home	9.3	4.8
Go hiking	8.8	6.2
Go to unusual places	7.4	7.6
Go to plays	6.0	4.8
Go to free entertainment	6.0	8.9
Take pictures	4.6	0.7
Kiss good night	4.6	10.3
Go to other towns	4.1	2.7
Go to ball games	4.1	10.3
Make candy	4.1	0.7
Go to parks	2.8	2.0
Go boat riding	1.4	2.0

The percentage (ranging from 29 to 56 per cent) of the girls who objected to petting, parking, drinking, telling risqué stories and smoking on dates was larger than the percentage (ranging from 24 to 4 per cent) of the boys (Table 31). Only a very small

percentage of both the girls and the boys objected to the other things that they suggested they should not do on dates.

Table 31.--THINGS THAT BOYS AND GIRLS SUGGESTED THAT THEY SHOULD NOT DO ON DATES

Girls - N = 215 Boys - N = 145	GIRLS Per Cent	BOYS Per Cent
Things that boys and girls should not do		
Pet	56.0	7.6
Park on country roads	48.7	17.9
Drink	44.5	24.1
Tell risqué stories	32.5	13.0
Smoke	29.2	4.8
Gossip	16.7	5.5
Go to place their parents objected to	11.6	2.0
Go riding	7.9	6.9
Dance	7.4	13.7
Talk about other dates	6.0	6.2
Double date	6.0	11.7
Go to places not approved	4.6	6.2
Single date	3.7	1.3
Stay out late	3.7	12.4
Talk of unpleasant things	3.7	3.4
Sit in cars	3.7	11.0
Stay at home	2.8	7.6
Talk about themselves	2.8	4.1
Walk on the streets	2.8	5.5
Talk about the weather	2.8	1.3
Have a flat	1.9	9.6
Be with people you dislike	1.9	11.7
Go to cheap shows	1.9	3.4

The suggested topics of conversation ranking highest in favor with boys and girls were shows, friends, school work, current events, sports, the

future, and love (Table 32). The topics next in popularity in their conversations were themselves, things they do, the moon, parents, parties, the weather, hobbies, and dances. The other suggested topics were not popular with either the boys or girls; therefore, they may be considered as merely occasional topics of conversation between the boys and girls.

Table 32.--THINGS THAT THE BOYS AND GIRLS SUGGESTED THAT THEY TALKED ABOUT ON DATES

Girls - N = 215 Boys - N = 145	GIRLS Per Cent	BOYS Per Cent
Boys and girls talked about		
Shows	56.0	31.9
Friends	48.2	31.6
School work	47.7	30.3
Current events	31.1	19.9
Sports	29.7	15.8
Future	26.4	27.5
Love	25.5	24.1
Themselves	15.8	21.3
Things they do	14.4	14.4
Moon	14.4	4.8
Parents	13.9	6.8
Parties	13.5	16.5
Weather	9.3	17.9
Hobbies	9.3	2.7
Dances	7.4	11.0
Books	6.5	0.7
Vacations	5.6	4.1
Picnics	5.6	0.0
Dates	4.1	8.6
Churches	3.7	1.4
Jokes	2.7	4.1
Games	2.3	0.7
People	1.8	1.4
College life	1.8	0.0

A larger percentage of both the boys and girls agreed that ten o'clock for school nights and twelve o'clock for week-ends were desirable hours for boys to be home at night (Table 33). They also thought ten o'clock was desirable time for girls to be home on school nights, but they did not agree on the week-end hour. The larger percentage of girls thought they should have the same privilege as the boys to stay out until twelve o'clock, but the larger percentage of boys thought ten-thirty o'clock should be the time for girls to be home on week-ends.

Table 34 presents a summary of the Chi Square values, with their interpretations, of the association between the attitudes of boys and girls toward the major topics of the study. The interpretations of the Chi Square values indicate that there were very significant, significant, and non-significant differences in attitudes existing between the sexes toward these topics. Since these differences do exist, it may be assumed that there would be social conflicts occurring between the sexes over the topics where there were very significant and significant in attitudes, and that social conflicts would not likely occur over those topics on which the differences in attitudes were not significant.

Table 33.--ATTITUDES OF BOYS AND GIRLS TOWARD THE  
TIME OF NIGHT TO BE HOME

Girls - N = 215 Boys - N = 145	GIRLS Per Cent	BOYS Per Cent
Boys should be home on		
School nights		
10:00	30.2	35.8
10:30	26.0	11.1
11:00	24.2	28.9
9:30	15.8	18.6
12:00 and over	3.7	5.5
Week-ends		
12:00 and over	57.1	69.6
11:30	30.7	21.4
10:00	12.1	8.9
Girls should be home on		
School nights		
10:00	33.4	43.4
10:30	28.8	6.3
9:30	21.4	23.4
11:00	16.3	26.8
Week-ends		
12:00 and over	38.1	24.2
11:30	19.9	11.7
11:00	16.3	17.2
10:00	13.5	6.9
10:30	12.1	39.9

Table 34.--A SUMMARY OF THE CHI SQUARE VALUES OF THE ASSOCIATIONS BETWEEN THE BOYS AND GIRLS ON THE MAJOR TOPICS OF THE STUDY

Major Topics	Chi Square Value	.05 Level of significance	Inter-pretation
Means of expressing affection	127.463	5.991	Very significant
Chaperons for various occasions	60.951	5.991	Very significant
Use of cosmetics by girls	52.701	5.991	Very significant
Drinking, telling risqué stories, smoking, and using profane language by boys	41.837	5.991	Very significant
Dating practices	10.116	5.991	Significant
Use of cosmetics by boys	9.155	5.991	Significant
Definite time to be home	8.895	5.991	Significant
Grooming in public by girls	7.080	5.991	Significant
Spending of money on dates	6.334	5.991	Significant
Grooming in public by boys	5.859	5.991	Not significant
Drinking, telling risqué stories, smoking, and using profane language by girls	5.202	5.991	Not significant
Wearing of ties and coats by boys	4.312	5.991	Not significant
Wearing of backless sport, afternoon, and evening dresses by girls	4.197	5.991	Not significant

Table 34.--A SUMMARY OF THE CHI SQUARE VALUES OF THE ASSOCIATIONS BETWEEN THE BOYS AND GIRLS ON THE MAJOR TOPICS OF THE STUDY -- Continued

Major Topics	Chi Square Value	.05 Level of significance	Inter-pretation
Wearing of boots and trousers and of high heeled shoes by girls	3.555	5.991	Not significant

## Chapter V

### DISCUSSION

The original question of this study was: How may the social relationship unit in Home Economics in the Texas high schools be modified to fit the needs of high-school pupils? The answering to this question is dependent upon the following questions that this study has raised:

1. How do the attitudes of the boys and girls toward certain forms of social behaviors compare?
2. What attitudes, due to conflicts between the sexes regarding acceptable forms of behavior, may be classified as social problems?

It was assumed that if there were no significant differences in the attitudes of the boys and the girls, social conflicts would not likely occur, but if there were significant differences in opinion social conflicts would exist between the sexes.

According to the data presented in Table 34, (Chapter IV), there were very significant differences between the attitudes of boys and girls on the following major topics:

Means of expressing affection

Chaperones for various occasions

Use of cosmetics by girls

Drinking, telling risqué stories, smoking, and using profane language by boys.

Since there were very significant differences between the attitudes of boys and girls, it is evident that social conflicts do occur over these topics, and that they may be termed social problems. Therefore, something should be done to develop a better understanding of these topics between the boys and the girls. It is possible that the school can aid in bringing about this better understanding between the sexes by modifying the social relationships unit in Home Economics so that it will include those topics.

The following elements (Table 34) would also be considered possible social problems, because the differences in attitudes of the youth were significant:

Dating practices

Use of cosmetics by boys

Definite time to be home

Grooming in public by girls

Spending of money on dates

Since these elements were possible sources of conflicts in boy-girl friendships it would be advisable to have them included in the social relationship unit, as the boys and girls need further aid in adjusting to

these social problems.

The data in Table 34 also reveal that there were no significant differences between the attitudes of the sexes toward:

Grooming in public by boys.

Drinking, telling risqué stories, smoking, and using profane language by girls.

Wearing of ties and coats by boys.

Wearing of backless sport, afternoon, and evening dresses by girls.

Wearing of boots and trousers and of high heeled shoes by girls.

Therefore these topics would not be potential sources of friction in boy-girl friendships, and may not be termed social problems. It might then be assumed that the youth are receiving sufficient training on these topics to aid them in making the necessary adjustments in their friendships.

To determine the difference in attitudes of the boys and girls toward each item of the major topics, percentages were employed. If the difference between the percentage of boys and that of girls reporting a certain attitude toward the item exceeded 15 per cent, it was considered as a significant disagreement, because a difference of 15 per cent or more yielded a critical ratio of two or more.

The following were items of the major topics which cause significant disagreement, as there was a difference of 15 per cent in the attitudes of the boys and girls.

Girls' objection to dating boys who do not have cars

Holding hands in picture shows

Double-dating with boy-friends

Parking and petting on dates

A boy's putting his arm around a girl

Wearing of lipstick for school by girls

Chaperones on picnics

A girl's sitting on a boy's lap

Kissing good night

Parking on highways

Telling of risqué stories by boys

Use of deodorant by boys

Arching of eyebrows by girls

Wearing of afternoon dresses for shopping by girls

Parking in parks

Double-dating with sister

Wearing of evening dresses to shows by girls

Taking a drink by boys

Wearing nail polish for special occasions by girls

Wearing of lipstick for special occasions by girls

Double-dating with girl-friend

Having several dates and spending small amount of money or having one date and spending a large sum of money

Double-dating with brother

Use of deodorants by girls

It was also found in analyzing the data that the boys and the girls had similar attitudes toward certain items of the major topics and that the majority of the boys and girls agreed on the following:

A. Boy should

Go clean shaven

Wear ties to church, to parties, and on dates

Wear coats to church

Spend money for picture shows, food, and soft drinks when on a date

B. Girl should

Use face powder for special occasions and school

Use rouge for special occasions

Use deodorant

Use perfume for special occasions

Wear backless sport dresses to a swimming pool

Wear high heeled shoes to parties

Wear afternoon dresses to parties

C. Boys and girls should

- Go to picture shows on dates
- Exchange gifts
- Have allowances for entertainments

D. Boys should not

- Take a drink, get drunk, smoke, tell risqué stories, or use profane language
- Use face powder, nail polish, lipstick, or rouge
- Get permanents
- Blow horns to announce their arrival at a girl's home
- Wear ties to picnics

E. Girls should not

- Wear evening dresses to parties, shows, or shopping
- Wear high heeled shoes to school, or on hikes
- Get permanents
- Apply make-up, comb their hair, or manicure their nails in public
- Wear boots and trousers when shopping
- Wear afternoon dresses to picnics or to school
- Wear backless sport dress to school, to shop, or to church
- Share expenses of dates

F. Boys and girls should not

Park on highways

Have blind-dates merely to go some place,  
or to have someone to go with

Express affection at school, in shows, or in  
public groups

Hold hands on streets, in public gatherings,  
or in school

Have chaperones on car rides

Date persons who have to be home at a  
definite time

It is evident that the present social relationship unit in Home Economics for the Texas schools is not adequate for the needs of the high-school pupils, because there were many social conflicts between the boys and girls. On investigating the unit it was found (see Appendix A) that it was planned primarily for girls in the first year of high school, and included only those experiences that would develop desirable personal traits for friendships and for simple hospitality. It was, therefore, lacking in experiences which would help boys and girls develop the ability to think through and to adjust to such boy-girl friendship problems as:

Personal appearance and grooming

Dating practices

Means of expressing affection

Spending of money

As the social relationship unit is lacking in above-mentioned friendship problems it is, therefore, recommended that the following changes be made, so that the units will meet the needs of the high-school pupils:

1. That the unit be taught in the tenth grade to both boys and girls.
2. That those items on which there were significant differences in attitudes be included in the unit.
3. That those items on which there were very significant differences be included in the unit, and given great emphasis.

#### Recommendations for Further Study

Several questions have arisen during the progress of this study, the answers to which may be determined by further research:

1. What are the attitudes of the teachers of these units and of other adults toward the various social problems?
2. How adequately are home economics teachers prepared to teach a unit on boy-girl friendship?
3. How do the attitudes of Northern boys and girls toward these certain social problems

compare with the attitudes of Texas boys and girls?

Limitations of the Study

In various units in Home Economics, such as family relationships, boy-girl friendships, developing satisfactory friendships with little children, and planning artistic and comfortable homes, problems involving the development of intangible traits are introduced. These traits are not readily adapted to scientific measurement, but since they are fundamentally important, they cannot be ignored. In this study opinions rather than facts were used since the latter would be difficult, perhaps impossible, to measure. These opinions are, moreover, merely expressions of attitudes, and the only way of telling whether or not they are true would be by direct observation of the boys and girls in their social relationships. Obviously, such observation was impossible in this study. The validity of observation in this case might be questioned inasmuch as the investigator would introduce an extraneous factor.

Although the above limitations apply more or less to the studies of opinions, their effect on the validity of the results of this study is minimized by the fact that there is no logical basis for assuming that the responses of one sex would be more correct than the responses of the other. Since the difference between the

two sexes was found, any constant source of error in the responses would, therefore, be eliminated.

However, there was no indication in the administration of the questionnaire that responses of the group were not seriously given. The very fact that the items given in the questionnaire were items introduced by the pupils themselves in class discussion would indicate that these topics were considered seriously by them.

## Chapter VI

### SUMMARY

#### Introduction

Boys and girls have always had to solve personal problems in human relations, but not until recent years have educators tried to help them work out desirable solutions to these problems. In trying to do so the educators have found themselves at a loss because of the lack of material to indicate the real attitudes of boys and girls on these problems. Therefore, a knowledge of the attitudes that exist between boys and girls is of paramount importance in the planning of units on social relationships.

#### Statement of Problem

How may the social relationship unit in Home Economics be modified to fit the needs of high-school pupils?

#### Problem analysis

To solve the problem it will be necessary to find answers to the following questions:

1. How do the attitudes of boys and girls toward certain forms of social behaviors compare?

2. What attitudes, due to conflicts between the sexes regarding acceptable forms of behaviors, may be classified as social problems?

#### Delimitation of the problem

Approximately 350 boys and girls were selected at random from the tenth and eleventh grades in eight small high schools, from towns of approximately 1,500 to 2,000 population, located near Waco, Texas. In this study the term certain social behaviors was limited to those forms of behavior that deal with personal dress, personal grooming, and boy-girl relationships.

#### Methods and Materials

To obtain the necessary data for the study of the attitudes of boys and girls toward such problems as personal attractiveness, boy-girl friendships, and the spending of money, it was concluded that a questionnaire would be the most suitable instrument to use. In constructing the questionnaire, statements concerning various attitudes which boys and girls had expressed to the writer during her teaching experience, were used as the foundation. Three divisions were used in the questionnaire to secure an answer to every question, since many individuals would rather qualify an answer by Sometimes than commit themselves with a definite Yes or No.

Before the questionnaire was arranged in final form it was submitted for criticism to students in an education seminar in the summer session of Colorado State College; to high-school graduates; to high-school students; to parents of high-school pupils; and to high-school teachers. As a result, minor changes were made in wording and arrangement of questions.

Permission to collect the data was secured through personal interviews with the superintendents of the schools to be used in the study. The writer administered the questionnaire to 230 girls and 160 boys, but only 215 girls and 145 boys expressed an opinion on all the questions; therefore only the ones who completely answered all items were retained for this study.

### Findings

The data were first analyzed to determine whether there were significant differences between the attitudes of the boys and the girls concerning the major topics of the questionnaire; second, to determine those elements included in the major topic on which the boys and the girls disagreed, and those elements on which they agreed.

To ascertain possible significant differences between the attitudes of boys and the girls, Chi Square, the statistic commonly employed in the study of

association, was used. To determine what particular elements of the major topic produced significant conflicts in opinion, percentages were employed as a rough guide for interpretation.

Before the data were analyzed to determine whether there were significant differences between the attitudes of boys and girls in regard to certain forms of social behavior, the hypothesis that boys in general agree with girls in general concerning forms of social behavior was constructed. To test such an hypothesis, a contingency table for each major topic considered was set up and Chi Square computed. If Chi Square was found to be greater than the critical value, 5.991, it was concluded that the boys and the girls did not agree in respect to the topic, and that there was a significant difference in their attitudes.

The Chi Square value and the statistical interpretation of the differences in attitudes of each of the major topics considered in the study are as follows:

Major Topic	Chi Square Value	Interpretation
Means of expressing affection	127.463	Very significant
Chaperons for various occasions	60.951	Very significant
Use of cosmetics by girls	52.701	Very significant

Major Topic	Chi Square Value	Interpretation
Drinking, telling risqué stories, smoking, and using profane language by boy friends	41.837	Very significant
Dating practices	10.116	Significant
Use of cosmetics by boys	9.155	Significant
Definite time to be home	8.895	Significant
Grooming in public by girls	7.080	Significant
Spending money on dates	6.334	Significant
Grooming in public by boys	5.859	Not significant
Wearing of ties and coats by boys	4.312	Not significant
Wearing of backless sport, afternoon, and evening dresses by girls	4.197	Not significant
Wearing of boots and trousers and of high heeled shoes by girls	3.555	Not significant
Drinking, telling risqué stories, smoking, and using profane language by girls	5.202	Not significant

To determine the attitudes of the boys and girls on the individual items of the major topics percentages were employed; it was found that they had similar opinions on some of the items, and that they had significant disagreements over others.

It was then concluded that if there were significant differences in the attitudes of the boys

and the girls toward the topics that social conflicts would exist between the sexes, and that the topics would be considered as social problems.

Because of the existing social problems it was evident that the present social relationship unit was not meeting the needs of the high-school pupils. Therefore it was recommended that the following changes in the unit be made:

1. That the unit be taught in the tenth grade to both boys and girls.
2. That those items on which there were significant differences in attitudes be included in the unit.
3. That those items on which there were very significant differences be included in the unit, and be given great emphasis.

#### Recommendations for Further Study

Several questions have arisen during the progress of this study, the answers to which may be determined by further research:

1. What are the attitudes of the teachers of these units and of other adults toward the various social problems?
2. How adequately are home economics teachers prepared to teach a unit on boy-girl friendship?

3. How do the attitudes of Northern boys and girls toward these certain social problems compare with the attitudes of Texas boys and girls?

A P P E N D I X

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Appendix A.--UNIT ON SOCIAL RELATIONSHIP AS INCLUDED  
IN THE 1937 COURSE OF STUDY FOR TEXAS

Suggested Experiences	Suggested Problems and Content
Determine desirable qualities you would like your friends to have. Evaluate the qualities you find in your friends.	<p>I. On what individual qualities should true friendship be based?</p> <p>A. Companionableness B. Cordiality C. Kindliness D. Neighborliness E. Sociability F. Good will G. Affection H. Sympathy and understanding I. Equability J. Democracy K. Sincerity and honesty L. Thoughtfulness M. Loyalty N. Reliability</p>
Evaluate desirable types of friendships.	<p>II. How can we know when friendships are of the right type?</p> <p>A. Wholesome interdependence B. Right kind of common interests C. Lack of domineering or submissive behavior D. Desirable qualities of friendliness of individuals E. Democratic attitude</p>
Determine approaches you could use in making new girl or boy friends. Discuss problems presented by the group regarding boy-girl relationships. Evaluate relationships in case studies.	<p>III. How friends are made</p> <p>A. Associations B. Friendly attitudes C. Forgetfulness of self through a cordial interest in others D. Reasonable reserve E. An attitude of giving and taking</p>

Suggested ExperiencesSuggested Problems and Content

Determine your responsibilities in retaining your friends. Determine the comparative values of having a few close friends or many friends who are less intimate.

IV. What is your responsibility in retaining friends? (Note: see content of problem above)

Determine ways of providing for "fun at home with friends". Determine satisfactory division of time between family and friends. Evaluate methods of extending hospitality. Investigate facilities for providing for impromptu activities. Make definite plans for impromptu games in your own home.

V. How can we have "fun at home" without friends?

A. Means of extending hospitality

1. Parties
2. Games
  - a. Indoor
  - b. Outdoor
3. After-show refreshments
4. Activities around food preparation
5. Reading and story telling
6. Slumber parties
7. Impromptu activities

B. Importance of maintaining atmosphere of cordiality

C. Consideration for other members of family

Investigate possibilities of extending hospitality to friends in your own home.

VI. What determines the type of entertainment to be chosen for our friends

- A. Size of group
- B. Available place
- C. Time of year
- D. Interest of group
- E. Cooperation of family members

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