

ABSTRACT OF THESIS

COMPARISON OF OPINIONS OF PUPILS
IN MINING AND AGRICULTURAL
COMMUNITIES TOWARD HOME
AND SOCIAL PROBLEMS

Submitted by

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COMPARISON OF OPINIONS OF PUPILS IN MINING
AND AGRICULTURAL COMMUNITIES TOWARD HOME AND SOCIAL
PROBLEMS

~~Abstract~~

To be of greatest value to the members of a class, units in home and social relationships must be planned to meet the needs of the particular group. Because conditions differ greatly in the various communities, it is inadvisable to use the same plan in all schools.

Since the two important industries in Colorado are agriculture and mining, the present study was made in communities where these two types predominate.

The statement of the problem

How do the opinions of high school pupils toward home and social problems in a mining community compare with those of an agricultural community?

1. How do the opinions of the boys toward home and social problems in the mining community compare with those in the agricultural community?
2. How do the opinions of the girls toward home and social problems in the two communities compare?

3. How do the opinions toward home and social problems of the entire group of high school pupils in the mining community compare with those in the agricultural community?
4. What contributions can these data make to the unit in family and social relationships?
5. How can these data be used in planning adult courses in home and social problems?

Delimitation of the study

This investigation was carried on in two communities in Colorado. Frederick, the mining town chosen, is approximately 30 miles north of Denver, has a high school enrollment of approximately 125, and has a population consisting of several nationalities. Laporte, the agricultural community chosen, is approximately 70 miles north of Denver, has a high school enrollment of approximately 125, and has a population consisting almost entirely of American people. Fifty boys and fifty girls from each school were used in this investigation.

Method of collecting and analyzing data

The opinionnaires used in collecting data regarding the attitudes of high school pupils toward home and social problems were constructed by the writer after examining questionnaires, books and periodicals on the topic, consulting experienced teachers and getting students to contribute their problems.

Ten major problems were set up, and several items were listed under each. Three possible choices of answers, "no", "yes", and either "conference with parent" or "sometimes" were given for each item. Teachers and supervisors of homemaking suggested improvements. A group of students, similar to those used in the study, who were asked to check the opinionnaire, understood the questions clearly. The opinionnaire was then submitted to leaders in homemaking and in research for final approval.

Through the cooperation of the superintendents in Frederick and Laporte arrangements were made to have the opinionnaires checked by all of the high school students in each school. The checking was done in class. Pupils were not asked to write their names on their papers.

After the opinionnaires were checked, the boys' papers and the girls' papers from each school were arranged according to the grade classification of the students. Fifty papers were selected at random from each group. The opinionnaires were then numbered and the checks on each were recorded on forms.

The responses of the pupils were used in making three sets of comparisons: namely, the opinions of the

boys, of the girls, and of the entire group of boys in the mining community and in the agricultural community.

Statistical method and procedure

Two methods were used in making the comparisons. The percentage of each group of pupils who responded "yes", "no", and "sometimes" was determined for each item in the opinionnaire and the results were compared. The second procedure consisted in applying the chi-square test to the response frequencies for each item in the opinionnaire in order to determine any significant difference in the opinions of the pupils.

Chi-square was the statistic used to test the hypothesis that two or more populations have identical categorical distributions. The lower the value of chi-square, the greater is the substantiation of this hypothesis; the higher the value of chi-square, the greater is the assurance that the difference between the two sets of sampled responses is not due to chance.

Summary of findings

Decisions a student should make.--The opinions of the boys in the mining community and in the agricultural community differed significantly on the ability of a

boy to use a car independently, and to choose his own religion. The opinions of the girls in the two schools differed significantly concerning a girl's ability to choose her religion, boys she should date, her friends and her clothes. The opinions of the students in the two communities differed significantly concerning a student's ability to choose his own religion, drive a car independently and choose his friends.

Some responsibilities a student should take.--The opinions of the boys in the two schools differed significantly on the responsibility of a boy in helping with the care and training of younger children, the management of the family finances, and the household tasks. Significant differences between the girls were shown concerning the responsibility of a boy in helping with household tasks, and the responsibility of a girl in managing the family finances, assisting with the work outdoors, and earning her own spending money. The boys and girls in the two schools differed significantly on the responsibility of a student in helping with the care and training of the children, the responsibility of a student in the management of the family finances, and the responsibility of a parent in doing a thing for a child if he can do it for himself.

Conditions determining happiness at home.---The opinions of the boys in the mining community and in the agricultural community differed significantly on the effects of parents expecting more of a boy than he is capable of doing. The opinions of the girls in the two communities differed most significantly on the influence of the parents' confidence in the girl, their expecting more of her than she can do, and her feeling that she is wanted. The entire group of pupils in the two schools differed most in their attitudes concerning the confidence of parents and their expecting more of a child than he is capable of doing.

Factors promoting wholesome attitudes toward sex.---The opinions of the boys in the two communities differed significantly concerning receiving sex information at school and from their associates. Significant differences toward receiving sex instruction in school, and discussing boy and girl friendships in groups were shown by the two groups of girls. The opinions of the boys and girls in the mining community and in the agricultural community differed significantly on receiving sex instruction in school, discussing boy - girl friendships in groups, and reading authentic material on sex.

Experiences helping students to use money wisely.--The opinions of the boys in the two communities differed significantly on the influence of helping to manage the family finances. The opinions of the girls differed most on having a regular allowance, reading advertisements and articles on buying, and earning one's own money. Significant differences between the opinions of the pupils in two communities were shown toward several experiences, including, having a regular allowance, reading advertisements carefully, reading articles on buying, budgeting all expenses, taking courses in school on buying, and helping to manage the family finances.

Conditions promoting wholesome friendships.--The opinions of the boys, of the girls, and of the entire group of students in the mining community and in the agricultural community differed on the effects of one condition, selecting friends of whom the parents approve.

Ways of spending leisure time.--The opinions of the boys, and of the entire group of students in the two schools differed significantly concerning their enjoyment of playing such games as cards and checkers

with their family members. The girls in the mining community and in the agricultural community differed in their enjoyment of sports and parties.

A student's code of living.--On only one attitude influencing a student's personality and friendships was there a significant difference of opinions. The girls in the mining community and in the agricultural community differed on taking the advice of older people.

Attitudes promoting enjoyable associates.--The opinions of the boys in the two communities differed significantly concerning the attitudes that well mannered boys are "sissies", and that good looks and expensive clothes makes one feel at ease. The boys and girls in the two schools differed concerning the attitudes that good looks and expensive clothes make one feel at ease, being different makes one uncomfortable, and that well mannered boys are "sissies."

Factors influencing home and school relations.--The opinions of the boys and of the entire group of students in the mining and in the agricultural communities

differed significantly on the effects upon home and school relationships of home preparation of lessons, adult classes, report cards indicating satisfactory and unsatisfactory, and class visitation by parents. The girls in the two groups differed concerning classes for adults and report cards indicating satisfactory and unsatisfactory.

Contributions to unit in family and social relationships

The following recommendations based on the results of this investigation are offered:

1. Much consideration should be given to discussions on the responsibilities which various members of the family should assume, and in such discussions, differences in family situations should be given much attention.
2. Sufficient opportunity for the development of wholesome attitudes toward sex should be provided by the school, especially in mining communities, to adequately supplement that provided by the home.
3. The problem of managing and using money should be given sufficient consideration to enable the students in the group to solve their problems satisfactorily.
4. Opportunity should be provided for discussions and activities which will aid the pupils in the group to live harmoniously with their families and to enjoy associating with other people.

Contributions to adult courses in home and social problems

As a result of this study the following recommendations are offered:

1. In adult courses in home and social problems emphasis should be placed upon gaining a better understanding of adolescent boys and girls.
2. In discussing problems of the home, the attitudes, interests, and needs of boys and girls should be given due consideration.
3. Adults should be encouraged to be better companions, counselors and guides for boys and girls.
4. Opportunities should be provided for boys and girls to develop and mature in homes founded upon affection, security, cooperation and mutual concern.

Limitations of this study

Probably the chief weakness of the study is the acceptance of the responses of boys and girls as an accurate indication of need upon which to base the proposed unit in family and social relationships and as a base upon which to plan adult courses in home and social problems. Boys and girls may not always say what they really believe, and furthermore, the society in which they live may condition them in such a way that a constant error exists in their responses.

One further step is needed to make the findings of this study conclusive. Courses of study based on the findings presented here should be constructed, tried out, and evaluated experimentally. They should be evaluated on the basis of results secured--an improved social condition, or lack of it.

Another limitation resides in the use of a sample of the population instead of the whole, although

it is believed that the error is small, due to the sampling procedure and to the statistical treatment of the data.

The entire group of high school students in the mining community and in the agricultural community and not just the interested members checked the opinionnaires. The opinionnaires of 50 boys and 50 girls were selected at random. The opinionnaires were checked in class and in the administration of the checking there was no indication that the responses were not seriously considered. The students were not asked to write their names on their opinionnaires. The technique used seemed to be the most feasible one available.

Suggestions for further study

The following problems are suggested for further study:

1. What variable factors operate in the mining community and in the agricultural community to produce the differences in opinions shown in this study?
2. How do the opinions of the boys and girls in the mining community and in the agricultural community compare with those in other types of communities?

T H E S I S

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August 12 1940

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
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ENTITLED COMPARISON OF OPINIONS OF PUPILS IN MINING AND
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COMPARISON OF OPINIONS OF PUPILS IN MINING AND AGRICULTURAL COMMUNITIES TOWARD HOME AND SOCIAL PROBLEMS

Chapter I

INTRODUCTION

Although concern for home and social relationships is comparatively new, the trend is to place greater and greater emphasis upon that part of the home economics program. At the present time units in family and social relationships are included in almost every high school home economics course. Much attention is being given to helping boys and girls live in their homes, carry their share of responsibility, and understand and adjust themselves to the members of their families and to the social groups of which they are a part.

In order to plan units of work in home and social relationships that will prepare students adequately to meet the situations that arise in their daily living, one must recognize their problems and their attitudes toward those problems. To be of greatest value to the members of a class, units in home and social relationships must be planned to meet the needs of the particular group. Because conditions differ

greatly in the various communities, it is inadvisable to use the same plan in all schools.

Since the two important industries in the state of Colorado are agriculture and mining, the present study was made in communities where these two types predominate in an effort to gain a knowledge of the attitudes of the students toward home and social problems which are common to adolescents. This information will be valuable in planning units in home and social relationships for high school students in the communities studied and in those of similar nature. It will be valuable, also, in arranging adult courses concerned with parent and child relationships.

The statement of the problem

How do the opinions of high school pupils toward home and social problems in a mining community compare with those of an agricultural community?

1. How do the opinions of the boys toward home and social problems in the mining community compare with those in the agricultural community?
2. How do the opinions of the girls toward home and social problems in the two communities compare?
3. How do the opinions toward home and social problems of the entire group of high school pupils in the mining community compare with those in the agricultural community?
4. What contributions can these data make to the unit in family and social relationships?

5. How can these data be used in planning adult courses in home and social problems?

Delimitation of the study.--This investigation was carried on in two communities in Colorado. Frederick, which is approximately 30 miles north of Denver, was the mining community chosen. The high school enrollment is approximately 125. The population consists of several nationalities similar to those found in most of the mining towns in Colorado. Besides Americans the nationalities represented are principally Italian, Austrian, Polish, Slovenian, Greek, and Spanish American. Most of the high school pupils were born in the United States but many of their parents were born in foreign countries. In many of the homes a foreign language is spoken, and in many instances the parents, particularly the mother, can neither read nor write English. The majority of the families are Catholics.

Laporte was the agricultural community selected for this study. It is approximately 70 miles north of Denver. The enrollment in high school is about the same as that of Frederick, and the courses offered in the schools are very similar. The population consists almost entirely of American people who are engaged in agriculture.

Fifty girls and fifty boys from each school were used in this investigation.

Chapter II

REVIEW OF LITERATURE

We are fortunate in having several studies which give us a picture of the problems of our American young people and their attitudes toward those problems. It is important that we give careful attention to these surveys so that we may make adjustments necessary in curriculum offerings and in guidance. Several studies contribute to the planning of home and social relationships units.

In 1929 in their book "Middletown", the Lynds (7:134-5) reported a survey in which 348 boys and 382 girls in the senior high school checked a list of 12 possible sources of disagreement with their parents. The boys checked, on the average, 3.3 sources of disagreement, and the girls averaged 3.4 checks. The sources of disagreement checked most often by both boys and girls were: the number of times they went out on school nights, the hour they got in at night, grades at school, their spending money, and the use of the automobile. Lack of agreement was also indicated concerning the friends they chose, their home duties, the way they dressed, attending unchaperoned parties,

smoking, drinking, and church attendance.

The concern of young people over home problems was reported by Marie Banks (3) in 1933. By interviewing 59 former students at Northeast Junior College in Oklahoma, she found that their needs were primarily for help with problems of home living and homemaking.

The autobiographies of 200 students at Cornell University were the basis for a study of family relationships reported in 1934 by Mrs. Mildred Thurow (11:504) of the department of rural organization of the College of Agriculture. The students who participated were from farms, villages, and cities, and their parents represented various occupations and nationalities.

According to the opinions of the students, chief among the elements conducive to one's happiness at home is the lack of friction between parents, and between parents and children. Parents having little education are in more frequent conflicts with the members of the family than are those having more schooling. As the amount of tension decreases, the confidence of the child in his parents and the satisfaction received from home living increases. Agreement between parents on the management of the family contributes to family happiness. Other elements mentioned by students as being conducive to one's happiness at home are: the sharing of most of the meals; the celebration of

holidays and birthdays as a family; entertaining of relatives, chums, and family friends, and the attendance of the parents, together, at social functions. The study concluded that the young people who were happiest with their family groups were those from families in which the children and the parents had some amusements and pursuits in common.

The difference in the attitudes of boys and girls toward their problems, and the difference in their interests was brought out in 1936 by Symonds (9:751-2) who reported a study made in the Junior and Senior High Schools in Tulsa, Oklahoma, and in the Grover Cleveland School in New York City. The students were given a list of 15 major areas of concern and were asked to rank them in order according to the degree to which they recognized them as problems. The findings showed that boys consider money--its earning, spending, and saving--more of a problem than girls. This indicates that even during the high school period the problem of economic security and independence are regarded as major problems to boys.

The same study showed that much more pronounced is the degree to which girls feel that personal attractiveness and etiquette are important problems.

Symonds also asked the students to list the 15 major areas of life concern in order according to

the degree in which they were interested in reading about them and in discussing them. Here he found that the boys showed greater interest than girls in health, safety, money, study, and civic affairs. The girls showed more interest in etiquette, personal appearance, and getting along with people. The boys had retained their interest in play to a greater extent than girls, particularly in regard to sports.

A different type of study on attitudes of secondary school girls with reference to family relationships was reported by Friedheim (4:20) in 1936. Each of 21 attitudes was described on five levels ranging from great strength to the other extreme. These were checked anonymously by almost 700 girls in 23 schools in eight states. Then 22 judges ranked the levels of each attitude from the standpoint of desirability. While on the average the reactions of the typical adolescent girl conformed to standards which the judges felt desirable, a great many deviated from the norm and showed lack of adjustment to their family situations.

The study made by Friedheim was repeated in 1937 by Rodriguez (8:20) in Puerto Rico with 120 girls. The desirability of the levels for each attitude was rated by 28 judges. The findings of the two studies showed remarkable similarity between the attitudes of the girls in America and the girls in Puerto Rico.

toward family and social relationships except in the case of a few items such as punctuality, regarding the importance of which people in this country and in Puerto Rico have quite different viewpoints.

Harwood (5:87) found, in 1937, in studying the attitudes of mothers and daughters toward certain factors which cause friction in the home that much disagreement concerned the girl's ability to make her own decisions. Many of the mothers believed that their daughters were incapable of making choices involving the selection of companions, clothes, careers, and home activities.

Similar information was reported in 1938 by Alice Keliher (6:598-604) from her group discussions with students. She found that the home problems most common among young people included those arising from the failure of parents to realize that the child was growing up, and that he was able to make decisions for himself.

The universality of problems with parents was again brought out by the American Association of School Administrators (1:84-7) in 1938 in their report of a survey of normal adolescents made by Dollard. The findings showed that the greatest number of problems that concerned the young people had to do with parent-child relationships. The problems of the adolescent

involved disagreements over going places, mothers' fears for their children, the parents lack of confidence in their children, the children's need of understanding and re-assurance, and family quarreling.

The White House Conference Committee on the family sent out a questionnaire to a large number of boys and girls regarding changes they desired in their parents. Taylor (10:18, 19), in 1938, reported that among the girls the three most commonly wished for changes in the order of their importance were: more companionship between parents and children, better sex education given by their parents, and less punishment. The same changes were desired by the boys.

The problems most common to rural girls between the ages of 15 and 29 years of age were reported by the American Association of School Administrators (1:48, 49), in 1938, (a) opportunity to earn money, (b) choice of vocation or obtaining a job, (c) obtaining additional schooling, (d) making progress in school, (e) opportunity to meet others of the same age, and (f) freedom to make decisions.

In some cases parents are financially dependent upon the children, thus making a serious problem for the younger person. In 1938 Bell (3:26) reported an interesting study of attitudes of young people in Maryland between the ages of 16 and 24 years. Six out of every ten youths whose fathers were farm laborers were

called upon to contribute something to their parents' support.

The same investigation revealed the intimacy and confidence of young people in their parents. Sixty-five percent of the single girls and 50 percent of the single boys said that they turn to their parents for help when they are worried or are in trouble.

We have some information regarding the source of sex information of boys and girls. The Lynds (7:146) reported in 1929 that more high school pupils in Middletown received sex information from their parents than from any other source. Thirty-two percent of the boys and 68 percent of the girls named their parents as the chief source of information. Forty-two percent of the boys and 22 percent of the girls indicated that they received most of their sex information from boy and girl friends, 11 percent of the boys and .6 percent of the girls named Y.M.C.A. or Y.W.C.A. workers, one percent of the boys and two percent of the girls answered Sunday School teachers and four percent indicated school teachers as their source of information.

According to Bell's study (3:40-2) in Maryland, which he reported in 1938, only three out of every ten youths reported that they received most of their sex knowledge from their parents or relatives. More girls than boys discussed their intimate problems with

their parents, the difference being almost three to one in favor of the girls, 41.1 percent as against 16.8 percent. The home was reported as the chief source of sex information about twice as frequently by the white youth (33 percent) as by the negro (18 percent).

Considering the matter of sex information from the point of view of religious affiliation it appeared that the Protestant home ranked highest with 32 percent, the Catholic home taking the middle position with 29 percent, while the Jewish home ranked lowest with 17 percent.

The chief source of sex information for the youths of all ages and religious groups included in this study was found to be their friends. Sixty-six percent of the boys and 40 percent of the girls reported that what they knew about sex was more or less limited to what their friends of their own age had told them. Ranking next in importance after friends and home as sources of sex information was the school. Other sources of information were books, magazines, movies, and the church.

Finding out how people spend their leisure time is difficult, and even more difficult is the task of discovering the one leisure-time activity in which most time is spent. If an individual is asked how he spends his leisure time, his answer will depend, in

many instances, upon the season of the year because recreational activities change with the seasons. Also, when we speak of youth's leisure time activities we must consider that his choice of activity is limited to the recreational opportunities provided by the community.

The study reported by Bell (3:161-5) in 1938 included an investigation of the leisure time activities of youth between 16 and 24 and consisted of 6,872 males and 6,635 females. Data were gathered during the summer and fall months. Probably the most significant item in the findings is that 13.1 percent of the young men reported that their chief leisure time activity was loafing. Loafing included such things as sitting on the front steps, talking on the street corners, and idling. Bell felt that since many people would be unwilling to admit that they spent most of their time doing nothing, the number was probably much greater than the 13.1 percent would indicate.

Other activities in which the young men spent much time were individual sports (21.6 percent), reading (16.7 percent), team games (15.7 percent), dating and dancing (10.9 percent), and movies (9.4 percent).

It is also of some significance that over a third (35 percent) of the young women named reading as the most time-consuming of their leisure time activities. An analysis of the data revealed that, for the

girls, reading was the most popular pastime for all ages. Other activities in which girls participated were dating and dancing (13.7 percent), handicraft and hobbies (13.5 percent), movies (12 percent), and individual sports (11.1 percent).

The proportion of the youth who named reading as their chief recreational activity progressively increased with the grade attended. Also loafing as a recreational activity decreased with grade attainment.

Most young people enjoy movies. Their enthusiasm may be the result of intelligent discrimination or it may be because movies constitute about the only source of recreation in the community. Of the 13,487 participating in Bell's study (3:171-2) 25.2 percent indicated that they were enthusiastic about movies, 47.6 percent were generally satisfied, 22.9 percent enjoyed a few, 1.6 percent disliked all movies, and 2.7 percent never went to see them. It is interesting to note the various types of moving pictures preferred by these young people. Generally speaking, musical comedies, historical romances, action or "westerns", mystery and gangster pictures seemed to be most popular with the young men. Musical comedy, love stories, and mystery pictures were the favorites of the young women.

Bell's study (3:236-8) also disclosed the attitudes of these young people toward certain social

customs. His findings indicated that more than half of these 13,480 Maryland youth included in his study admitted that, with varying degrees of frequency and moderation, they indulged in the use of some kind of alcoholic beverage. While less than one-fifth were opposed to drinking, somewhat more than a fourth, although not drinkers themselves, were not opposed to others' drinking. Almost half of the girls admitted that they drank. Large numbers of the boys and girls under 21 years of age indulged in drinking.

These studies bring to our attention the nature of some of the problems and concerns of young people. They also contribute information on the attitudes of the young people and parents, in some instances, toward certain home and social problems including problems arising between parents and children, the acquiring of sex information and the use of leisure time. Much remains to be done in the field of family and social relationships of young people. The present study concerning the comparison of the attitudes of high school students in mining communities and in agricultural communities toward home and social problems will provide additional material for use in constructing or revising units on family and social relationships.

Chapter III

METHOD OF COLLECTING DATA

The opinionnaires used in collecting data regarding the attitudes of high school pupils toward certain home and social problems were constructed by the writer after careful examination of several questionnaires, books, and periodicals on home and social problems of boys and girls. Experienced teachers of homemaking were consulted concerning the problems which they considered of greatest importance to boys and girls of high school age. In class discussions the students themselves contributed problems which arose in their home and social relationships.

After collecting ideas from various sources, ten major problems were set up, and several items or questions were listed under each problem. Three possible choices of answers, "no", "yes", and either "conference with parents" or "sometimes" were given for each item. Copies of the original opinionnaires were sent to teachers and supervisors of homemaking who were asked to suggest improvements that could be made in the content and structure of the opinionnaire. These suggestions were followed, and the opinionnaire was revised.

A group of pupils similar to those used in the study were asked to check the opinionnaire. The questions and statements in the opinionnaire were clearly understood by the pupils. The opinionnaire was then submitted to leaders in homemaking and in research for final approval.

OPINIONNAIRE ON HOME AND SOCIAL PROBLEMS OF HIGH SCHOOL STUDENTS

School _____ Boy _____ Girl _____

Grade _____ Age _____

Please indicate your attitude toward certain home and social problems of high school students by placing a check mark in the column which expresses your opinion.

I. What decisions should high school students be able to make for themselves?

Which of the following do you think a 16-year-old boy should decide for himself? Do you think he should be able

	No	Yes	Confer- ence with parents
1. To select his studies in high school? - - - - -	_____	_____	_____
2. To select his own clothes? - - - - -	_____	_____	_____
3. To choose his own vocation? - - - - -	_____	_____	_____
4. To decide when and where he should go for amusement and recreation? - - - - -	_____	_____	_____
5. To choose his own religion? - - - - -	_____	_____	_____
6. To make decisions regarding customs such as smoking, drinking, etc.? - - - - -	_____	_____	_____
7. To determine whom he should date? - - - - -	_____	_____	_____
8. To choose his companions and friends? - - - - -	_____	_____	_____
9. To drive a car independently? - - - - -	_____	_____	_____
10. To determine how he shall spend his leisure time? - - - - -	_____	_____	_____

II. What home responsibilities should a high school student have?

Ideas of individuals differ greatly concerning the responsibilities they should take in their own homes. Parents and children differ in their views on the privileges of the members of the group.

Please indicate your opinions on these questions concerning the responsibilities of boys and girls of high school age.

	No	Yes	Some- times
1. Should a girl assist with the household tasks such as the care of the house, dish-washing, etc.? - - - - -	_____	_____	_____
2. Should a boy assist with similar household tasks? - - - - -	_____	_____	_____
3. Should a girl assist with the work outside the house such as the care of the yard, bringing in wood and coal, etc.? - - - - -	_____	_____	_____
4. Should a boy help with the outdoor work mentioned in question 3? - - - - -	_____	_____	_____
5. Should a girl help with the care and training of the younger members of her family? - - - - -	_____	_____	_____
6. Should a boy assist with the care and training of the younger members of his family? - - - - -	_____	_____	_____
7. Should a girl be responsible for keeping her clothing and other possessions in their places? - - - - -	_____	_____	_____
8. Should a boy be responsible for keeping his clothing and other possessions in their places? - - - - -	_____	_____	_____
9. Should a parent do something for you if you can do it yourself? - - - - -	_____	_____	_____
10. Should you help in determining how the family income shall be used? - - - - -	_____	_____	_____

	No	Yes	Some- times
11. Should you be expected to contribute to the family income? - - - - -	_____	_____	_____
12. Should you be willing to contribute to the support of the family if it is necessary? - - - - -	_____	_____	_____
13. Should you feel responsible for maintaining an atmosphere of happiness and contentment in your home?	_____	_____	_____
14. Should you be responsible for earning your own spending money? - - - - -	_____	_____	_____

III. What determines a boy's happiness at home?

The fact that the family in various forms has existed as a social unit for countless generations indicates how important it is in securing abiding satisfactions from life. The satisfactions and happiness one gains from living in a family group depend largely upon the relationships existing among its members.

Which of these conditions do you think tend to make a high school student happy at home?

	No	Yes	Some- times
1. He feels that he is wanted. -	_____	_____	_____
2. Parents expect more of him than he is capable of doing. - - - - -	_____	_____	_____
3. Parents are reasonable in letting him go places. - - - - -	_____	_____	_____
4. He discusses his personal problems with his parents or an older member of his family. - - - - -	_____	_____	_____
5. There is little arguing or quarreling in the family. -	_____	_____	_____
6. Family members are interested in him. - - - - -	_____	_____	_____
7. He keeps his own problems from his family. - - - - -	_____	_____	_____
8. His friends are welcome in his home. - - - - -	_____	_____	_____

	No	Yes	Some- times
9. His rights and privileges are respected in his home. - -	_____	_____	_____
10. Family members are courteous and respectful to each other. - - - - -	_____	_____	_____
11. He spends little time at home. - - - - -	_____	_____	_____
12. His parents have confidence in him. - - - - -	_____	_____	_____
13. He has no home responsibilities. - - - - -	_____	_____	_____
14. He goes places with his family. - - - - -	_____	_____	_____

IV. How can boys and girls develop a wholesome attitude toward sex?

Please indicate whether these factors tend to promote a wholesome attitude toward sex.

	No	Yes	Some- times
1. Reading good articles and books on sex relationships. -	_____	_____	_____
2. Reading magazines containing sensational stories stressing sex relations. -	_____	_____	_____
3. Learning facts of life from father or mother. - - - - -	_____	_____	_____
4. Getting information on sex from associates. - - - - -	_____	_____	_____
5. Refusing to discuss sex problems. - - - - -	_____	_____	_____
6. Telling smutty or questionable jokes. - - - - -	_____	_____	_____
7. Getting instruction in school on sex matters. - - - - -	_____	_____	_____
8. Discussing in groups or clubs such topics as boy-girl relationships, preparation for marriage, etc. - - - - -	_____	_____	_____
9. Discussing personal problems with an adult who will give you good advice. - - - - -	_____	_____	_____
10. Seeing movies which stress strong sex emotions. - - -	_____	_____	_____

V. What experiences influence a high school student to use money wisely?

The way we spend our money is very important. Wisely used, it means security, satisfaction, happiness, and service to others. Thoughtlessly squandered, it means dissatisfaction with life, dull monotony, and fear of the future.

Consider the value of each of these experiences in learning to use money wisely. If it would be helpful, check "yes"; if it would not help you, check "no"; etc.

	No	Yes	Some- times
1. Having a regular allowance. -	_____	_____	_____
2. Earning some of your own money. -	_____	_____	_____
3. Buying without advice. - - - -	_____	_____	_____
4. Buying with parents' advice. -	_____	_____	_____
5. Keeping an account of your ex- penses. - - - - -	_____	_____	_____
6. Making a budget for all ex- penditures. - - - - -	_____	_____	_____
7. Discussing your family ex- penditures. - - - - -	_____	_____	_____
8. Helping manage the family finances. - - - - -	_____	_____	_____
9. Contributing toward the sup- port of the family. - - - -	_____	_____	_____
10. Taking courses in school in business training, consumer buying, etc. - - - - -	_____	_____	_____
11. Reading advertisements care- fully. - - - - -	_____	_____	_____
12. Reading articles or books on buying and management of money. - - - - -	_____	_____	_____

VI. How may wholesome friendships be promoted?

We have a desire for sympathetic and understanding comradeship which leads us naturally into friendships. We miss much if we do not have fine and wholesome friendships with both boys and girls.

Which of these conditions do you think help to promote desirable friendships?

	No	Yes	Some- times
1. Opening your home to your boy friends. - - - - -	___	___	___
2. Entertaining your girl friends in your home. - -	___	___	___
3. Selecting friends with parents' approval. - - - -	___	___	___
4. Having companions of your own choosing. - - - - -	___	___	___
5. Having permission to go when and where you choose. - -	___	___	___
6. Conforming to standards of your companions regardless of your personal views. -	___	___	___
7. Dating "steady". - - - - -	___	___	___
8. Dating girls whom you do not know. - - - - -	___	___	___
9. Having friends whose ages are near your own. - - - -	___	___	___
10. Having many interests, hobbies, etc. - - - - -	___	___	___
11. Having parents become ac- quainted with your associ- ates. - - - - -	___	___	___
12. Keeping late hours. - - - -	___	___	___

VII. How do high school students enjoy spending their leisure time?

Leisure time is generally considered free time, when you do the things you enjoy, and when you choose what you want to do.

Please check your answers to these questions.

	No	Yes	Some- times
1. Do you enjoy taking part in such sports as softball, basketball, volleyball, or tennis? - - - - -	___	___	___
2. Do you like to go on hikes and picnics with your friends? - - - - -	___	___	___
3. Do you enjoy playing cards, checkers, and games with members of your family? -	___	___	___

	No	Yes	Some- times
4. Do you enjoy inviting friends to your home for parties, games, etc.? - - - - -	_____	_____	_____
5. Do you have a hobby? - - - - -	_____	_____	_____
6. Do you enjoy books and magazines? - - - - -	_____	_____	_____
7. Do you like parties? - - - - -	_____	_____	_____
8. Do you prefer a movie to a dance? - - - - -	_____	_____	_____
9. Do you enjoy spending much of your leisure time at home? - - - - -	_____	_____	_____
10. Do you get pleasure from making useful or ornamental articles for your home? - - - - -	_____	_____	_____

VIII. What code of living should a high school student develop?

If a boy is to be likable, have fine friendships, and a happy disposition, which of these attitudes do you think he should develop?

	No	Yes	Some- times
1. Is interested in people. -	_____	_____	_____
2. Has faith in God and prayer. -	_____	_____	_____
3. Has a sense of humor. - - -	_____	_____	_____
4. Enjoys bits of gossip. - - -	_____	_____	_____
5. Believes it is all right for a boy to smoke. - - - - -	_____	_____	_____
6. Believes it is all right for a boy to drink. - - -	_____	_____	_____
7. Believes it is all right for a boy to tell questionable stories. - - -	_____	_____	_____
8. Thinks "petting" is all right. - - - - -	_____	_____	_____
9. Feels superior because of his popularity. - - - - -	_____	_____	_____
10. Conscientiously prepares his lessons. - - - - -	_____	_____	_____
11. Is an attentive listener. -	_____	_____	_____
12. Is courteous and considerate. - - - - -	_____	_____	_____
13. Takes the advice of older people. - - - - -	_____	_____	_____

IX. What helps a high school student to enjoy associating with people?

Do you think these attitudes enable you to have pleasant associations with other people?

	No	Yes	Some- times
1. It pays to use good manners habitually. - - - - -	_____	_____	_____
2. Using good English causes people to think you are "putting on airs". - - - -	_____	_____	_____
3. Being different from others makes one feel uncomfortable. - - - - -	_____	_____	_____
4. Teasing and making wise remarks makes one popular. -	_____	_____	_____
5. Well mannered boys are "sissies". - - - - -	_____	_____	_____
6. Being respectful to one's elders is admirable. - - -	_____	_____	_____
7. The ability to talk on many topics is an advantage. - -	_____	_____	_____
8. Loud talking and laughing are desirable ways of getting attention. - - - - -	_____	_____	_____
9. The ways one acts concerns only himself. - - - - -	_____	_____	_____
10. Being good-looking and expensively dressed always makes one feel at ease. - -	_____	_____	_____

X. How can desirable home and school relations be secured?

Which of these conditions do you think promote desirable relations between your home and your school?

	No	Yes	Some- times
1. Attendance of parents at school programs, athletic events, etc. - - - - -	_____	_____	_____
2. Visitation of your classes by your parents. - - - - -	_____	_____	_____
3. Home preparation of lessons. - - - - -	_____	_____	_____
4. Reports to parents using the letter grades as A, B, C, D, and F. - - - - -	_____	_____	_____

	No	Yes	Some- times
5. Report cards to parents indicating satisfactory or unsatisfactory work. - - - - -	—	—	—
6. Friendly home visits by teachers. - - - - -	—	—	—
7. Conference between parents and teachers when problems arise. - - - - -	—	—	—
8. Classes for adults. - - - - -	—	—	—
9. High degree of cooperation between teachers and parents.	—	—	—
10. Acquaintance of parents and teachers. - - - - -	—	—	—

After careful consideration of a number of communities it was decided that since Frederick and Laporte were typical mining and agricultural communities respectively, and were very similar in size and educational opportunities, they fulfilled the requirements of the places needed in this investigation.

Through the cooperation of the superintendent and the homemaking instructor at Laporte arrangements were made for having the opinionnaires checked by all of the pupils in the high school. The writer arranged to collect the data in Frederick by having the opinionnaires checked in the English classes, since each student was enrolled in an English course. The copies to be checked by the boys were buff in color, and those for the girls were green. The pupils were asked to give their grade classification, but were not asked to write their names on the opinionnaires. The data were collected in the two schools during the same week. All of the students in each school checked the opinionnaires.

After the opinionnaires were checked, the boys' papers and the girls' papers from each school were arranged according to the grade classification of the students. From each group of papers 50 were selected at random.

Forms were made for recording the checks on the opinionnaires. The opinionnaires were numbered and

the checks on each were recorded on the forms that had been made for that purpose. The number of times each item was checked "no", "yes", and "sometimes" by the girls of each school and the boys of each school was found by adding the columns of checks of the various items on the forms.

The forms containing the raw data are bound and deposited as a separate volume in the library of Colorado State College. In this volume one may find the response of any individual to any given item.

Chapter IV

ANALYSIS OF DATA

The data concerning the opinions of the high school pupils toward home and social problems in the mining and in the agricultural communities consist of the pupil responses to an opinionnaire. In the analysis of the problem the responses of the pupils were used in making three sets of comparisons. Comparisons between the two communities were made on the basis of the opinions of the boys, of the girls, and of the entire group of pupils.

Statistical methods and techniques

Two methods were used in making the comparisons that were necessary in solving the problem. The percentage of each group of pupils who responded "yes", "no", and "sometimes" was determined for each item in the opinionnaire and the results were compared.

The second procedure consisted in applying the chi-square test to the response frequencies for each item in the opinionnaire in order to determine any significance of difference in the opinions of the pupils.

Chi-square is the statistic used to test the hypothesis that two or more populations have identical categorical distributions. The lower the value of chi-square in any instance, the greater is the substantiation of the hypothesis; the higher the value of chi-square, the greater is the assurance that the difference between two sets of sampled responses is not due to chance.

Chi-square is defined by the following formula,

$$\sum \frac{(O - T)^2}{T}$$

where O is the observed frequency, and T is the expected categorical frequency based upon the assumption that the nature of opinion regarding any item is independent of the type of community which is sampled.

Yates' correction was applied to correct for smallness of observed frequency and continuity. The more closely the observed results agree with the theoretical value, the less is the probability that the variations are attributable to cause rather than to chance.

In cases where the degree of freedom is one, the critical value of chi-square corresponding to the .01 level of significance is 6.63, and for the .05 level of significance it is 3.84. The interpretation is that if a chi-square value is greater than 6.63 there

is less than one chance in 100 that the differences are due to chance alone. A value of chi-square between 6.63 and 3.84 has less than five chances in 100 of occurring if the hypothesis is true.

The responses of the boys in the mining community and in the agricultural community toward problem I, item 5, which concerns the decisions a high school student should be able to make for himself in choosing his own religion have been used to illustrate the chi-square test as follows:

Community	Yes		Conference		No		Total O or T
	O	T	O	T	O	T	
Mining - - -	15	21.5	21	18.5	14	10	50
Agricultural	28	21.5	16	18.5	6	10	50
	43	43.0	37	37.0	20	20	100

$$\text{Chi-square} = \frac{(O - T)^2}{T} \quad DF = 2$$

$$X^2 (.05) = 5.99 \quad X^2 = 7.08$$

$$X^2 (.01) = 9.21 \quad \text{Significant}$$

O = Observed frequency

T = Theoretical or computed frequency

DF = Number of degrees of freedom by which an obtained value of chi-square may be interpreted on the basis of a probability of its occurrence

Since the chi-square value was 7.80, and since in cases in which the degree of freedom is 2 the value corresponding to a .05 level of significance

is 5.99, the difference in the responses of the two groups of boys was significant.

In computing the chi-square values, if the number of responses in a category, "yes", "no", or "sometimes", was very small, two categories were combined resulting in one degree of freedom instead of two.

Comparisons of opinions
toward decisions students
should make

More than 70 percent of the boys in both the mining community and the agricultural community felt that a 16-year-old boy should be able to choose his companions and friends, decide whom to date, and select his clothes (Table 1).

Significant differences in the opinions of the two groups of boys concerned the ability of a boy to drive a car independently, and to choose his religion. More of the boys in the agricultural community thought a boy should be able to make those decisions for himself.

Table 1.--DECISIONS BOYS SHOULD BE ABLE TO MAKE:
OPINIONS OF BOYS

Decisions	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Con- fer- ence	No	Yes	Con- fer- ence	No		
1.Drive a car in- dependently -	14	48	38	42	40	18	2	**9.44
2.Choose his own religion - -	30	42	28	56	32	12	2	*7.80
3.Determine whom to date - - -	86	14	0	72	18	10	1	2.95
4.Decide when and where to go for amusement	46	40	14	32	56	12	2	2.65
5.Select his studies in school - - -	70	28	2	62	36	2	1	.71
6.Decide on cus- toms as smok- ing, etc. - -	30	30	40	30	34	36	2	.23
7.Choose com- panions and friends - - -	84	12	4	88	10	2	1	.19
8.Choose his own vocation - -	62	18	0	66	28	6	1	.17
9.Select his own clothes - - -	78	22	0	80	18	2	1	.05
10.Determine how to spend lei- sure time - -	66	28	6	66	26	8	1	.00

DF = 1 X²(.05) = 3.84 Significant*
 X²(.01) = 6.63 Very significant**

DF = 2 X²(.05) = 5.99 Significant*
 X²(.01) = 9.21 Very significant**

Between 80 percent and 90 percent of the girls in the mining community and in the agricultural community thought that a girl at the age of 16 should be able to determine how to spend her leisure time (Table 2). The opinions of the two groups differed very significantly concerning the ability of a girl to choose her religion and to determine whom to date. More than three times as many girls in the agricultural community as in the mining community felt that a girl should choose her religion. Many more girls in the agricultural community thought a girl should decide whom to date without consulting her parents. A significant difference was shown in the attitudes of the girls concerning the selection of their companions, and their clothes. More of the girls in the mining town felt that a girl should make those decisions in conference with her parents.

Table 2.--DECISIONS GIRLS SHOULD BE ABLE TO MAKE:
OPINIONS OF GIRLS

Decisions	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Con- fer- ence	No	Yes	Con- fer- ence	No		
1.Choose her own religion - -	18	44	38	64	30	6	2	**25.86
2.Determine whom to date - - -	42	56	2	72	28	0	1	**9.18
3.Choose companions and friends - - -	70	28	2	88	12	0	1	*4.89
4.Select her own clothes - - -	66	34	0	84	16	0	1	*4.32
5.Drive a car independently -	22	52	26	30	56	14	2	2.48
6.Select her studies in school - - -	50	46	4	64	34	2	1	2.00
7.Decide when and where to go for amusement	24	36	4	36	60	4	1	1.74
8.Decide on customs as smoking, etc. - -	38	28	34	46	30	24	2	1.27
9.Determine how to spend leisure time - -	86	12	2	80	18	2	1	.63
10.Choose her own vocation - -	56	38	6	54	44	2	1	.03

DF = 1: $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**

DF = 2: $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

More than 70 percent of the entire group of students in the mining community and in the agricultural community thought that a student 16 years old should be able to choose for himself his companions and friends, select his clothes, and determine how to spend his leisure time (Table 3).

The opinions of the students in the two communities differed very significantly concerning the choice of religion and the use of a car. Two or more times as many boys and girls in the agricultural community as in the mining community thought that a student should be able to choose his own religion and to drive a car independently. A significant difference resulted concerning the choosing of companions and friends. More of the students in the agricultural community considered a student capable of choosing his companions and friends independently.

Table 3.--DECISIONS STUDENTS SHOULD BE ABLE TO MAKE:
OPINIONS OF BOYS AND GIRLS

Decisions	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Con- fer- ence	No	Yes	Con- fer- ence	No		
1.Choose his own religion - -	24	43	33	60	31	9	2	**31.19
2.Drive a car independently -	18	50	32	36	48	16	2	**11.37
3.Choose companions and friends - - -	77	20	3	88	11	1	1	*4.19
4.Select his own clothes - - -	72	28	0	82	17	1	1	2.82
5.Determine whom to date - - -	64	35	1	72	23	5	1	1.47
6.Decide on customs as smoking, etc. - -	34	29	37	38	32	30	2	1.10
7.Select his studies in school - - -	60	37	3	63	35	2	1	.24
8.Determine how to spend leisure time - -	76	20	4	73	22	5	1	.24
9.Decide when and where to go for amusement - - - -	35	56	9	34	58	8	2	.11
10.Choose his own vocation - -	59	38	3	60	36	4	1	.02

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**

DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

Summary.---The most significant differences between the opinions of the boys in the mining town and in the agricultural community concerned the ability of a 16-year-old boy to drive a car independently and to choose his own religion. Very significant differences in the opinions of the girls in the two schools were shown toward choice of religion and companion for a date. Their attitudes disagreed significantly toward the selection of companions and friends, and clothes. The decisions on which the entire group of students in the two schools differed very significantly concerned choosing a religion and driving a car, while the decision on which their attitudes differed significantly concerned the selection of companions and friends.

Comparison of opinions
toward home responsibilities
for high school students

The boys in the two communities agreed almost unanimously that a girl should be responsible for assisting with household tasks and for keeping her clothes and other possessions in their places, and that a boy should be responsible for assisting with the work outside of the house and should be willing to contribute to the support of the family if it is necessary (Table 4).

The attitudes of the boys on the assistance of a boy with the care and training of younger members

of the family showed a more significant difference than on any other home responsibility. Their attitudes concerning the responsibility of a boy in helping to determine how the family income should be used, and toward the responsibility of a girl in the care and training of the younger children showed a significant difference. More of the boys in the mining community than in the agricultural community felt that both boys and girls should assist with the care and training of the younger children. More of the boys in the mining town thought a student should help manage the family income, while more of the boys in the agricultural community felt that a student should share that responsibility sometimes but not always.

Table 4.--HOME RESPONSIBILITIES STUDENTS SHOULD HAVE:
OPINIONS OF BOYS

Home responsibility	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some times	No	Yes	Some times	No		
1. Boy help train and care for children - -	62	24	14	38	52	10	2	*8.37
2. Determine how family income is spent - -	40	20	40	18	46	36	2	*5.75
3. Boy assist with household tasks - - - -	48	26	26	54	10	36	2	4.54
4. Girl help train and care for children - -	88	10	2	72	22	6	1	*4.13
5. Boy keep possessions in place - - - -	82	8	10	94	4	2	1	3.41
6. Be expected to contribute to family income	56	24	20	44	36	20	2	1.92
7. Girl assist with work outside - - - -	6	12	82	10	16	74	1	.92
8. Parents do something if you can do it yourself - -	10	12	78	2	28	70	1	.82
9. Maintain happiness at home	90	10	0	94	4	2	1	.54
10. Earn own spending money - -	68	26	6	64	34	2	1	.18
11. Boy assist with work outside	100	0	0	98	0	2	1	.11
12. Girl assist with household tasks -	98	2	0	98	0	2	1	.00
13. Girl keep possessions in place - - - -	96	4	0	96	4	0	1	.00
14. Be willing to contribute to family income	98	0	2	98	2	0	1	.00

DF=1 X²(.05) = 3.84 Significant*X²(.01) = 6.63 Very significant**DF=2 X²(.05) = 5.99 Significant* X²(.01)=9.21 v.s.**

All of the girls in the two schools agreed that a girl should keep her clothes and other possessions in their places, and should assist with household tasks (Table 5). Ninety percent or more of the girls in each group believed that a boy should assist with the work outside and should keep his clothes and other possessions in their places, and that a girl should feel responsible for maintaining happiness in the home and should be willing to contribute to the family income if it is necessary.

Very significant differences were shown in the responses of the two groups of girls concerning the responsibility of a boy in assisting with household tasks, and the responsibility of a girl in earning her spending money. More of the girls in the agricultural community thought a boy should not help with household tasks, but that a girl should earn her spending money. Significant differences resulted from the comparison of the attitudes of the girls in the two schools concerning the responsibility of a girl in determining how the family income should be used and in assisting with the work outside of the house. More of the girls in the agricultural community than in the mining community were opposed to a girl's assuming those two responsibilities. There was a significant difference in the attitudes of the girls concerning the assistance of a

boy with the care and training of the children. More of the girls in the mining community thought a boy should assume that responsibility.

Table 5.--HOME RESPONSIBILITIES STUDENTS SHOULD HAVE:
OPINIONS OF GIRLS

Home responsibility	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some-times	No	Yes	Some-times	No		
1. Boy assist with household tasks -	28	46	26	40	16	44	2	**10.63
2. Determine how family income is spent - -	30	56	14	14	48	38	2	*8.76
3. Girl assist with work outside - - -	22	46	32	34	20	46	2	*7.67
4. Earn own spending money	14	76	10	38	58	4	1	**7.49
5. Boy help train and care for children - -	54	38	8	32	62	6	1	*4.93
6. Parents do something if you can do it yourself - -	2	18	80	4	30	66	1	2.48
7. Boy keep possessions in place - - - -	90	8	2	96	4	0	1	1.37
8. Girl help train and care for children	80	20	0	70	30	0	1	1.33
9. Be willing to contribute to income - - -	94	6	0	98	2	0	1	1.04
10. Boy assist with work outside - - -	100	0	0	98	2	0	1	1.01
11. Be expected to contribute to family income	18	54	28	12	54	34	2	.89
12. Maintain happiness at home - - - -	96	4	0	98	2	0	1	.34
13. Girl keep possessions in place - - - -	100	0	0	100	0	0	2	.00
14. Girl assist with household tasks -	100	0	0	100	0	0	1	.00

DF= 1 X²(.05)= 3.84 Significant*

X²(.01)= 6.63 Very significant**

DF= 2 X²(.05)= 5.99 Significant* X²(.01)=9.21 v.sig.**

More than 90 percent of the boys and girls in the mining community and in the agricultural community indicated their belief that: a girl should assist with household tasks and keep her possessions in place, a boy should assist with outdoor work, and boys and girls should be willing to contribute to the support of the family if it is necessary, and be responsible for maintaining an atmosphere of happiness in the home (Table 6).

There was a very significant difference in the opinions of the students in the two schools concerning assistance of a boy with the care and training of younger children, and the responsibility of a student in helping to determine how the family income should be used. More of the students in the mining community thought those responsibilities should be taken by the students. The opinions of the two groups of students differed significantly on whether or not a parent should do something for a student if he can do it for himself, and on the responsibility of a girl in helping to train and care for younger children. More of the boys and girls in the mining community felt that parents should not do things for children if they can do them themselves, but that a girl should assist with the care and training of the children.

Table 6.--HOME RESPONSIBILITIES A STUDENT SHOULD HAVE;
OPINIONS OF BOYS AND GIRLS

Home Responsibility	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Some times	No	Yes	Some times	No		
1. Boy help train and care for children - -	58	31	11	35	57	8	2	**13.84
2. Determine how family income is spent - -	35	38	27	16	47	37	2	**9.59
3. Parents do something if you can do it yourself - -	6	15	79	3	29	68	2	*6.27
4. Girl help train and care for children - -	84	15	1	70	26	4	1	*5.53
5. Boy keep possessions in place - - - -	86	8	6	95	4	1	2	5.35
6. Girl assist with work outside - - -	14	29	57	22	18	60	2	4.43
7. Boy assist with household tasks -	38	36	26	47	13	40	2	4.11
8. Earn own spending money - - - -	41	51	8	51	46	3	2	3.62
9. Boy assist with work outside - - -	100	0	0	98	1	1	1	2.02
10. Be expected to contribute to family income	37	39	24	28	45	27	2	1.86
11. Maintain happiness in home	93	7	0	96	3	1	1	.87
12. Be willing to contribute to income - - -	96	3	1	98	2	0	1	.69
13. Girl keep possessions in place - - - -	98	2	0	98	2	0	1	.00

Table 6.--HOME RESPONSIBILITIES A STUDENT SHOULD HAVE:
OPINIONS OF BOYS AND GIRLS (continued)

Home responsibility	Mining (100) in %			Agricultural (100) in %			DF	χ^2
	Yes	Some-times	No	Yes	Some-times	No		
14. Girl assist with household tasks	99	1	0	99	0	1	1	.00

$DF = 1$ $\chi^2(.05) = 3.84$ Significant*
 $\chi^2(.01) = 6.63$ Very significant**
 $DF = 2$ $\chi^2(.05) = 5.99$ Significant*
 $\chi^2(.01) = 9.21$ Very significant**

Summary.--The most significant difference between the opinions of the boys in the two communities was shown concerning the responsibility of a boy in helping with the care and training of the younger children. Significant differences were shown toward the responsibility of a boy concerning the use of the family income, and the responsibility of a girl in the care and training of the younger children in the family.

The opinions of the two groups of girls differed very significantly regarding the assistance by a boy with household tasks, and the responsibility of students in earning their own spending money. Significant differences were indicated concerning the responsibility of a student in determining the use of the family income, the assistance of a girl with the work outside, and the

responsibility of a boy in training and caring for the younger children.

The opinions of the entire group of students in the two schools differed very significantly concerning the assistance of a boy with the younger children and the responsibility of a student in helping to determine how the income should be used. The opinions of the two groups of boys and girls differed significantly regarding the responsibility of a parent for doing something for the child if he can do it for himself.

Comparison of opinions on
conditions determining a
student's happiness at home

Ninety percent or more of the boys in the mining community and in the agricultural community indicated that a boy is happier at home if his rights and privileges are respected, his friends are welcome in his home, his family members are courteous to each other, and his parents have confidence in him (Table 7).

A very significant difference of opinions was expressed in regard to parents' expecting more of a boy than he is capable of doing. More of the boys in the mining community than in the agricultural community believed that such a condition does not encourage a boy to be happy at home.

Table 7.--CONDITIONS DETERMINING A BOY'S HAPPINESS AT HOME: OPINIONS OF BOYS

Conditions	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Parents expect more than he can do - -	12	4	84	2	22	76	1	10.00
2. Little arguing or quarreling in family - -	80	4	16	76	14	10	2	3.52
3. Has no home responsibilities - - -	10	14	76	6	4	90	1	3.47
4. Parents have confidence in him - - - - -	94	4	2	100	0	0	1	3.09
5. Family members courteous and respectful -	96	4	0	90	8	2	1	1.37
6. Keeps his problems from his family -	14	30	56	8	36	56	2	1.09
7. Rights and privileges respected - -	98	2	0	94	6	0	1	1.04
8. Feels he is wanted - - -	86	8	6	92	6	2	1	.92
9. Spends little time at home	2	8	90	2	12	86	1	.37
10. Parents reasonable in letting him go places - -	82	16	2	86	12	2	1	.30
11. Family interested in him - - - - -	90	10	0	88	8	4	1	.10
12. Discuss personal problems with parents - - -	74	24	2	76	18	6	1	.05
13. Friends are welcome in home - - - -	96	4	0	96	4	0	1	.00

Table 7.--CONDITIONS DETERMINING A BOY'S HAPPINESS AT HOME: OPINIONS OF BOYS (continued)

Conditions	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
14.Goes places with his family - - -	80	18	2	80	18	2	1	.00

DF = 1 $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**
 DF = 2 $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

Ninety percent or more of the girls in each of the communities thought that a girl is happier at home if her friends are welcome, her family members are courteous and respectful to each other, considerate of her rights and privileges, interested in her, and reasonable in allowing her to go places (Table 8).

Significant differences resulted from the responses of the two groups of girls concerning the effects of parents' confidence in a girl, their expecting more of her than she can do, and her feeling that she is wanted. All of the girls in the agricultural community felt that the parents' confidence in a girl and the feeling that she is wanted tend to make her happy at home, while some of the girls in the mining community felt that those conditions did not always contribute to happiness. More of the girls in the

Table 8.--CONDITIONS DETERMINING A GIRL'S HAPPINESS AT HOME: OPINIONS OF GIRLS

Conditions	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1. Parents have confidence in in her - - -	88	6	6	100	0	0	1	**6.04
2. Feels she is wanted - - -	92	4	4	100	0	0	1	*4.17
3. Parents expect more than she can do - - -	4	12	84	0	4	96	1	*4.00
4. Goes places with her family - - -	80	20	0	92	8	0	4	2.99
5. Family interested in her - - - - -	92	8	0	98	0	22	1	1.89
6. Friends are welcome in home - - - -	98	2	0	100	0	0	1	1.01
7. Family members courteous and respectful -	98	2	0	100	0	0	1	1.01
8. Spends little time at home	0	8	92	4	10	86	1	.92
9. Has no home responsibilities - - -	6	2	92	4	0	96	1	.71
10. Little arguing and quarreling in family - - -	86	6	8	82	4	14	1	.30
11. Rights and privileges respected - -	94	6	0	96	4	0	1	.21
12. Keeps her problems from family - - -	8	22	70	8	26	66	1	.18
13. Discusses personal problems with parents	78	16	6	80	20	0	1	.17

Table 8.--CONDITIONS DETERMINING A GIRL'S HAPPINESS AT HOME: OPINIONS OF GIRLS (continued)

Conditions	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
14. Parents rea- sonable in letting her go places - -	92	8	0	90	10	0	1	.12

$$\begin{aligned}
 \text{DF} = 1 \quad \chi^2(.05) &= 3.84 \quad \text{Significant*} \\
 &\quad \chi^2(.01) = 6.63 \quad \text{Very significant**} \\
 \text{DF} = 2 \quad \chi^2(.05) &= 5.99 \quad \text{Significant*} \\
 &\quad \chi^2(.01) = 9.21 \quad \text{Very significant**}
 \end{aligned}$$

community felt that being expected to do more than she can do does not tend to make a girl happy.

Ninety percent or more of the students in the mining community and in the agricultural community believed that a student is happier at home if his friends are welcome, his family members are courteous to each other, they respect the student's rights and privileges, are interested in him, and have confidence in him (Table 9).

The difference in the attitudes of the students in the two schools in regard to the parents' confidence in the child was very significant. More of the boys and girls in the agricultural community than in the mining community felt that if the parents have confidence in him, the student will be happier at home. The opinions of the two groups differed significantly

Table 9.--CONDITIONS DETERMINING A STUDENT'S HAPPINESS
AT HOME: OPINIONS OF BOYS AND GIRLS

Conditions	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Parents have confidence in him - - -	91	5	4	100	0	0	1	**9.42
2. Parents expect more than he can do - - -	8	8	84	1	13	86	2	*6.65
3. Feels he is wanted - - -	89	6	5	96	3	1	1	3.53
4. Has no home responsibility - - - -	8	8	84	5	2	93	2	2.75
5. Goes places with his family - - -	80	19	1	86	13	1	1	1.28
6. Spends little time at home	1	8	91	3	11	86	1	1.23
7. Little arguing or quarreling in family - -	83	5	12	79	9	12	2	1.23
8. Keeps his problems from his family -	11	26	63	8	31	61	2	.94
9. Family members courteous and respectful -	97	3	0	95	4	1	1	.52
10. Family interested in him - - - - -	91	9	0	93	4	3	1	.27
11. Friends are welcome in home - - - - -	97	3	0	98	2	0	1	.21
12. Rights and privileges respected - -	96	4	0	95	5	0	1	.12
13. Discusses personal problems with family -	76	20	4	78	19	3	2	.12

Table 9.--CONDITIONS DETERMINING A STUDENT'S HAPPINESS
AT HOME: OPINIONS OF BOYS AND GIRLS
(continued)

Conditions	Mining (100) in %			Agricultural (100) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
14. Parents rea- sonable in letting him go places - -	87	12	1	88	11	1	1	.03

DF = 1 $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**
 DF = 2 $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

concerning what parents expect of a boy or girl. More of the students in the mining community felt that being expected to do more than one can do tends to promote happiness, while more of the students in the agricultural community felt that this particular condition sometimes encouraged happiness at home.

Summary.--The opinions of the boys in the two communities differed very significantly concerning the effects of parents expecting more of a boy than he is capable of doing.

The most significant difference in the opinions of the two groups of girls concerned the confidence of the parents. The opinions of the girls in the two communities differed significantly concerning

the feeling that she is wanted, and her parents expecting more of her than she is capable of doing.

The opinions of the boys and girls in the mining community and in the agricultural community differed very significantly on the effect of parents' confidence in the child, and differed significantly on the effects of parents expecting more of the child than he can do.

Comparison of opinions toward
factors influencing sex
attitudes

More than 80 percent of the boys in each group considered that getting sex information from parents and discussing personal problems with an adult who will give good advice tend to promote a wholesome attitude toward sex, and that refusing to discuss sex problems and telling questionable jokes do not promote a wholesome attitude toward sex (Table 10).

The difference in the opinions of the boys toward receiving instruction in school on sex matters was very significant. More of the boys in the mining community than in the agricultural community felt that sex instruction in school is desirable.

There was a significant difference in the opinions of the two groups of boys on the influence of receiving information from one's associates and on reading authentic articles and books on sex relationships.

Table 10.--FACTORS PROMOTING A WHOLESOME ATTITUDE TOWARD
SEX: OPINIONS OF BOYS

Factors	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1. Sex instruction in school - - -	86	8	6	62	28	10	1	*7.47
2. Sex information from associates - -	26	10	64	16	28	56	2	*6.70
3. Reading good material on sex - - - - -	84	12	4	58	34	8	1	*6.07
4. Discussing boy-girl friendships in groups - -	64	14	22	40	36	24	2	3.29
5. Discussing problems with an adult - -	96	2	2	90	10	0	1	1.38
6. Telling questionable jokes - - - -	10	4	86	4	10	86	2	1.28
7. Seeing movies stressing sex	16	26	58	10	22	68	2	1.26
8. Reading sensational sex stories - - -	24	16	60	18	22	60	2	.90
9. Refusing to discuss sex problems - -	10	8	82	2	10	88	1	.71
10. Sex information from parents - - -	88	4	8	84	12	4	1	.30

$DF = 1 \quad \chi^2(.05) = 3.84$ Significant*
 $\chi^2(.01) = 6.63$ Very significant**
 $DF = 2 \quad \chi^2(.05) = 5.99$ Significant*
 $\chi^2(.01) = 9.21$ Very significant**

More of the boys in the mining group indicated that receiving sex information from one's associates does promote wholesome attitudes toward sex, while many of

the boys in the agricultural group felt that sometimes it is desirable, but not always. More of the boys in the mining community than in the agricultural community favored the reading of good articles and books on sex relationships.

The responses of the girls indicated that more than 80 percent in each school felt that discussing personal problems with an adult who will give good advice, receiving sex information from parents and reading authentic articles and books on sex tend to promote wholesome attitudes toward sex (Table 11).

Very significant differences in their attitudes toward receiving sex instruction in school, and toward discussing boy and girl friendships in groups, were shown by the responses of the two groups of girls. More than twice as many of the girls in the mining town as in the agricultural community favored sex instruction in school. More of the girls in the mining community also favored group discussions as a way of promoting desirable attitudes toward sex.

Eighty-five percent or more of the students in the mining community and in the agricultural community felt that discussing personal problems with an adult who will give good advice, and receiving information on sex matters from parents are ways of promoting wholesome attitudes toward sex, but that

Table 11.--FACTORS PROMOTING A WHOLESOME ATTITUDE TOWARD SEX: OPINIONS OF GIRLS

Factors	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Sex instruction in school - - -	82	14	4	34	58	8	1	**23.64
2. Discussing boy-girl friendships in groups - -	72	14	14	48	38	14	2	*7.95
3. Sex information from parents - -	82	14	4	94	6	0	1	3.41
4. Sex information from associates - -	18	32	50	16	20	64	2	2.30
5. Telling questionable jokes - - - -	8	6	86	2	4	94	1	1.77
6. Reading sensational sex stories - - -	10	22	68	6	16	78	1	1.27
7. Reading good materials on sex - - - - -	88	12	0	82	16	2	1	.71
8. Refusing to discuss sex problems - -	4	8	88	0	8	92	1	.44
9. Discussing problems with an adult - -	92	6	2	88	12	0	1	.44
10. Seeing movies stressing sex	8	24	68	6	20	74	1	.44

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

refusing to discuss sex problems and telling questionable jokes are not conducive to desirable attitudes (Table 12).

Table 12.--FACTORS PROMOTING A WHOLESOME ATTITUDE TOWARD SEX: OPINIONS OF BOYS AND GIRLS

Factors	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Sex information in school - - -	84	11	5	48	43	9	2**	29.92
2. Discussing boy-girl friendships in groups - -	68	14	18	44	37	19	2**	15.54
3. Reading good material on sex - - - - -	86	12	2	70	25	5	1**	6.46
4. Refusing to discuss sex problems - -	7	8	85	1	9	90	2	4.70
5. Telling questionable jokes - - - -	9	5	86	3	7	90	2	3.42
6. Sex information from parents - - -	85	9	6	89	9	2	2	2.09
7. Seeing movies stressing sex	12	25	63	8	21	71	2	1.62
8. Discussing problems with an adult - -	94	4	2	89	11	0	1	1.62
9. Sex information from associates - -	22	21	57	16	24	60	2	1.05
10. Reading sensational sex stories - - -	17	19	64	12	19	69	2	1.05

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

The three ways of receiving sex knowledge on which the opinions of the students in the two communities

differed very significantly were: receiving sex instruction in school, discussing boy and girl friendships in groups, and reading authentic material on sex relationships. Many more of the students in the mining community than in the agricultural community felt that wholesome attitudes toward sex are promoted by each of the three methods.

Summary.--The opinions of the boys, of the girls, and of the entire group of students in the two communities differed very significantly concerning instruction in school on sex matters.

The attitudes of the boys in the mining community and in the agricultural community differed significantly on receiving sex information from associates, and on reading authentic material on sex relationships.

The attitudes of the two groups of girls differed significantly on discussing boy and girl friendships in groups.

Very significant differences in the attitudes of the entire group of students in the two communities were found concerning group discussions on boy and girl friendships, and reading good articles and books on sex matters.

Comparison of opinions toward
experiences influencing stu-
dents to use money wisely

Earning some of his own money and keeping account of his expenses were believed by more than 90 percent of the boys in the mining community and in the agricultural community to be valuable experiences in learning to use money wisely (Table 13).

The comparison of the attitudes of the boys in the two communities resulted in finding a significant difference on helping to manage the family finances. More than half of the boys felt that helping to manage the family finances is valuable, while exactly half of the boys in the agricultural community indicated that sometimes it influences a student to use his money wisely, but not always.

More than 80 percent of the girls in the mining community and in the agricultural community considered that taking courses in school on buying, earning some one's own money, and keeping expense accounts are helpful experiences in learning to use money wisely (Table 14). The responses of the girls toward several experiences showed very significant differences. Many more of the girls in the mining community than in the agricultural community thought that having a regular allowance, reading advertisements, and reading articles on buying and on the managing of money are valuable in

Table 13.--EXPERIENCES INFLUENCING BOYS TO USE MONEY
WISELY: OPINIONS OF BOYS

Experiences	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1.Helping manage family finances - - -	58	22	20	40	50	10	2	*8.76
2.Budgeting all expenses - -	92	6	2	74	20	6	1	5.74
3.Having regular allowance - -	72	14	14	48	30	22	2	5.20
4.Reading advertisements carefully - -	76	16	8	56	26	18	2	4.63
5.Taking courses in school - -	84	12	4	68	24	8	1	3.44
6.Buying with parents' advice - - -	76	18	6	60	28	12	2	2.92
7.Keeping account of expenses - - -	98	0	2	90	4	6	1	2.84
8.Reading articles on buying - - - -	72	16	12	60	30	10	2	2.77
9.Buying without advice -	6	12	82	10	22	68	1	2.60
10.Discussing family expenses - - -	54	30	16	48	42	10	2	1.85
11.Helping support family -	68	20	12	60	30	10	2	1.34
12.Earning some of own money	100	0	0	98	2	0	1	1.01

DF = 1 $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**
 DF = 2 $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

Table 14.--EXPERIENCES INFLUENCING GIRLS TO USE MONEY
WISELY: OPINIONS OF GIRLS

Experiences	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1.Having regular allowance - -	86	10	4	58	30	12	2	**9.72
2.Reading advertisements - -	80	10	10	54	36	10	1	**7.64
3.Reading articles on buying - - - -	88	10	2	64	32	4	1	**6.89
4.Earning some of own money	84	14	2	98	2	0	1	**5.99
5.Taking courses in school - -	100	0	0	88	12	0	1	3.39
6.Budgeting all expenses - -	88	8	4	72	16	12	2	3.13
7.Discussing family expenses - - -	62	24	14	52	38	10	2	2.35
8.Helping support family -	44	42	14	38	56	6	2	2.33
9.Buying with parents' advice - - - -	68	30	2	56	38	6	1	1.53
10.Help manage family finances - - -	54	36	10	42	46	12	2	1.45
11.Buying without advice - - -	6	20	74	6	34	60	1	1.13
12.Keeping account of expenses - - -	92	4	4	88	8	4	1	.44

DF = 1 X²(.05) = 3.84 Significant*
 X²(.01) = 6.63 Very significant**
 DF = 2 X²(.05) = 5.99 Significant*
 X²(.01) = 9.21 Very significant**

learning to use money wisely. More of the girls in the agricultural community than in the mining town felt that it is helpful to earn some of one's own money.

In their responses to the opinionnaires more than 85 percent of the students in the mining community and in the agricultural community indicated their belief that earning some of his own money and keeping an expense account influence a student to use money wisely (Table 15).

These data showed very significant differences in the opinions of the students in the two communities concerning the effects of having a regular allowance, budgeting all expenses, reading articles on the topic, taking courses in school, and reading advertisements carefully. More of the students in the mining community than in the agricultural community considered these experiences helpful in developing ability in using money wisely. The opinions of the two groups of students differed significantly on helping to manage the family finances.

Summary.--The opinions of the boys in the mining community and in the agricultural community differed very significantly on the effects of helping with the management of the family finances.

Very significant differences in opinions were indicated by the girls in the two communities on having

Table 15.--EXPERIENCES INFLUENCING STUDENTS TO USE MONEY WISELY: OPINIONS OF BOYS AND GIRLS

Experiences	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Having regular allowance - -	79	12	9	53	30	17	2**	15.29
2. Reading advertisements carefully - -	78	13	9	55	31	14	2**	12.43
3. Reading articles on buying - - - -	80	13	7	62	31	7	2**	9.64
4. Budgeting all expenses - -	90	7	3	73	18	9	2**	9.61
5. Taking courses in school - -	92	6	2	78	18	4	1**	7.68
6. Helping manage family finances - - - -	56	29	15	41	48	11	2**	7.62
7. Buying without advice -	6	16	78	8	28	64	2	4.93
8. Buying with parents' advice - - - -	72	24	4	58	33	9	2	4.85
9. Discussing family expenses - - -	58	27	15	50	40	10	2	4.11
10. Earning some of own money	92	7	1	98	2	0	1	3.79
11. Helping support family -	56	31	13	49	43	8	2	3.51
12. Keeping account of expenses - - -	95	2	3	89	6	5	1	2.44

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

a regular allowance, reading advertisements and articles on buying, budgeting all expenses, and taking courses in school, the opinions of the boys and girls in the

two communities differed significantly.

Comparison of opinions toward
conditions promoting wholesome
friendships

More than 85 percent of the boys in the mining community and in the agricultural community felt that having many interests, having friends near one's own age, and having their parents become acquainted with their associates are conditions which promote wholesome friendships (Table 16).

The difference in the attitudes of the boys in the two communities toward the selection of friends of whom their parents approve was significant. More of the boys in the mining community than in the agricultural community felt that selecting friends of whom their parents approved tends to promote wholesome friendships.

The responses of the students indicated that more than three-fourths of the girls in each school considered that desirable friendships are promoted by having their parents become acquainted with their associates, by having many interests, by having friends near their own age, and by entertaining both boy and girl friends in their homes (Table 17).

The comparison of the attitudes of the girls in the two communities toward selecting friends with the approval of the parents^{ly} showed a very significant difference. Many more of the girls in the mining

Table 16.--CONDITIONS PROMOTING WHOLESOME FRIENDSHIPS:
OPINIONS OF BOYS

Conditions	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Select friends with parents' approval - -	68	16	16	44	42	14	2	*8.47
2. Entertain girl friends at home - - - -	64	20	16	62	34	4	2	5.43
3. Conform to standards of companions -	30	22	48	18	20	62	2	2.64
4. Have friends near your age	96	2	2	88	8	4	1	2.17
5. Have permission to go as you wish - - - -	32	24	44	22	36	42	2	2.12
6. Date steady -	20	12	68	12	18	70	2	1.61
7. Open home to boy friends -	78	14	8	68	28	4	1	1.27
8. Have companions of own choice - - -	44	40	16	38	50	12	2	1.07
9. Date girls you do not know -	18	18	64	12	22	66	2	.81
10. Keep late hours - - - -	2	16	82	2	20	78	1	.25
11. Make parents acquainted with associates - - - -	96	4	0	94	6	0	1	.21
12. Have many interests - - -	96	2	2	96	2	2	1	.00

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

Table 17.--CONDITIONS PROMOTING WHOLESOME FRIENDSHIPS:
OPINIONS OF GIRLS

Conditions	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1.Select friends with parents' approval - -	76	22	2	48	46	6	1	**8.31
2.Have companions of own choice - - -	36	44	20	38	56	6	2	4.51
3.Have permission to go as you wish - -	38	34	28	22	46	32	2	4.16
4.Have friends near your age	82	18	0	94	6	0	1	3.41
5.Have many interests - - -	100	0	0	96	4	0	1	2.04
6.Open home to girl friends	86	14	0	76	20	4	1	1.63
7.Date steady -	16	10	74	12	18	70	2	1.48
8.Date boys you do not know -	4	18	78	8	20	72	1	.48
9.Conform to standards of companions -	16	20	64	20	22	58	2	.27
10.Keep late hours	0	36	64	2	38	60	1	.16
11.Make parents acquainted with associates - - - -	98	2	0	98	2	0	1	.00
12.Entertain boy friends at home - - - -	80	18	2	80	20	0	1	.00

DF = 1 X²(.05) = 3.84 Significant*
 X²(.01) = 6.63 Very significant**
 DF = 2 X²(.05) = 5.99 Significant*
 X²(.01) = 9.21 Very significant**

community than in the agricultural community believed that their selection of friends should meet with their parents' approval.

Two conditions which were thought by more than 95 percent of the boys and girls in each community to promote wholesome friendships were: having many interests and having parents become acquainted with their friends (Table 18). Approximately 90 percent of the students in each community agreed that desirable friendships are promoted by having friends whose ages are near their own.

The difference in the opinions of the boys and girls in the mining community and in the agricultural community concerning the parents' approval of their friends was very significant. Many more of the students in the mining community thought that young people should choose friends of whom their parents approve, while more of the students in the agricultural community thought that condition to be desirable sometimes.

Summary.--The opinions of the boys in the mining community and in the agricultural community differed significantly concerning the selection of friends with their parents' approval.

The opinions of the girls and of the entire group of students in the two communities differed very significantly on the same condition.

Table 18.--CONDITIONS PROMOTING WHOLESOME FRIENDSHIPS:
OPINIONS OF BOYS AND GIRLS

Conditions	Mining (100) in %			Agricultural (100) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1. Select friends with parents' approval - -	72	19	9	46	44	10	2	***15.70
2. Entertain friends of opposite sex at home - - - -	72	19	9	71	27	2	2	5.85
3. Have permission to go as you wish - -	35	29	36	22	41	37	2	5.03
4. Have companions of own choice - - -	40	42	18	38	53	9	2	4.32
5. Date steady -	18	11	71	12	18	70	2	2.89
6. Open home to friends of same sex - -	82	14	4	72	24	4	1	2.82
7. Have many interests - - -	98	1	1	96	3	1	1	.69
8. Conform to standards of companions -	23	21	56	19	21	60	2	.52
9. Keep late hours	1	26	73	2	29	69	1	.39
10. Dating persons you do not know - - - -	11	18	71	10	21	69	2	.31
11. Have friends near your age	89	10	1	91	7	2	1	.22
12. Make parents acquainted with friends	97	3	0	96	4	0	1	.15

DF = 1 $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**
 DF = 2 $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

Comparison of opinions toward
ways of spending leisure time

The responses to the questions on how students enjoy spending their leisure time indicated that over 90 percent of the boys in the mining community and in the agricultural community liked to go on picnics and hikes with their friends (Table 19). Much similarity was shown in their enjoyment of participating in sports and of inviting friends to their homes for parties and games.

The difference in the attitudes of the two groups of boys toward playing games with their family members was significant. A greater number of the boys in the mining community than in the agricultural community indicated that they enjoyed that type of leisure time activity.

None of the girls in either school indicated that they did not like parties or hikes and picnics with their friends (Table 20). More than 85 percent of the girls in each school indicated that they liked to go on hikes and picnics, with their friends, and enjoyed inviting their friends to their homes for parties and games.

The differences in the attitudes of the two groups of girls toward sports and parties were very significant. A larger percentage of the girls in the

Table 19.--HOW BOYS LIKE TO SPEND THEIR LEISURE TIME:
OPINIONS OF BOYS

Activities	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1.Enjoy games with family -	84	14	2	66	30	2	1	*4.32
2.Prefer a movie to a dance -	48	18	34	58	24	18	2	3.36
3.Spend much leisure time at home - - -	60	22	18	46	38	16	2	3.11
4.Like parties -	74	24	2	58	34	8	1	2.85
5.Enjoy books and magazines	76	20	4	62	34	4	1	2.29
6.Make articles for the home	78	12	10	70	24	6	1	.84
7.Have a hobby -	64	4	32	74	2	24	1	.79
8.Like hikes and picnics with friends - - -	92	6	2	94	6	0	1	.15
9.Enjoy taking part in sports	78	18	4	80	16	4	1	.06
10.Invite friends to home - - -	74	24	2	72	22	6	1	.05

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

Table 20.--HOW GIRLS LIKE TO SPEND THEIR LEISURE TIME:
OPINIONS OF GIRLS

Activities	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Enjoy taking part in sports - - -	92	4	4	72	26	2	1	**6.77
2. Like parties -	68	32	0	88	12	0	1	**5.82
3. Enjoy games with family -	84	10	6	68	30	2	1	3.50
4. Prefer a movie to a dance -	54	28	18	40	34	26	2	2.06
5. Enjoy needle-work or cooking - - - - -	66	28	6	52	42	6	1	2.03
6. Spend much leisure time at home - - -	64	30	6	50	46	4	1	2.00
7. Like hikes and picnics with friends - - -	100	0	0	98	2	0	1	1.01
8. Invite friends to home - - -	86	12	2	88	12	0	1	.08
9. Enjoy books and magazines	74	24	2	74	26	0	1	.00
10. Have a hobby -	80	0	20	80	0	20	2	.00

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

mining community indicated that they always enjoyed taking part in sports, while more of the girls in the agricultural community than in the mining community enjoyed parties.

Hikes and picnics were enjoyed by 96 percent of the boys and girls in the mining community and in the agricultural community according to the responses to the opinionnaires (Table 21). Four-fifths of the students in each community enjoyed inviting their friends to their homes.

The difference in the opinions of the entire group of students in the two communities toward games with the members of their families was significant. More of the students in the mining community than in the agricultural community expressed enjoyment of such activities in the home.

Summary.--The only leisure time activity toward which the attitudes of the boys, and of the entire group of students in the mining community and in the agricultural community differed significantly was playing games with members of their families. Very significant differences were shown in the attitudes of the girls of the two communities toward the enjoyment of sports and parties.

Table 21.--HOW STUDENTS LIKE TO SPEND THEIR LEISURE TIME:
OPINIONS OF BOYS AND GIRLS

Activities	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1.Enjoy games with family	84	12	4	67	30	3	1	**7.81
2.Spend much leisure time at home - - -	63	25	12	49	40	11	2	5.25
3.Make articles for home - -	71	21	8	60	35	5	2	5.11
4.Enjoy taking part in sports - - -	85	11	4	76	21	3	1	2.58
5.Enjoy books and magazines	75	22	3	68	30	2	1	1.20
6.Prefer movie to dance - -	51	23	26	49	29	22	2	1.06
7.Have a hobby -	72	2	26	77	1	22	1	.66
8.Like parties -	71	28	1	73	23	4	1	.10
9.Like hikes and picnics - - -	96	3	1	96	4	0	1	.00
10.Invite friends to home - - -	80	18	2	80	17	3	1	.00

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

Comparison of opinions toward
the code of living a student
should develop

It was indicated by more than 90 percent of the boys in the mining community and in the agricultural community that a high school student should be interested in people, be courteous and kind, be an attentive listener, and have a sense of humor (Table 22). The agreement of the opinions of the two groups of boys on several of the items in Table 8 is indicated by a zero or low chi-square value. The greatest differences in the opinions of the boys in the two communities concerned smoking and drinking, however, the differences were not significant.

More than 90 percent of the girls in the mining community and in the agricultural community believed that a girl should be courteous and considerate, be interested in people, be an attentive listener, have a sense of humor, and have faith in God and prayer (Table 23). None of the girls thought that a girl who hopes to have fine friendships should have the attitude that it is all right to drink and smoke.

A significant difference was found in the responses of the girls in the two communities concerning the advice of older people. More of the girls in the mining community than in the agricultural community felt that a high school girl should take the advice of older

Table 22.--THE CODE OF LIVING A BOY SHOULD DEVELOP:
OPINIONS OF BOYS

Attitudes	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Believes it is all right to drink - - - -	2	2	96	6	8	86	1	3.05
2. Believes it is all right to smoke - - - -	18	20	62	8	14	78	2	3.04
3. Enjoys bits of gossip - - - -	38	22	40	26	36	38	2	2.83
4. Believes it all right to tell questionable jokes - - - -	22	16	62	14	24	62	2	1.68
5. Thinks "petting" is all right - - - -	18	16	66	8	24	68	2	1.42
6. Is courteous and considerate - - - -	92	8	0	96	2	2	1	.71
7. Is interested in people - -	98	2	0	96	4	0	1	.34
8. Conscientiously prepares lessons - - - -	84	2	14	72	10	18	1	.30
9. Takes advice of older people - - - -	84	14	2	80	16	4	1	.27
10. Is an attentive listener	94	4	2	92	4	4	1	.15
11. Feels superior because of popularity -	14	4	82	10	4	86	1	.14
12. Has faith in God and prayer - - - -	88	12	0	88	10	2	1	.00
13. Has a sense of humor - - - -	92	6	2	92	6	2	1	.00

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

Table 23.--THE CODE OF LIVING A GIRL SHOULD DEVELOP:
OPINIONS OF GIRLS

Attitudes	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1. Take advice of older people - - -	84	14	2	74	26	0	1	*4.33
2. Enjoy bits of gossip - - -	6	32	62	12	46	42	2	4.18
3. Think "petting" is all right - - - -	8	40	52	4	26	70	1	3.41
4. Is interested in people - -	94	6	0	100	0	0	1	3.09
5. Feels superior because of popularity -	10	4	86	2	2	96	1	3.05
6. Believes it all right to drink - - - -	0	14	86	0	4	96	1	2.91
7. Has faith in God and prayer - - -	90	10	0	98	2	0	1	2.84
8. Conscientiously prepares lessons - - -	76	6	18	74	14	12	2	2.21
9. Is courteous and considerate - - - - -	96	4	0	100	0	0	1	2.04
10. Believes it all right to smoke - - - -	0	18	82	0	12	88	1	.71
11. Believes it all right to tell questionable jokes -	6	16	78	4	12	84	1	.58
12. Has a sense of humor - - - -	92	8	0	94	6	0	1	.15
13. Is an attentive listener - -	94	4	2	94	4	2	1	.00

DF = 1 $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**
 DF = 2 $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

people.

More than 90 percent of the students in each community thought that an individual should be courteous and considerate, be an attentive listener, interested in people, and have a sense of humor if he expects to be happy and have many friends (Table 24).

The difference in the opinions of the boys and girls in the mining community and in the agricultural community were not significant on any item in this group.

Summary.--The opinions of the girls in the mining community and in the agricultural community differed significantly on taking the advice of older people.

There were no significant differences in the opinions of the boys, or of the entire group of students in the two communities toward the attitude a student should develop.

Table 24.--THE CODE OF LIVING A STUDENT SHOULD DEVELOP:
OPINIONS OF BOYS AND GIRLS

Attitudes	Mining (100) in %			Agricultural (100) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1.Enjoys bits of gossip - -	22	27	51	19	41	40	2	4.43
2.Conscientious- ly prepares lessons - - -	80	4	16	73	12	15	2	4.35
3.Believes it is all right to smoke - - - -	9	19	72	4	13	83	2	3.82
4.Thinks "pet- ting" is all right - - - -	13	28	59	6	25	69	2	3.53
5.Feels superior because of popularity -	12	4	84	6	3	91	1	2.24
6.Is courteous and con- siderate - -	94	6	0	98	1	1	1	2.08
7.Takes advice of older people - - -	84	14	2	77	21	2	1	1.56
8.Believes it all right to tell ques- tionable jokes - - - -	12	4	84	6	3	91	2	1.27
9.Has faith in God and prayer - - -	89	11	0	93	6	1	1	.96
10.Is interested in people - -	97	3	0	98	2	0	1	.21
11.Is an atten- tive lis- tener - - - -	94	4	2	93	4	3	1	.09
12.Has a sense of humor - - - -	92	7	1	93	6	1	1	.07
13.Believes it is all right to drink - - - -	1	8	91	3	6	91	1	.00

DF = 1 $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**
 DF = 2 $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

Comparison of opinions toward
attitudes promoting enjoyable
associations

The responses of the pupils showed that 90 percent or more of the boys in the mining community and in the agricultural community considered that it pays to use good manners habitually and that being respectful to one's elders is admirable (Table 25).

Very significant differences in attitudes were shown by the boys in the two communities concerning well mannered boys, and good looks and expensive clothes. More of the boys in the mining town than in the agricultural community thought that is sometimes true. More of the boys in the mining community thought that being good looking and expensively dressed makes one feel at ease.

More than 90 percent of the girls in each group felt that it pays to use good manners habitually, that well mannered boys are not "sissies", and that being respectful of one's elders is admirable. (Table 26) The close agreement of the opinions of the girls toward several of the attitudes included in this group is indicated by the low chi-square values.

There were no significant differences in the responses of the girls in the agricultural and in the mining community concerning the attitudes which help a high school girl to enjoy associating with other people.

Table 25.--ATTITUDES PROMOTING ENJOYABLE ASSOCIATIONS:
OPINIONS OF BOYS

Attitudes	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Well mannered boys are "sissies" - -	14	2	84	4	20	76	2	**10.33
2. Good looks and expensive clothes make one feel at ease - - - -	24	18	58	4	14	82	2	**9.45
3. Being different makes one uncomfortable -	48	12	40	46	30	24	2	5.87
4. How one acts concerns only himself - - -	36	8	56	18	8	74	1	3.52
5. Ability to talk on many subjects is an advantage	78	10	12	90	6	4	2	2.93
6. Being respectful to elders is admirable	90	4	6	98	0	2	1	2.74
7. Loud talking and laughing are desirable	8	4	88	4	0	96	1	2.17
8. Good English causes people to think you are "putting on airs" - -	16	10	74	16	20	64	2	1.70
9. Teasing and making wise remarks makes one popular -	6	10	84	2	14	84	2	1.45
10. It pays to use good manners	98	0	2	96	4	0	1	.34

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant**
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

Table 26.--ATTITUDES PROMOTING ENJOYABLE ASSOCIATIONS:
OPINIONS OF GIRLS

Attitudes	Mining (50) in %			Agricultural (50) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Being different makes one feel uncomfortable	50	24	26	32	40	28	2	4.02
2. Good looks and expensive clothes makes one feel at ease - - - -	12	20	68	4	30	66	2	3.01
3. Ability to talk on many topics is an advantage - -	82	12	6	92	4	4	1	2.21
4. It pays to use good manners	100	0	0	98	2	0	1	1.01
5. Well mannered boys are "sissies" -	2	2	96	8	0	92	1	.71
6. Teasing and making wise remarks make one popular	2	14	84	0	20	80	1	.27
7. Loud talking and laughing are desirable	8	4	88	4	2	94	1	.20
8. Good English causes people to think you are "putting on airs" - -	8	12	80	6	16	78	11	.05
9. How one acts concerns only himself - - -	16	4	80	14	6	80	1	.00
10. Being respectful to elders is admirable	98	0	2	96	2	2	1	.00

DF = 1 X²(.05) = 3.84 Significant*
 X²(.01) = 6.63 Very significant**
 DF = 2 X²(.05) = 5.99 Significant*
 X²(.01) = 9.21 Very significant**

More than nine-tenths of the students in each group thought that it pays to use good manners habitually, and that being respectful to your elders is admirable (Table 27). More than four-fifths of each group of boys and girls felt that loud talking and laughing, and teasing and making wise remarks do not make one popular, and that well-mannered boys are not "sissies". Four-fifths or more of each group believed that the ability to talk on many subjects is an advantage in associating with people.

A very significant difference of opinions was shown by the students in the mining community and in the agricultural community concerning the effects of good looks and expensive clothes. More of the students in the mining community felt that good looks and expensive clothes tend to make one feel at ease. Significant differences in the opinions of the two groups of boys and girls were expressed regarding the effects of being different from others, and their attitudes toward well-mannered boys.

Summary.--The opinions of the boys in the two communities differed very significantly toward the attitudes concerning well mannered boys, and good looks and expensive clothes, but there were no significant differences between the opinions of the girls in the mining community and in the agricultural community.

Table 27.--ATTITUDES PROMOTING ENJOYABLE ASSOCIATIONS:
OPINIONS OF BOYS AND GIRLS

Attitudes	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1. Good looks and expensive clothes make one feel at ease - - - -	18	19	63	4	22	74	2**	10.01
2. Being different makes one uncomfortable - -	49	18	33	39	35	26	2	* 7.42
3. Well mannered boys are "sissies" -	8	2	90	6	10	84	2	* 6.03
4. Ability to talk on many subjects - -	80	11	9	91	5	4	2	4.88
5. Loud talking and laughing are desirable	8	4	88	4	1	95	1	3.15
6. How one acts concerns only himself - - -	26	6	68	16	7	77	2	3.00
7. Good English causes people to think you are "putting on airs" - -	12	11	77	11	18	71	2	1.97
8. Being respectful to one's elders is admirable - - -	94	2	4	97	1	2	1	1.04
9. It pays to use good manners	99	0	1	97	3	0	1	1.02
10. Teasing and making wise remarks makes one popular	4	12	84	1	17	82	1	.14

DF = 1 X²(.05) = 3.84 Significant*
 X²(.01) = 6.63 Very significant**
 DF = 2 X²(.05) = 5.99 Significant*
 X²(.01) = 9.21 Very significant**

The opinions of the boys and girls in the two communities differed very significantly concerning the effects of good looks and expensive clothes in making one feel at home.

Comparison of opinions toward
factors promoting desirable
home and school relations

More than 80 percent of the boys in each group considered that the acquaintance of parents and teachers, a high degree of cooperation between them with conferences when problems arise, and the attendance of parents at school events tend to promote desirable relationships between the home and the school (Table 28).

On two conditions, home preparation of lessons and classes for adults, the attitudes of the two groups of boys differed very significantly. More than twice as many of the boys in the mining town as in the agricultural region felt that home preparation of lessons and adult classes were desirable. The attitudes of the two groups of boys differed significantly concerning the use of report cards indicating satisfactory and unsatisfactory work, and the visitation of their classes by their parents. More of the boys in the mining community favored the report cards, while more of the boys in the agricultural community favored class visitation by their parents as means of promoting desirable relationships between the home and the school.

Table 28.--FACTORS PROMOTING DESIRABLE HOME AND SCHOOL RELATIONS: OPINIONS OF BOYS

Factors	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1.Home preparation of lessons - - - -	86	6	8	42	46	12	2**	23.34
2.Classes for adults - - -	76	8	16	36	38	26	2**	18.01
3.Report cards indicating satisfactory or unsatisfactory - - -	80	8	12	54	12	34	2	*8.18
4.Visitation of classes by parents - - -	56	20	24	70	24	6	2	*6.35
5.Friendly home visits by teachers - -	62	16	22	74	14	12	2	2.06
6.Report cards using letter grades - - -	70	14	16	60	18	22	2	1.02
7.Attendance of parents at school events	88	8	4	82	18	0	1	.70
8.Conferences between parents and teachers - -	88	88	4	92	4	4	1	.44
9.Cooperation between teachers and parents - - -	82	8	10	84	6	10	1	.07
10.Acquaintance of parents and teachers	90	8	2	90	6	4	1	.00

DF = 1 χ^2 (.05) = 3.84 Significant*
 χ^2 (.01) = 6.63 Very significant**
 DF = 2 χ^2 (.05) = 5.99 Significant*
 χ^2 (.01) = 9.21 Very significant**

Ninety percent or more of the girls in the mining community and in the agricultural community thought the acquaintance of parents and teachers, and the attendance of parents at school events tend to promote desirable relations between the home and the school (Table 29).

The difference in the attitudes of the girls in the two communities concerning classes for adults was very significant, and the difference toward report cards indicating satisfactory or unsatisfactory was significant. More of the girls in the mining community than in the agricultural community thought that classes for adults, and report cards of that type promote desirable home and school relations.

Eighty percent or more of the students in the mining community and in the agricultural community felt that conferences between parents and teachers, and the attendance of parents at school events tend to promote desirable home and school relationships (Table 30).

Very significant differences existed between the opinions of the boys and girls in the two communities concerning adult classes, home preparation of lessons, report cards indicating satisfactory or unsatisfactory work, and class visitation by parents. More of the students in the mining town felt that adult classes, home preparation of lessons; and report cards

Table 29.--FACTORS PROMOTING DESIRABLE HOME AND SCHOOL
RELATIONS: OPINIONS OF GIRLS

Factors	Mining (50) in %			Agricultural (50) in %			DF	χ^2
	Yes	Some- times	No	Yes	Some- times	No		
1.Classes for adults - - -	64	28	8	26	52	22	2**	14.89
2.Report cards indicating satisfactory or unsatisfactory - - -	72	12	16	48	22	30	2	*6.00
3.Visitation of classes by parents - - -	58	28	14	56	40	4	2	3.81
4.Home preparation of lessons - - - -	66	20	14	56	36	8	2	3.52
5.Report cards using letter grades - - -	76	10	14	76	16	8	2	1.51
6.Cooperation between teachers and parents -	84	8	8	74	24	2	1	1.51
7.Conferences between parents and teachers	74	14	12	82	16	2	1	.93
8.Friendly home visits by teachers - -	66	30	4	72	22	6	1	.42
9.Acquaintance of teachers and parents -	94	6	0	92	8	0	1	.15
10.Attendance of parents at school events	90	10	0	90	10	0	1	.00

DF = 1 $\chi^2(.05)$ = 3.84 Significant*
 $\chi^2(.01)$ = 6.63 Very significant**
 DF = 2 $\chi^2(.05)$ = 5.99 Significant*
 $\chi^2(.01)$ = 9.21 Very significant**

Table 30.--FACTORS PROMOTING DESIRABLE HOME AND SCHOOL RELATIONS: OPINIONS OF BOYS AND GIRLS

Factors	Mining (100) in %			Agricultural (100) in %			DF	X ²
	Yes	Some- times	No	Yes	Some- times	No		
1.Classes for adults - - -	70	18	12	31	45	24	2**	30.63
2.Home preparation of lessons - - - -	76	13	11	49	41	0	2**	20.39
3.Report cards indicating satisfactory or unsatisfactory - - -	76	10	14	51	17	32	2**	13.77
4.Visitation of classes by parents - - -	57	24	19	63	32	5	2**	9.60
5.Cooperation between parents and teachers - -	83	8	9	79	15	6	2	2.82
6.Conferences between parents and teachers	81	11	8	87	10	3	2	2.53
7.Friendly home visits by teachers - -	64	23	13	73	18	9	2	1.93
8.Report cards using letter grades - - -	73	12	15	68	17	15	2	1.04
9.Attendance of parents at school events	89	9	2	86	14	0	1	.41
10.Acquaintance of parents and teachers	92	7	1	91	7	2	1	.06

DF = 1 $X^2(.05)$ = 3.84 Significant*
 $X^2(.01)$ = 6.63 Very significant***
 DF = 2 $X^2(.05)$ = 5.99 Significant*
 $X^2(.01)$ = 9.21 Very significant**

indicating satisfactory and unsatisfactory work encourage desirable home and school relations, while more of the students in the agricultural community felt that class visitation by parents has a desirable influence.

Summary.--The attitudes of the boys in the mining community and in the agricultural community differed very significantly concerning home preparation of lessons and classes for adults. The opinions of the boys differed significantly on report cards, and class visitation by parents.

The attitudes of the girls in the two communities differed very significantly concerning classes for adults, and significantly concerning report cards indicating satisfactory or unsatisfactory work.

Very significant differences in the opinions of the boys and girls in the two communities were expressed concerning classes for adults, home preparation of lessons, report cards, and class visitation by parents.

Chapter V

DISCUSSION

In attempting to solve the problem, "How do the opinions of high school pupils toward home and social problems in a mining community compare with those in an agricultural community?" it has been necessary to answer the following questions:

1. How do the opinions of the boys toward home and social problems in the mining community compare with those in the agricultural community?
2. How do the opinions of the girls toward home and social problems in the communities compare?
3. How do the opinions toward home and social problems of the entire group of high school pupils in the mining community compare with those in the agricultural community?
4. What contributions can these data make to the unit in family and social relationships?
5. How can these data be used in planning adult courses in home and social problems?

The first three questions will be discussed together for the various groups of home and social problems included in this study.

Comparison of opinions
of boys and girls

Decisions.--The opinions of the students in the two communities differed greatly in their attitudes toward the ability of a student to choose his own religion as is shown by the high value of chi-square in each of the three comparisons that were made. This difference might be attributed to the influence of the religion that predominated in each community since the mining community is largely Catholic, and the agricultural community is Protestant.

Since it is more often necessary for boys on farms to use cars and trucks and they have greater distances to travel, it is not surprising that more of the boys in the agricultural community thought a boy should use a car independently.

The differences in the opinions of the girls in the two schools concerning choices they should make might have been due to differences in the attitudes of the mothers in the two communities. In homes in which the parents are foreign, as a rule, girls are not given as much freedom in making decisions as are girls of American parentage.

Home responsibilities.--In comparing the responses in the two communities, it was found that the opinions differed concerning the responsibility of a

student in helping to determine how the family income should be used. This difference may be due, in part, to the fact that since many parents in the mining town have difficulty in using the English language, they rely upon the older children to help with the management of the finances. Differences in the amount and regularity of income may have caused more of the students in a group to feel a need for assuming the responsibility.

Since boys and girls on farms must take a great deal of responsibility and spend much time in helping with the work outdoors, one would have expected that fewer of the students in the agricultural community would have felt that a boy should not help with household tasks and the care and training of the children and that more students would have thought a girl should help with the work outdoors.

Happiness at home.---The condition toward which the opinions of the boys, of the girls, and of the entire group of students in the mining community and in the agricultural community differed significantly concerned parents expecting more of a student than he is capable of doing. More of the students in the agricultural community felt that their parents' confidence in them, not being expected to do more than they can do, and feeling wanted tend to make one happy at home. Because the boys and girls on farms have more responsibilities

at home and fewer associates than do students living in town, their happiness may be more keenly affected by the attitudes of their parents and other family members.

Sex attitudes.--Getting instruction in school on sex matters was the factor on which the greatest differences of opinion was shown when the responses of the boys, of the girls, and of the boys and girls in the two communities were compared. The responses indicated that, in general, more of the students in the agricultural community than in the mining community favored receiving sex information from their parents. A smaller percentage of students in that community felt that school, associates, discussions with groups or adults, and reading authentic material tend to promote wholesome attitudes toward sex.

Reasons for the difference in the opinions of the students may be due to the fact that boys and girls on farms learn much about the biological process of reproduction in animal life. Therefore, they may not feel as great a need for receiving sex information from sources outside of the home. There may also be closer companionship between parents and children in the agricultural community, more confidence in the parents' ability to give the information, more willingness on the part of the parents to give information and discuss sex matters, or unwillingness to discuss

sex problems with persons outside of the family due to a lack of confidence.

Money management.---The fact that many of the students in the mining community have difficulty in securing money for their own expenses may explain why more of the students in that group felt that a regular allowance, making a budget for all expenditures, and helping manage the family finances are valuable experiences in learning to use money wisely. Incomes are low, and many of the students realize that the finances are not well managed. The distribution of the responses of the students on helping to manage the family finances indicated much difference in individual family situations in a particular community.

Friendships.---The close agreement of the opinions of the students on almost all of the conditions affecting friendships is indicated by the low values of chi-square on many items in each of the comparisons. Attitudes toward selecting friends with parents' approval showed the greatest disagreement. Here again, the difference may be attributed to the students in the mining community, especially the girls, not being allowed to make as many choices for themselves as are the girls of American parentage in the agricultural community.

Leisure time.--The boys and the girls in the two schools agreed very closely on their enjoyment of several leisure time activities. The boys, however, showed disagreement in their attitudes toward games with their families, and the girls toward sports and parties.

The leisure time activities in many homes and in most small communities are limited. Therefore, the student may not have a variety of activities from which to choose. He may have had greater opportunity to participate in one activity than another; therefore he enjoys it much more. No doubt the girls in the mining town have had greater opportunity to participate in sports, while those in the agricultural community have had more parties. Girls are encouraged to play various games with members of their families, while many boys are not encouraged to take part in games at home. The boys on farms may have less time to spend in recreational activities with their families than do boys in the mining town.

Code of living.--In spite of the differences in the homes and in the communities, the boys and the girls in the two communities differed very little in the code of living they expected a boy or a girl to develop if he or she is to have a wholesome personality

and many desirable friendships. The attitudes of the boys agreed even more closely than those of the girls.

Associations.--The girls of the mining community and the agricultural community agreed more closely than the boys on the attitudes that enable one to have pleasant associations with other people. The boys in the mining community placed more importance upon good looks and expensive clothes in making one feel at ease. Perhaps the boys in the mining community have more social contacts and for that reason they have been more conscious of the effects of one's looks and clothes upon their enjoyment of associating with other people.

Home and school relations.--No doubt a wide difference existed between the home and school relations in the two communities due to the difference in the education of the parents in the two communities. The students in the mining community probably feel that classes for adults would enable the parents of the community to become better educated and to develop a better understanding of our American schools since many of them had not attended schools in this country. In the agricultural community where the parents were better educated and were familiar with our system of education, the effects upon home and school relations would not be so great. Students in the mining town were not so much in favor of their parents visiting their

classes because the parents would not understand the class work. Very probably more students in the mining town favored home preparation of lessons because they have more time to study at home than the boys and girls on farms. Perhaps the element of time also caused more students in the mining community to favor classes for adults as their parents probably work shorter hours than do parents in the agricultural community.

Contributions to unit
in family and social
relationships

These data not only show that the attitudes of the pupils in the mining community and in the agricultural community differ greatly on certain home and social problems, but they also point out the specific problems on which they differ and show how they differ on those problems.

The data thus provides information on the attitudes, interests, and needs of the students in the mining community and in the agricultural community. Since this information was contributed by the pupils themselves, it will be especially valuable in determining the objectives, the problems to be considered, and the activities to be included in units in home and social relationships for high school pupils in the communities used in this study, and in similar communities.

The data show that the opinions of the students

in the mining community and in the agricultural community differ significantly on several problems concerning home and social relationships: namely, decisions students should make, the development of wholesome sex attitudes, home responsibilities for students, acquiring the ability to use money wisely, the promotion of desirable friendships, the enjoyment of leisure time activities, the enjoyment of associating with other people, and the promotion of desirable home and social relations. Teachers in mining communities and agricultural communities whose courses include phases of home and social relations should explore with their students and determine the attitudes of the students in those communities toward the problems on which the opinions of the students in the mining community and in the agricultural community used in this study differed significantly.

The following recommendations are offered:

1. Much consideration should be given to discussions on the responsibilities which various members of the family should assume, and in such discussions, differences in family situations should be given much attention.
2. Sufficient opportunity for the development of wholesome attitudes toward sex should be provided by the school, especially in mining communities, to adequately supplement that provided by the home.

3. The problem of managing and using money should be given sufficient consideration to enable the students in the group to solve their problems satisfactorily.
4. Opportunity should be provided for discussions and activities which will aid the pupils in the group to live harmoniously with their families and to enjoy associating with other people.

Contributions to adult courses
in home and social problems

A definite need for adult classes in home and social problems in the mining community and in the agricultural community is shown by these data. The necessity for having adult courses in home and social problems is shown by the attitudes of the students in the mining community and in the agricultural community toward several home and social problems which concern them, and their parents: namely, home responsibilities of boys and girls; decisions a student should make such as, choosing a religion and using a car; the management and use of money, the development of wholesome sex attitudes, the development of a code of living, the promotion of happiness at home, the formation of desirable friendships and the securing of desirable relations between the home and the school.

Since the boys and girls in the family are involved in many of the home and social problems of the parents, these data will be valuable in planning courses for adults. These data may be used in helping adults

to understand the attitudes of boys and girls toward problems concerning families, particularly those in mining and in agricultural communities.

Many of the problems of major importance to parents are concerned with their children and their attitudes toward various factors and conditions in their surroundings. Since these data were contributed by the boys and girls themselves, adults may get from them information which they are unable to obtain from the boys and girls themselves. The knowledge of how the boys and girls felt toward the specific problems included in this study will be valuable to adults in similar communities in understanding and solving problems which concern parents and their children of high school age.

These data will aid classes of adults in gaining a sympathetic understanding of high school boys and girls, thus enabling the adults to be better parents and leaders of young people in mining and agricultural communities.

The following recommendations are offered:

1. In adult courses in home and social problems emphasis should be placed upon gaining a better understanding of adolescent boys and girls.
2. In discussing problems of the home, the attitudes, interests, and needs of boys and girls should be given due consideration.
3. Adults should be encouraged to be better companions, counselors, and guides for boys and girls.

4. Opportunities should be provided for boys and girls to develop and mature in homes founded upon affection, security, cooperation, and mutual concern.

Limitations of the study

A weakness of the study is the acceptance of the responses of boys and girls as an accurate indication of need upon which to base the proposed unit in family and social relationships and as a base upon which to plan adult courses in home and social problems. Boys and girls may not always say what they really believe, and furthermore, the society in which they live may condition them in such a way that a constant error exists in their responses. However, since there is no justification for assuming that any such constant error varies with the type of community, and since all constant errors were eliminated in the comparison of the communities, this limitation is not applicable to the present investigation.

The findings of this study would be more nearly conclusive if courses of study based on the findings presented here should be constructed, tried, and evaluated experimentally, on the basis of results secured--an improved social condition, or lack of it. Such a procedure, however, is impossible with our present measuring instruments.

Another limitation resides in the use of a

sample of the population instead of the whole, although it is believed that the error is small, due to the sampling procedure and to the statistical treatment of the data.

The entire group of high school students in the mining community and in the agricultural community and not just the interested members checked the opinionnaires. The opinionnaires of 50 boys and 50 girls were selected at random. The opinionnaires were checked in class, and in the administration of the checking there was no indication that the responses were not seriously considered. The students were not asked to write their names on their opinionnaires. The technique used seemed to be the most feasible one available.

Suggestions for further study

The following problems are suggested for further study:

1. What variable factors operate in the mining community and in the agricultural community to produce the differences in opinions shown in this study?
2. How do the opinions of the boys and girls in the mining community and in the agricultural community compare with those in other types of communities?

Chapter VI

SUMMARY

To be of greatest value to the members of a class, units in home and social relationships must be planned to meet the needs of the particular group. Because conditions differ greatly in the various communities, it is inadvisable to use the same plan in all schools.

Since the two important industries in Colorado are agriculture and mining, the present study was made in communities where these two types predominate.

The statement of the problem

How do the opinions of high school pupils toward home and social problems in a mining community compare with those of an agricultural community?

1. How do the opinions of the boys toward home and social problems in the mining community compare with those in the agricultural community?
2. How do the opinions of the girls toward home and social problems in the two communities compare?
3. How do the opinions toward home and social problems of the entire group of high school pupils in the mining community compare with those in the agricultural community?

4. What contributions can these data make to the unit in family and social relationships?
5. How can these data be used in planning adult courses in home and social problems?

Delimitation of the study

This investigation was carried on in two communities in Colorado. Frederick, the mining town chosen, is approximately 30 miles north of Denver, has a high school enrollment of approximately 125, and has a population consisting of several nationalities. Laporte, the agricultural community chosen, is approximately 70 miles north of Denver, has a high school enrollment of approximately 125, and has a population consisting almost entirely of American people. Fifty boys and fifty girls from each school were used in this investigation.

Method of collecting and analyzing data

The opinionnaires used in collecting data regarding the attitudes of high school pupils toward home and social problems were constructed by the writer after examining questionnaires, books, and periodicals on the topic, consulting experienced teachers, and getting students to contribute their problems.

Ten major problems were set up, and several items were listed under each. Three possible choices of answers, "no", "yes", and either "conference with

parents" or "sometimes" were given for each item. Teachers and supervisors of homemaking suggested improvements. A group of students, similar to those used in the study, who were asked to check the opinionnaire, understood the questions clearly. The opinionnaire was then submitted to leaders in homemaking and in research for final approval.

Through the cooperation of the superintendents in Frederick and Laporte arrangements were made to have the opinionnaires checked by all of the high school students in each school. The checking was done in class. Pupils were not asked to write their names on their papers.

After the opinionnaires were checked, the boys' papers and the girls' papers from each school were arranged according to the grade classification of the students. Fifty papers were selected at random from each group. The opinionnaires were then numbered and the checks on each were recorded on forms.

The responses of the pupils were used in making three sets of comparisons: namely, the opinions of the boys, of the girls, and of the entire group of boys in the mining community and in the agricultural community.

Summary of findings

Decisions a student should make.--The opinions of the boys in the mining community and in the agricultural community differed significantly on the ability of a boy to use a car independently, and to choose his own religion. The opinions of the girls in the two schools differed significantly concerning a girls' ability to choose her religion, boys she should date, her friends, and her clothes. The opinions of the students in the two communities differed significantly concerning a students' ability to choose his own religion, drive a car independently, and choose his friends.

Home responsibilities a student should take.--The opinions of the boys in the two school differed significantly on the responsibility of a boy in helping with the care and training of younger children, the management of the family finances, and the household tasks. Significant differences between the girls were shown concerning the responsibility of a boy in helping with household tasks, and the responsibility of a girl in managing the family finances, assisting with the work outdoors, and earning her own spending money. The boys and girls in the two schools differed significantly on the responsibility of a student in helping with the care and training of the children, the responsibility

of a student in the management of the family finances, and the responsibility of a parent in doing a thing for a child if he can do it for himself.

Conditions determining happiness at home.--

The opinions of the boys in the mining community and in the agricultural community differed significantly on the effects of parents expecting more of a boy than he is capable of doing. The opinions of the girls in the two communities differed most significantly on the influence of the parents' confidence in the girl, their expecting more of her than she can do, and her feeling that she is wanted. The entire group of pupils in the two schools differed most in their attitudes concerning the confidence of parents and their expecting more of a child than he is capable of doing.

Factors promoting wholesome attitudes toward

sex.--The opinions of the boys in the two communities differed significantly concerning receiving sex information at school and from their associates. Significant differences toward receiving sex instruction in school, and discussing boy and girl friendships in groups, were shown by two groups of girls. The opinions of the boys and girls in the mining community and in the agricultural community differed significantly on receiving sex instruction in school, discussing boy-girl friendships in

groups, and reading authentic material on sex.

Experiences helping students to use money wisely.--The opinions of the boys in the two communities differed significantly on the influence of helping to manage the family finances. The opinions of the girls differed most on having a regular allowance, reading advertisements and articles on buying, and earning one's own money. Significant differences between the opinions of the pupils in two communities were shown toward several experiences, including: having a regular allowance, reading advertisements carefully, reading articles on buying, budgeting all expenses, taking courses in school on buying, and helping to manage the family finances.

Conditions promoting wholesome friendships.--The opinions of the boys, of the girls, and of the entire group of students in the mining community and in the agricultural community differed on the effects of one condition, selecting friends of whom the parents approve.

Ways of spending leisure time.--The opinions of the boys, and of the entire group of students in the two schools differed significantly concerning their enjoyment of playing such games as cards and checkers with their family members. The girls in the mining

community and in the agricultural community differed in their enjoyment of sports and parties.

A student's code of living.--On only one attitude influencing a student's personality and friendships was there a significant difference of opinions. The girls in the mining community and in the agricultural community differed on taking the advice of older people.

Attitudes promoting enjoyable associations.--The opinions of the boys in the two communities differed significantly concerning the attitudes that well mannered boys are "sissies," and that good looks and expensive clothes makes one feel at ease. The boys and girls in the two schools differed concerning the attitudes that good looks and expensive clothes make one feel at ease, being different makes one uncomfortable, and that well-mannered boys are "sissies".

Factors influencing home and school relations.--The opinions of the boys and of the entire group of students in the mining and in the agricultural communities differed significantly on the effects upon home and school relationships of home preparation of lessons, adult classes, report cards indicating satisfactory and unsatisfactory, and class visitation by parents. The girls in the two groups differed concerning

classes for adults and report cards indicating satisfactory and unsatisfactory.

Contributions to unit in
family and social relationships

The following recommendations based on the results of this investigation are offered:

1. Much consideration should be given to discussions on the responsibilities which various members of the family should assume, and in such discussions, differences in family situations should be given much attention.
2. Sufficient opportunity for the development of wholesome attitudes toward sex should be provided by the school, especially in mining communities, to adequately supplement that provided by the home.
3. The problem of managing and using money should be given sufficient consideration to enable the students in the group to solve their problems satisfactorily.
4. Opportunity should be provided for discussions and activities which will aid the pupils in the group to live harmoniously with their families and to enjoy associating with other people.

Contributions to adult courses
in home and social problems

As a result of this study the following recommendations are offered:

1. In adult courses in home and social problems emphasis should be placed upon gaining a better understanding of adolescent boys and girls.
2. In discussing problems of the home, the attitudes, interests, and needs of boys and girls should be given due consideration.

3. Adults should be encouraged to be better companions, counselors, and guides for boys and girls.
4. Opportunities should be provided for boys and girls to develop and mature in homes founded upon affection, security, cooperation, and mutual concern.

Limitations of this study

Probably the chief weakness of the study is the acceptance of the responses of boys and girls as an accurate indication of need upon which to base the proposed unit in family and social relationships and as a base upon which to plan adult courses in home and social problems. Boys and girls may not always say what they really believe, and furthermore, the society in which they live may condition them in such a way that a constant error exists in their responses.

One further step is needed to make the findings of this study conclusive. Courses of study based on the findings presented here should be constructed, tried out, and evaluated experimentally. They should be evaluated on the basis of results secured--an improved social condition, or lack of it.

Another limitation resides in the use of a sample of the population instead of the whole, although it is believed that the error is small, due to the sampling procedure and to the statistical treatment of the data.

The entire group of high school students in the mining community and in the agricultural community and not just the interested members checked the opinionnaires. The opinionnaires of 50 boys and 50 girls were selected at random. The opinionnaires were checked in class and in the administration of the checking there was no indication that the responses were not seriously considered. The students were not asked to write their names on their opinionnaires. The technique used seemed to be the most feasible one available.

Suggestions for further study

The following problems are suggested for further study:

1. What variable factors operate in the mining community and in the agricultural community to produce the differences in opinions shown in this study?
2. How do the opinions of the boys and girls in the mining community and in the agricultural community compare with those in other types of communities?

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