

MARRIAGES IN SOUTHWEST KANSAS HIGH SCHOOLS

By

PHYLLIS MAE RODERICK BAILEY

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Southwestern College

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Thesis Approved:

Hazel L. Ingersoll

Thesis Adviser

Frederica Hoffer

J. H. Boyce

Dean of the Graduate College

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CHAPTER I

INTRODUCTION TO THE STUDY OF MARRIED STUDENTS IN SOUTHWEST KANSAS HIGH SCHOOLS

Research findings indicate that the number of adolescents who marry before they finish their high school education is increasing. (13) This trend toward marriage of high school students has posed many problems for parents, family life educators, sociologists, high school teachers and administrators.

Duvall (27) states:

High school marriages are handicapped in special ways by the circumstances under which they are undertaken. Cutting short one's formal education, freezing one's economic potentials, and shortening the period of preparation for marriage and parenthood are obvious consequences of such young marriages. If high school marriages are going to increase in number, there should be attention given to education for marriage and parenthood in the early years of high school to assure its availability before marriage occurs. (p. 127)

Landis and Landis (46) state that the married student is handicapped if he should drop out of school whatever may be the reason.

Statement of the Problem

This investigation is an exploratory study designed to gather information pertaining to the following: (1) extent to which married students attend high school and at what grade level most marriages frequently occur; (2) to examine existing policies toward married students in the high school and the relationship of these policies to the

students continuing in school; (3) how much and where family life education is included in the high school curriculum; and (4) to set up some possible recommendations for policies regarding student marriages and for family life education in the high schools.

Need for the Study

The trend toward high school marriages has made educators aware that they are faced with the question of how to cope with married students in the high schools. Judging from the studies which have been conducted to date, many of the schools' policies are still indefinite or somewhat lacking regarding what action, if any, should be taken with regard to the married student. In formulating policies for schools, the school administrators should keep in mind the needs of the married student as well as the unmarried student regarding education as they consider policies governing the married students. So many administrators take the stand that married students exercise a "bad" influence on the unmarried student. Research has been conducted which contradicts this contention. (36) The feeling of many family life educators is that married students should be provided and given the opportunity to further their education. (13)

The drop-out problem is a current, vital concern facing the nation today. Burchinal (8) states: "A state-wide survey in Iowa revealed that about 80 per cent of the girls who were married while still in high school dropped out, and only 8 per cent of them ever reentered." (p. 6) Landis and Kidd (44), also, found that the drop-out rate was high among the girls who married in their California study. Burchinal's study (8) revealed that the percentage of drop-outs among the boys was

lower, 43 per cent of all married boys withdrew from school, and only 9 per cent reentered. Landis and Kidd gave no percentages for boys.

These students who are marrying while still attending high school will have to earn a living for themselves and their families in the future. Giving up an education is unfortunate for the young people, their families and our country. The young people without a high school education will be competing in the labor market with the people with a secondary education or better. Burchinal (13) states: "Trained manpower (and womanpower) is one of the great needs of our country, a need felt more and more keenly as new demands arise in our national economy and international relations." (p. 6) A question one might raise is how can the young people receive their secondary school education if the school policy requires them to withdraw from school?

High school should accept as part of their responsibilities the guidance of the students which they serve. A part of this guidance should be in some courses offered which would help young people with the preparation for marriage. DeLissovoy (20) believes that there is no better insurance for a successful marriage than adequate preparation for a happy home life.

Burchinal (8) states:

Family life specialists agree that if preparation for marriage and family life is provided for our youth at home, through individual counseling, and in school, through courses, two results can be anticipated: There will be fewer early marriages, and young people will be better prepared for marriage, whether they marry before twenty or late. (p. 7)

The writer believes, for the educators of Kansas to be able to establish more definite policies or to reevaluate a present policy, a study of present policies and practices would be of value to them.

They may also be more able to understand the problem of the married student and do whatever possible to make him a more effective marriage partner, parent, and community citizen.

Purposes of the Study

The purposes of this study are four: (1) to determine the percentages of married students in high schools and grade level as compared with previous studies of married students; (2) to examine existing policies toward married students in high school and the relationship of these policies to the students continuing in school; (3) to determine how much and when family life education is included in the high school curriculum; and (4) to set up possible recommendations for policies regarding student marriages and for family life education in the high schools.

CHAPTER II

RESEARCH FINDINGS ON MARRIAGE IN HIGH SCHOOLS

Background Information of Age at Marriage

The average age for first marriages has declined three years for men and two years for women since 1890. In 1890, the average age for marriage was 22.0 for women and 26.1 for men. In 1920 the median age for males was 24.6 years and for women 21.3 years. The Statistical Abstract of the United States, 1961, (63) states in 1960 the median age for marriage for the male was 22.8 and 20.3 for the female. Cavan (14) states that half of all girls are married by the time they are twenty and a few before they are fifteen. Half of the men are married by the time of their twenty-third birthday. This means that many more young people are married at an earlier age than previously.

There is great concern among many leading educators, sociologists, and others over the increase of high school marriages. Landis and Kidd (44) state that in a series of studies there is a greater divorce rate and a lower happiness rate among people who marry in the teen years than among people who marry at later ages. Mudd and Hey (57) contend that the partners in early marriage tend to show less understanding of and less sympathy for each other's needs and problems than do marriages of older partners. In studying census data, Glick (30) found that those who marry before age 18 have three times as high a divorce rate as those who marry between ages 22 to 24.

Causes of Early Marriages

There are several reasons which cause early marriage given by different investigators and authorities of early marriages. Duvall (22) believes an unhappy relationship between teenager and parents may cause the teenager to attach himself affectionally to a member of the opposite sex in order to satisfy his emotional hunger and to show his parents that they are not so emotionally important as they were in his childhood. Moss and Gingles (56) in their study in Nebraska in 1955 agree with Duvall. They state, "Girls who marry early have had less satisfactory relationships with their parental families." (p. 377) Burchinal's (7) study did not support this view that the strained parent-adolescent relationship plays a significant role in influencing girls to marry before they finished their high school education. Burchinal (7) points out that if the strained relationship did exist it apparently improved, rapidly, from the girl's point of view, after she was married.

Jersild (40) gives as reasons the causes of early marriage which are dissatisfaction with home life, a broken home, rebellion against parents, a need for affection that was not gratified at home, loneliness, unfair discipline, and improper exercise of authority by the father or the mother.

Adolescents who start early in the involvements which lead to marriage may be expected to marry sooner than adolescents who have not fallen in love and gone steady at an early age. Several researchers have found a relationship between adolescent's early dating, going steady, and early marriages. Burchinal (7) found that early age of

dating, going steady, the tendency to fall in love with more dates and steadies were begun earlier with those who married in their teens than those who were not married during high school. The study by Moss and Gingles (56) revealed that girls who marry young had begun dating earlier and had more serious dating relationships than the teenage girls who did not marry during high school.

Margaret Mead (49) believes that socially ambitious parents encourage their youngsters to date and go steady at an early age. She contends that they push both the boys and the girls into premature courtship and then, willingly or unwillingly, underwrite the resulting marriage.

David (19) contends many mothers encourage early dating for reasons of which they may not be aware. Among the most revealing as reported by psychiatrists and sociologists are:

1. Parents seek social status for themselves through their children's popularity. It is a mark of prestige to have a daughter who is much in demand.
2. They want their children to have 'all the fun and advantages' they themselves missed.
3. They want to relive the carefree days of youth through their daughter's experiences. (p. 59)

Havighurst (34) found that girls who marry young tend to be socially maladjusted and to be doing poor school work. Also girls who prefer marriage to either college or a career tend to marry young. These teenagers with low aspiration levels and an inadequate self-concept may be inclined to fall in love and marry at a young age. In comparison, those teenagers who have an adequate self-concept and who look toward future education and a vocation other than, or in addition to homemaking will be less likely to fall in love and get married until they have realized their goals.

Some of the other reasons for the early marriage trends suggested by Landis (43) and Duvall (22) are low economic status, city living, economic prosperity of the past few years, the threat of war and the draft, the imagined man shortage encouraging girls to marry before the boys go into military service. Some more reasons may be the spread of the practice of birth control, popular romanticism and idealization of marriage, as emphasized in motion pictures, in magazines, and in various news media, the desire for adult status, and because of "chain reaction," the influence of the peer group who are setting the pattern for early marriage.

The school principals in the Landis and Kidd survey (44) list the increase in laxity of parental supervision and discipline, poor home conditions along with the military draft of young men and their uncertainty of plans for the future as the top factors which they believe have an influence on teenage marriage rates. The third and fourth factors they give are increased glorification of marriage as the solution to all problems and the insecurity of the times. The prosperity of our time is a contributing factor in that the young people can find work and the parents are capable of subsidizing the income of the couple.

Premarital pregnancy is a contributing factor in early marriages. Christensen (17) in his research found that one-fifth of all first births within a marriage were conceived before marriage. He also found that premarital pregnancy was higher for parents who married young, had a civil or secular marriage ceremony and whose occupation was listed as laborers. In Ivins (30) first study in New Mexico schools, 29 out of 378 marriages or 7.6 per cent, were attributed to pregnancies. In

his later study in 1957 to 1958, 71 out of 450, or 15.7 per cent of the marriages were attributed directly to pregnancies. Although seventy-one marriages were supposedly due to premarital pregnancies, ninety of the marriages in the same group were judged by the high school principals to be marriages for conventional reasons. Burchinal (7) found that twenty-three or 39.6 per cent of the fifty-eight married girls in his study were premaritally pregnant. Moss and Gingle's study (56) revealed that 31 per cent of the girls reported that they were pregnant at the time of their marriages.

Incidence of High School Marriages

In recent research, more students marry in the senior year than at any other class level. Landis and Kidd (44) found percentages of 2.4 for sophomore girls, 4.0 for junior girls and 5.7 for senior girls were married at the time of the survey.

Ivins (38) reports in the 1952 to 1953 survey there were 1.5 per cent of students married while in the 1957 to 1958 survey 1.3 per cent were married. The highest rates were among girls in the eleventh and twelfth grades. To be exact, 3.3 per cent of the sophomore girls were married, 4.2 per cent of the junior girls and 8.1 per cent of the senior girls were married. Cavan and Beling study (14) in Illinois disclosed the percentage of high school students who were married was small. In Illinois in 1956-57 academic year 1.4 per cent of the sophomore girls, 1.8 per cent of the juniors and 4.1 per cent of the senior girls were married. In the Burchinal study (7), 1.6 per cent of sophomore girls, 1.8 per cent of junior girls and 2.1 per cent of senior girls were married.

Landis and Kidd (44) did not give the percentages of boys married in the California schools, but did state that the married girls outnumbered the married boys nearly 10 to 1. Cavan and Beling (14) gave the following percentages for married boys in the Illinois study: 0.1 for sophomore boys, 2.0 for junior boys and 0.7 for seniors. Ivins research (28) found that 0.3 per cent of sophomore boys, 0.8 per cent of junior boys and 2.0 per cent of senior boys were married.

Ivins (38) found that 87 per cent of the married students were girls in 1958, while in 1952 to 1953, 85 per cent were girls and the highest rates were for the junior and senior grades.

In California, Landis and Kidd findings (44) contained 2044 married girls and of this number 24.0 per cent were in the tenth grade, 35.0 per cent in the eleventh grade, and 41.0 per cent were in the twelfth grade. According to Landis and Kidd high school boys who marry tend to marry a girl who is still in high school while the majority of high school girls who marry, tend to marry an out-of-school youth. Only 7.0 per cent of the high school girls married boys in the same school. Eighty-three per cent of all married students selected mates who were not in school.

Problem of Married Student Drop-Outs

A hazard of early marriage is that it apparently tends to increase the drop-out rates. Burchinal (8) reports that in a state-wide survey in Iowa, about 80 per cent of the high school girls who were married dropped out of school and only 8 per cent ever reentered. About 43 per cent of the married boys in the Iowa survey dropped out of school and only nine per cent reentered. Cavan and Beling (14) found about

38.0 per cent of the married boys and 65.8 per cent of the married girls dropped out of school at the time of their marriage. Ivins (38) found that the drop-out rate for married students was high, although there was an indication that a slightly higher percentage of girls were staying in school in 1957 to 1958 as compared to the period of 1952 to 1953. The percentages for boys compared with that of the girls revealed the reverse, indicating that over-all about two-thirds of the married students dropped out.

Morgan (54) states that a larger percentage of married girls than of boys dropped out in her survey of Dothen, Alabama High School.

Landis and Kidd (44) give definite percentages for student drop-out in California. Of the married girls, 83.0 per cent of the sophomores, 73.9 per cent of the juniors and 48.2 per cent of the seniors had discontinued their education. As previously stated, no data were given for boys in this study.

Conditions Attributing to Early Marriage

Burchinal (7) reports that there was a greater frequency of young marriages among girls of lower socio-economic background than among girls who married later. Fathers and mothers of married student girls both had lower levels of education than fathers and mothers of all the girls. The mean education level of the married girls' fathers was 9.7 and the mothers 10.3 while fathers of all the girls was 10.9 and 11.4 years of education of mothers of all the girls. An earlier study done by Moss and Gingles (56) of a rural population reveals that the educational level seemed not to be lower for parents of girls who married

through age 18. For the girls who did not marry while in school, their mothers on the average was 10.7 while the fathers was 9.6 years of education as compared with 10.6 for the mothers and 9.4 years for the fathers of the early married girls. Jersild (40) assumes that the highest grade in school completed by the mothers of high school married girls was lower than in the unmarried group.

According to the above statistics the socio-economic level of the parents was not a factor influencing early marriage in the Nebraska study. Educational level is sometimes used as a rough measure of socio-economics status. In Havighurst's longitudinal study (35) a tendency was found for boys and girls of lower intelligence and lower social class to marry early. Morgan (54) found that of the students who dropped out to be married that those of lower socio-economic status was much greater. In 1949 to 1951 sample, 72 per cent were in the two lower socio-economic classes, 23 per cent were in the middle class and 5 per cent were in the two upper classes. In 1959 to 1961, the percentages had changed to 51 per cent in the two lower classes of the social structure. Burchinal's findings (7) revealed married girls had a lower socio-economic level than the norm group by measures of socio-economic backgrounds such as fathers' occupations and parents' educational levels.

The findings as to whether more rural high school students marry than urban area students are not very conclusive in the research that has been done to date. Burchinal's (7) percentages are 8.6 per cent of married students from farm homes compared to 9.7 per cent of unmarried farm girls. Moss and Gingles' survey (56) was conducted in a rural area only, so it could be of little help in this area. Ivins (38) gives no figures to support his findings but he makes the statement concerning

rural young married students that one rather significant reason for marriage among girls in rural areas is the lack of challenge and stimulation which they find in their home environment.

School Policies With Regard to Married Students in High School

Marriage during high school is a recent phenomenon which confronts schools. What the school's policies are and what is being done about helping the young married student are two problems which several researchers have tried to study in their research.

Ivins (38) has conducted two surveys in New Mexico public secondary schools on student marriages and the practices and policies concerning married students. In his first study Ivins (38) found that less than 20 per cent of the responding schools actually had written policies dealing with married students. In his last survey over two-thirds of the schools had published policies dealing with student marriages.

Ivins (38) found that some of the common practices and procedures for dealing with married students in 1957 to 1958 are as follows:

- (1) nine principals indicated they immediately expel the married student,
- (2) five stated that they suspend married students for the semester in which the marriage took place,
- (3) five suspended a married girl if she were pregnant,
- (4) seventeen allowed married students to attend school but were subject to special regulations such as meeting better than usual attendance requirements and not participating in student extra-curricular activities,
- (5) thirteen allow students to remain in school subject only to the condition that a married girl is

apparently not pregnant, (6) eleven indicated that students may remain in school without any special considerations applying to them.

West Texas School Study Council conducted a statewide survey in 1962 conducted by Fallon and Tunnell (29). Revealed in this study was the fact that more than one-half of the schools deny married students the opportunity of being in extra-curricular activities, such as holding a class office, participating in athletics, belonging to clubs and school bands and working in the school office. One-fourth of the schools do not permit a married student to ake physical education courses. The schools tend to restrict extra-curricular activities but not to deny the married student the opportunity to finish his education.

In Illinois (14), many high schools seem to lack a definite policy for handling the situation of married students and where policies do exist there seems to be evidence of variation from school to school. Illinois high schools by law have no legal right to suspend or expel students because of marriage. However, in general, the attitude seems to be negative toward retention of the married student in school. In six of the eighty-four schools which were questioned immediately expel or permanently suspend the married student, regardless of the law. In twenty-one schools, the student is dropped or automatically leaves school. Eleven principals said no action was taken to forbid attendance and fourteen principals replied that the student could continue in school if he wished. Twenty-seven principals stated that a married student was allowed to remain providing the married girl was not pregnant and as long as conduct and scholarship were above reproach. Some said that permission had to be obtained from the Board of Education or the

principal in order to remain in school. The student then was put on a special enrollment basis, or the student was not allowed to participate in extra-curricular activities. Only twenty-nine of the eighty-four schools permitted married students to attend school in the same manner as the students who were not married.

In California (44), only eleven out of 286 schools surveyed encouraged withdrawals. Some of the policies the principals reported and the number of principals which named the policy is as follows:

1. Two hundred forty-eight principals state that the married student not required to attend, regardless of age..
2. One hundred forty-two schools do not take any action in regard to students who do marry.
3. One hundred and six have a conference or talk with married student, often including parents and/or spouse.
4. Forty-three have probationary status, attendance, conduct, attitudes, grades. (Married students are often expected to maintain higher standards than the unmarried students.)
5. Thirty-five handle students on an individual basis. (Students permitted to attend if worthy or not a potential problem.)
6. Thirty-five treat married students the same as other students; no special privileges or penalties. (p. 131)

Landis (44) states:

A reading of the different policies reported gives the impression that, in general, administrations take a negative attitude toward student marriages and have policies more often which would encourage early withdrawal from school whether or not that is the specific objective of the policy. (p. 131)

Burchinal (10) states:

The survey in Iowa schools indicate that restrictive policies are not successful in preventing or even curtailing high school marriages. Students who have decided to marry are not likely to be dissuaded by the threat of being barred from school. Statistics obtained from this study reveal that approximately one-half of the girls and about 80 per cent of the boys who married were involved in pre-marital pregnancies. (p. 72)

Burchinal (10) further states:

Long range trends in American marriage patterns indicate that young people are marrying at an earlier age. As a result, we are faced with the prospect of having more and more high school students

marrying, all of whom cannot be refused an education. We are also faced with updating our views on sex and human nature, which are largely responsible for misapprehensions regarding the behavior of married students. In arriving at policy decisions, therefore, we have to consider the value and fairness of an education for married students as well as for the bulk of our youth. (p. 73)

Married Students as a Problem

The problem facing the high schools today is how can the married student be helped? Most authorities seem to agree that the married students need to remain in school to complete at least his or her high school education.

One dean of girls in one Illinois school for girls regards marriage as simply a new kind of problem with which the school should help the student. (14) If the girl is or becomes pregnant she is encouraged by the dean to remain in school until the fourth or fifth month of pregnancy and then to continue her education on a "home bound" basis. There is every effort for the pregnant girl to complete her school work.

If a girl is considering marriage and the dean learns about it she invites the girl in for a conference. She tries to help the girl to feel free to talk about the impending marriage and any problems she wishes to talk about. She tries to see what is motivating her marriage. The dean often suggests delaying marriage until after graduation. She tries to keep the girl in school, whether engaged or married.

Many high schools may resist the idea that one of the functions of the high school should be to dissuade young people from marrying or to help those students who do go ahead and get married to make a go of their marriage while still continuing their education. Jersild (40) believes that the high school faculty who are thoughtful and human can

deal with this problem more effectively than any other institution in the community.

Student Marriages and the Secondary School Curriculum

Havighurst (34) believes the school should help the student who is low in school and who will take marriage as a way to adult life rather than through education. He says the schools should emphasize meeting the needs of prospective marriage partners and parents-to-be. He believes that a teacher who is a combination social worker and home economics teacher should be assigned to work with these girls. The girls involved need help in homemaking, child care, clothing and personal grooming. They need to be encouraged, also, to get jobs as baby sitters and as housekeepers. This teacher would organize a social club and have parties and dances with incidental teaching of the social skills of dancing and entertaining. She could be a counselor, leader and friend to these girls.

Mudd and Hey (57) suggest several ways to discourage teenage marriages.

Set up in every high school (as the state of California has done) a 'Senior Problems' course. Dr. James Peterson, who has conducted the excellent CBS daily program on marital problems called For Better or Worse, says these courses are doing wonderful work but should be for sophomores rather than seniors--a judgment with which we enthusiastically agree. Why put off helping our children face reality until it is too late?

Arrange for all high school students, from freshmen on up, to spend a day or more in a domestic relations court. Many socially minded judges recommend this. Parents could be active in such a venture by setting a time for it during the holidays. In fact they themselves would profit from the experience.

Offer, through schools, clubs, and churches, discussions and courses that open up to the teen-ager the realities of marriage and parenthood. They may help him to abandon a current relationship that is destructive and encourage him to postpone marriage until he has had more experience in selecting a suitable partner.

Put into every high school student's hands published materials giving sound information on teenage marriages.

Tactfully encourage young persons who are conspicuous for continued dating to see a school counselor or appropriate teacher for a friendly exploratory interview on their goals for the future, their relations with their parents, their school plans, and so on. (p. 26)

Mudd and Hey (57) contend that the young couple if they do marry should be encouraged to continue their education by any means possible.

Another way to help the high school early marriage problem is to help prepare students for life. Emphases should be placed on basic education in personality growth, the nature of social and emotional development and in ways in which each individual can move toward establishing his own identity. (15)

Paul Landis (48) stated in the introduction to one of his textbooks, Your Marriage and Family Living, that there are several reasons for the belief of many educators that instruction in family living is a necessary part of the high school education of the young person who is to be an effective individual in society. The four reasons he gave are as follows:

1. People are marrying at an earlier age than they have at any time in the past. Therefore, they not only need more information to make this adjustment successfully but they need the information earlier.
2. Young people are exposed to more mass media which give them a distorted viewpoint of the family, dating, mate selection, marriage, and parenthood.
3. Changed patterns of living make it necessary for the young persons of today to make more moral decisions in a shorter span of time than did his parents and grandparents when they were adolescents.
4. Young people are inquisitive and eager for information pertaining to their personal lives and human relations. If they do not find answers that give them wholesome attitudes, they will seek and find answers elsewhere that may have an unwholesome effect on their lives now or in the future. (p. v)

Landis (44) believes that the school should assume a responsibility for preparing youth for marriage itself. A family living course as

defined, "personality development, emotional and social maturity, dating, courtship, mate selection, adjustment in marriage and parenthood," (p. 35) should be offered. Preparation for marriage should improve the student's chance for a successful and happy marriage by helping him become realistic about what marriage means. He needs to have some conception of the obligations and responsibilities that marriage involves. A well-prepared student will be more inclined to take another look before he goes into a teenage marriage.

CHAPTER III

DESCRIPTION OF SAMPLE AND THE PROCEDURE FOR COLLECTING AND TREATMENT OF DATA

The purposes of the study are fourfold: (1) to determine the percentages of married students in high schools and grade level as compared with previous studies of married students; (2) to examine existing policies toward married students in high school and the relationship of these policies to the students continuing in school; (3) to determine how much and when family life education is included in the high school curriculum; and (4) to set up possible recommendations for policies regarding student marriages and for family life education in the high schools.

Description of the Sample

Southwest Region of Kansas was chosen as the area to conduct the study. (See map, Fig. 1.)

Twenty-two schools were used in the sample with a total of 5496 students from grades nine, ten, eleven and twelve.

After reviewing the available literature the questionnaire method seemed to be the feasible and practical approach. In the development of the questionnaire by the writer, two of the most authoritative studies were studied for ideas, - those of Judson T. Landis (43) and Wilson Ivins (39).

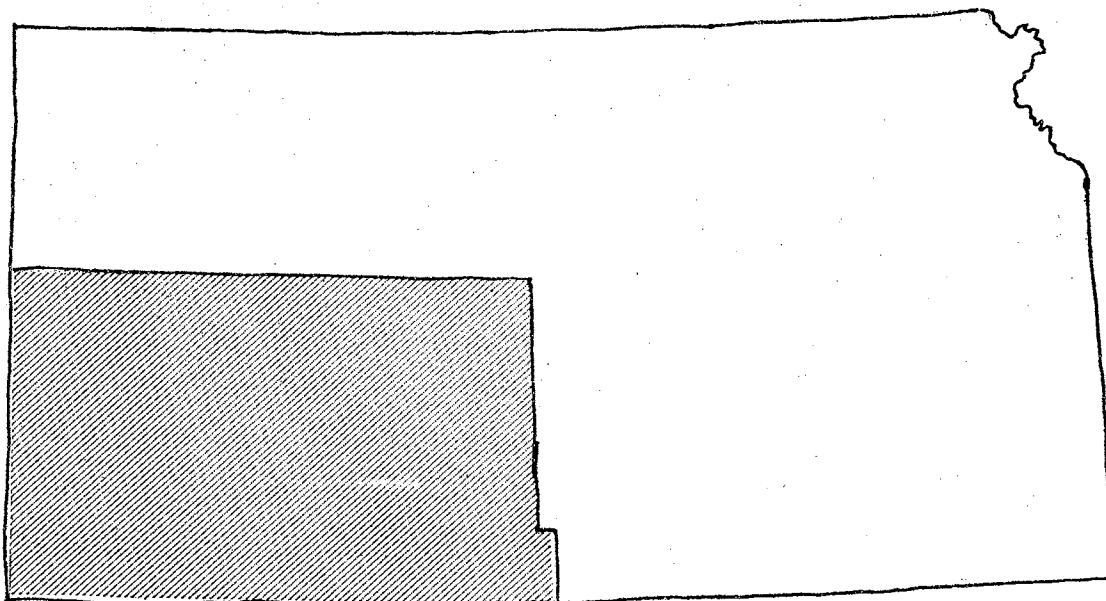


Figure 1. Southwest Region in Kansas to Which This Study Pertains

The questions were arranged in three continuous sequences. The first sequence consisted of question to obtain information regarding school enrollment, number of married students, number of drop-outs, and situations that exist in student marriages. The second part consisted of questions related to policies and practices which the schools held for married students. The third part consisted of questions pertaining to when and how much family life education was offered.¹ (See Appendix A, page 56.)

After the questionnaire had been developed it was judged by a group of seven high school teachers attending the 1965 summer school session

¹Situations surveyed are marriages with both partners in schools, marriages with wife only in school, both partners 18 years of age or less, and marriages in which premarital pregnancy was involved.

at Oklahoma State University. They were instructed to read the questionnaire and then to discuss any questions they believed could be improved. Changes were made in accordance with the judges' suggestions.² The seven teachers who judged the final questionnaire were in consensus that it was usable in the revised form and that it would serve to fill the first three purposes for which it was intended.

After careful consideration of several methods, the author conceived the idea of using the sponsors of the organization called "Kayettes." Kayettes is a service organization of high school girls organized as a part of the Kansas High School Activities Association. The Kayettes get their name from Kansas Association for Youth. The Kayettes is a division for girls while Kays is the division for the high school boys.

A request was made to the state director of Kayettes for permission to ask the sponsors of Kayettes to help with the study. Permission was granted. In the fall of 1965 at the Fall Regional Conference, the questionnaires were distributed to the sponsors of 31 Kayette organizations of the Southwest Region of Kansas. An explanation of the study and questionnaire was given by the writer, a fellow sponsor. The investigator requested the sponsors to take the responsibility of collecting the data accurately from school records and from conferences

²The wording of question twenty-two was changed from "Is the married student treated in the same manner as the unmarried student?" to "Is the married student allowed to participate in all social and academic functions in the same manner as the unmarried student?" The wording of question thirty was changed from "Does your school have a policy pertaining specifically with the pregnant girl?" to "Does your school have a policy dealing specifically with the pregnant girl?"

with the school administrators. The request was made that the questionnaires be returned in the self-addressed stamped envelopes by November 15, 1965. A large per cent was returned promptly. The writer, after November 15th, mailed an additional questionnaire to each sponsor who had not returned the first questionnaire. Also, in January, 1966, several telephone calls were made to sponsors that had not returned questionnaires. After all, these reminders were used, the writer had received 23 questionnaires or 74 per cent. One questionnaire was not completed and, therefore, had to be discarded. The final number of Kayette sponsors responding was 22.

Treatment of the Data

The data from the 22 questionnaires were tabulated and totaled. The 22 Kayette sponsors reported on 5496 students. Percentages were computed of the married students. The schools were divided into large, medium and small size according to school enrollment establishing cutting points at 500 and over for large schools, and 150 to 499 for the medium size schools, and 149 or less for the small schools. Computation for percentage of drop-outs followed. Situations that existed in student marriages (see footnote 1, page 21) were computed.

Categories of the more liberal and more conservative of policies of schools regarding married students were established, by arbitrary weighting of possible responses to the questionnaire. The scores of the schools were arranged on a continuum according to more liberal and more conservative policies regarding married students. Next, percentages were computed of married students by more liberal and more

conservative policies; then by size of schools. The next computation was a percentage of drop-outs in the two categories and the drop-outs of married students. The situations that exist in student marriages were computed according to the two categories and as to the size of school.

With regard to family life education taught in the sample, the investigator totaled the number of schools which offered family life education, department in which family life education was taught, period of instruction and whether the courses were elective or required. Figures were drawn to illustrate comparative percentages of encouragement to take family life education as represented in the more liberal and more conservative policies; as well as the encouragement according to the size of schools. A further breakdown involved figures to illustrate the percentage of students enrolled in family life education according to the more liberal and more conservative categories, as well as to the sex of student and the grade level.

Findings from each section were summarized and recommendations were made for improving policies and practices regarding married students in Southwest Kansas High Schools.

Limitations of the Study

Several limitations of the study are as follows: first, the survey is limited as to what can be learned from a select group of schools as compared to a complete sample. That is, it is an exploratory study, limited to schools of Southwest Kansas having Kayette organizations. Second, responses can be no better than the degree of clarity of questionnaire because of the school being disinterested and/or its lack of

offerings in family life education. This may account for returns being 74 per cent. The sample may be biased because of the schools desire to make a good impression or due to carelessness. The questionnaire itself may have had weaknesses which may have biased the sample.

CHAPTER IV

TREATMENT OF THE DATA

Treatment of the Data and Findings

Relative to the Sample

Twenty-two schools in Southwest Kansas which the study included have a total enrollment of 5496 students, the distribution of which appears in the following table.

TABLE I

PERCENTAGE DISTRIBUTION OF STUDENTS IN SAMPLE
ACCORDING TO GRADE AND SEX
(N = 5496)

Grade	Nine		Ten		Eleven		Twelve		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Girls	449	9.1	774	14.0	715	13.0	679	12.4	2667	48.5
Boys	524	9.5	856	15.6	734	13.4	715	13.0	2829	51.5
Total	1023	18.6	1630	29.6	1449	26.4	1394	25.4	5496	100.0

In the study there are 2829 boys enrolled as compared with 2667 girls. Although the percentage of 51.5 favors the boys slightly, the difference between boys and girls is probably not significant. The ninth grade has fewer students in comparison to the other three grades. This can be attributed to the fact that some high schools only have grades 10, 11 and 12.

Table II reveals that the large schools have nearly one-half of the students surveyed. One-third of the students came from the medium size schools; while the smallest schools have the smallest enrollment.

TABLE II
 PERCENTAGE DISTRIBUTION OF STUDENTS IN SAMPLE
 ACCORDING TO SIZE OF SCHOOLS
 (N = 5496)

	Large (500 and Over)		Medium (150-499)		Small (149 and Less)	
	No.	%	No.	%	No.	%
Girls	1316	24.0	942	17.9	409	7.6
Boys	1373	25.0	1071	18.3	385	7.2
Total	2689	49.0	2013	36.2	794	14.8

Figure 2 shows the students from the city, town, and farm were fairly well distributed. This would tend to give a fair sampling of students from the urban, rural and small town populations.

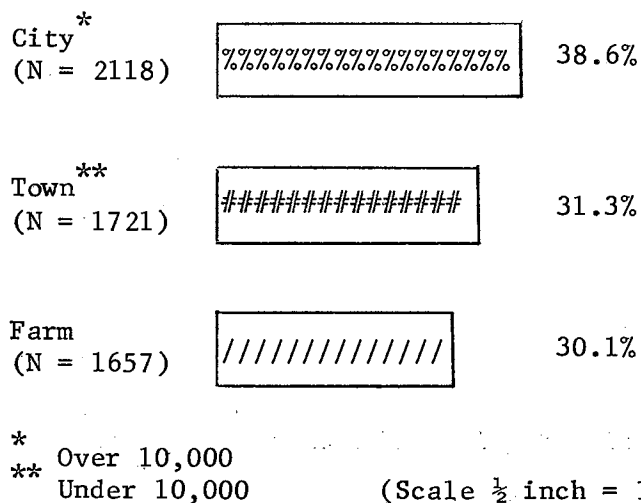


Figure 2. Student Representation According to City, Town, and Farm

Further treatment of the data revealed that the student marriage rates in the sample were as follows.

TABLE III
STUDENT MARRIAGE RATES
(N = 51)

Grade	Boys		Girls		Total	
	No.	% of All Boys	No.	% of All Girls	No.	% of All Students
Nine	0	0.0	1	0.03	1	0.02
Ten	0	0.0	6	0.3	6	0.1
Eleven	0	0.0	15	0.7	15	0.3
Twelve	7	0.3	22	1.0	29	0.6
Total	7	0.3	44	2.3	51	1.0

The outstanding fact revealed in Table III is that the greatest number of marriages are of girls in grades eleven and twelve. The overall marriage percentages for both boys and girls in grade nine and ten are very small as shown in the table. No marriages are reported for boys up to grade twelve. Only 0.3 per cent of all the boys enrolled are married.

An interesting fact to the investigator is that the marriage rate for the area in Southwest Kansas is much smaller as compared to surveys which have been conducted as shown in Table IV (12), (39), (43), (21), and (14).

The highest percentage of marriages in the six surveys in Table IV occurred in the twelfth grade with the average percentage married being 2.4. However, the reader may note that Kansas has lower percentages than the average. These findings probably indicate that the family life

education should be taught at the eleventh and twelfth grades in South-west Kansas.

TABLE IV
COMPARISON OF HIGH SCHOOL MARRIAGE RATES
(Based on research in six states)

States	Date	Grade 10		Grade 11		Grade 12	
		M	F	M	F	M	F
Iowa	1960	0.1	1.0	0.3	1.8	0.8	2.1
New Mexico	1953	0.3	3.3	0.8	4.2	2.0	8.1
California	1954	---	2.4	---	4.0	---	5.7
Pennsylvania	1962	0.03	0.6	0.2	1.2	0.6	1.7
Illinois	1957	0.1	1.4	2.0	1.8	0.7	4.1
Kansas	1965	0.0	0.3	0.0	0.7	0.3	1.0
Average		0.1	1.5	0.7	2.3	0.9	3.8
Total		0.8		1.5		2.4	

Percentages for married students for all three sizes of schools are very small. Table V shows that the medium size schools have the smallest percentage of married students according to enrollment which is less than one-half as large as the other two groups. Both the large schools and the small schools have a little more than one per cent of their students that are married.

The data were examined to determine percentages of students who were dropping out of high school.

Table VI reveals that the drop-out rates for the upper three grades are about the same being 0.9, 1.0, and 1.0 respectively with the ninth grade being slightly less (0.5). Ivins' study (39) found a 9.4 per cent drop-out as compared to only 3.4 per cent in this survey. In comparison with the study in New Mexico the difference of percentages

could be attributed to the fact that the study in New Mexico was done in 1952 to 1953 as compared to the Kansas study in 1964 to 1965. Greater stress is being placed on the students completing his education than was true twelve years ago. This factor alone could contribute to the present smaller percentage of drop-outs.

TABLE V
STUDENT MARRIAGE RATES ACCORDING TO SIZE OF SCHOOLS
(N = 51)

	Large		Medium		Small	
	No.	%	No.	%	No.	%
Girls	28	1.0	9	0.4	7	1.0
Boys	4	0.2	2	0.1	1	0.1
Total	32	1.2	11	0.5	8	1.1

TABLE VI
DROP-OUT RATES OF STUDENTS OF THE KANSAS SAMPLE
(N = 186)

Grade	Boys		Girls		Total	
	No.	% of All Boys	No.	% of All Girls	No.	% of All Students
Nine	13	0.5	13	0.5	26	0.5
Ten	22	0.8	28	1.0	50	0.9
Eleven	30	1.1	24	0.9	54	1.0
Twelve	30	1.1	26	1.0	56	1.0
Total	95	3.5	91	3.4	186	3.4

The next point of interest is the data centered upon the percentage of drop-outs who are married.

After the student marriage rate and the drop-out rate were identified, the question of whether the status of being married has any relation to the married students continuance in school becomes apparent. In Table VII there is a strong indication that marriage is a relatively more important factor in the drop-outs of girls than of boys. This presents unmistakable evidence of strong relationship between the marriage status and actual drop-outs of married girls.

TABLE VII
DROP-OUTS AMONG MARRIED STUDENTS
(N = 23)

Grade	Boys		Girls		Total	
	No.	% of Total	No.	% of Total	No.	% of All Drop-Outs
Nine	0	0.0	1	1.1	1	0.5
Ten	0	0.0	5	5.5	5	2.7
Eleven	0	0.0	7	7.7	7	3.8
Twelve	2	2.1	8	8.8	10	5.3
Total	2	2.1	21	23.1	23	12.3

A question is raised as to when family life education should be given in the school curriculum to be of benefit for young people who drop out of school.

The situations which exist in student marriages was tabulated and found to have the percentages as shown in the following figure.

Figure 3 shows that the percentage where both husband and wife were students in the high school is only one-seventh as large as the other three situations which were surveyed. The situation where the wife only was a student, the situation in which both husband and wife

are under 18 years of age and situation in which premarital pregnancy was a factor were 0.3 per cent for each situation.

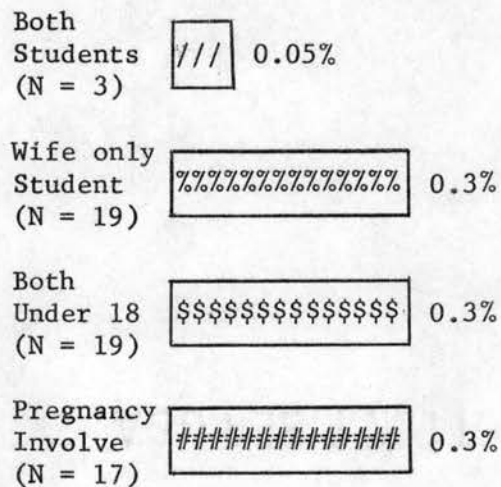


Figure 3. Percentages of Marriage Situations According to the Total Enrollment (Scale 1/2 inch to 0.1)

Table VIII shows that in the three marriage situations studied in which both partners are students, both are under 18 years of age, and in which pregnancy is involved the largest percentages fall in the large high school group.

TABLE VIII
MARRIAGE SITUATION IN RELATIONSHIP TO SIZE OF SCHOOL

Marriage Situation	Large		Medium		Small		Total	
	No.	%	No.	%	No.	%	No.	%
Both students	3	5.9	0	0.0	0	0.0	3	5.9
Wife only student	15	29.4	3	5.8	1	2.0	19	37.2
Both under 18	8	15.7	7	13.7	4	7.8	19	37.2
Pregnancy involved	15	29.4	2	3.9	0	0.0	17	33.3

Treatment of the data relative to the sample reveals the following findings:

1. The enrollment in the twenty-two high schools is almost equally divided between boys and girls.
2. The larger schools have nearly one-half of the students surveyed.
3. The students are fairly evenly distributed in rural, urban and small town high schools.
4. For girls, the highest percentage of marriages occurs in the twelfth grade.
5. Southwest Kansas schools have a lower high school marriage rate as compared to other surveys.
6. The middle size schools have the lowest percentage of married students.
7. The drop-out rate of students is relatively the same for each of the grades.
8. The drop-out rate of married students is much higher for girls than for boys.
9. The situations which exist in students' marriages, wife only a student, both husband and wife are under 18 years of age, and where premarital pregnancy is involved, have the highest per cent of marriages according to total enrollment.
10. When size of schools is taken into account, in which both partners are students, both are under 18 years of age and in which pregnancy is involved, the largest percentages attend large urban high schools.

Treatment of Data and Findings Related to
Policies Held for Married Students

The procedure for finding out what policies and practices were followed, in relation to married students, are described in Chapter III, page 23. The items of the questionnaire pertaining to such policies and practices were tabulated and data treated in the following way. First, the questions pertaining to policies of the school toward married students were arbitrary weighted with one to three points depending upon their relative importance to conservative as compared with liberal policies. (See Appendix A, page 57.) The total possible scores for a hypothetical conservative policy in a school is -54 and a total possible score for a liberal policy is +54 as arrived at by the arbitrary weighting. No school scored entirely "liberal" or "conservative" according to this scale. All schools tended to be more liberal than conservative; however, the scores fell into a continuum with the difference marked enough to observe differences.

The range of liberal scores was from +24 to +4. The range of conservative scores was -10 to -30. Differences were computed for each school indicating a range of differences -3 to +31 with -3 representing the more conservative end of the continuum and +31 the more liberal. The individual scores for each of the schools of the sample rated on a continuum as follows:

31, 27, 26, 26, 23, 22, 19, 18, 11, 11, 9, 8, 7, 6, 4, 4, 2, 0, 0, -1, -3

Note that there is a span of six possible scores (11 to 18) in the continuum. This noticeable break in the continuum became the cutting point that divides the "less liberal" from the "more liberal"

schools. Nine schools fell in the upper range and are designated in this study as the "more liberal" schools and the thirteen schools at the lower range of the continuum are designated as the "less liberal" schools.

Figure 4 shows the number of students affected by the policies in the schools thus designated as more liberal and less liberal.

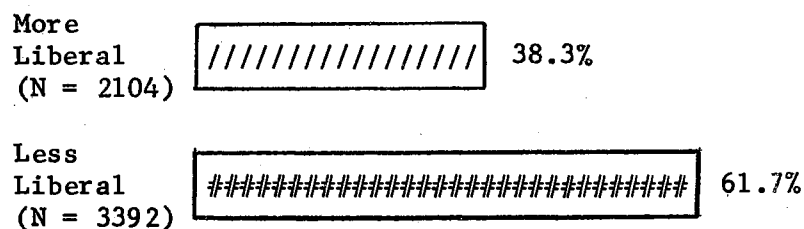


Figure 4. Percentages of Students Affected by More Liberal and Less Liberal Policies Toward Married Students (N = 5496)
(Scale $\frac{1}{2}$ inch = 10.0)

Figure 4 reveals that four out of ten of the students in the study are under the influence of the more liberal policies as compared to six out of ten influenced by the less liberal policies toward married students. There is a probability that one-third more students may be affected by less liberal policies than more liberal ones.

The percentage of married students in the less liberal schools is approximately three times the percentage in the more liberal schools. However, the percentage of married students in the high schools is relatively small being about two per cent of the student body.

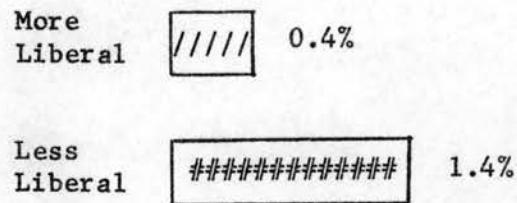


Figure 5. Percentages of Married Students Affected by More Liberal and Less Liberal Policies (N = 51) (Scale $\frac{1}{2}$ inch = 0.5)

The less liberal schools have approximately one and one-half times as high percentage of total drop-outs as the more liberal schools. Percentages as low as these although they show differences probably are not large enough to be significant.

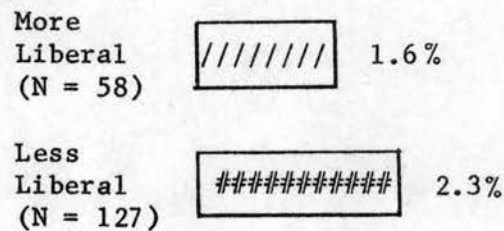


Figure 6. Percentages of Drop-Outs in the Schools with Less Liberal and More Liberal Policies (Scale $\frac{1}{2}$ inch = 1.0)

Twenty-one students, all in the less liberal schools, were reported as drop-outs. The more liberal schools reported none.

The investigator questions the meaning of the returns on item four of the questionnaire, (see Appendix A, page 56), for several reasons. What did the respondents consider as "drop-outs?" Were

students age 16 or older who married in the summer and did not return for the fall term considered "drop-outs?" One large urban school, for example, listed only one married drop-out.

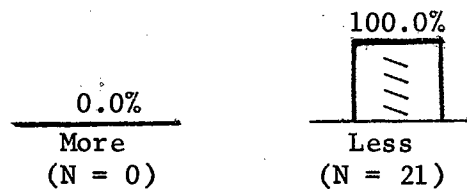


Figure 7. Percentages of Married Drop-Outs in the Less Liberal and the More Liberal Schools (Scale $\frac{1}{2}$ inch = 0.5)

The questionnaires were tabulated to show the relationship according to size of schools, large, medium and small. Table IX gives the comparison of the size of school as the percentage of students influenced by more liberal and less liberal policies.

TABLE IX

COMPARISON OF THE SIZE OF SCHOOL AS TO THE PERCENTAGE OF STUDENTS INFLUENCED BY MORE LIBERAL AND LESS LIBERAL POLICIES

Policies	Large		Medium		Small		Total	
	No.	%	No.	%	No.	%	No.	%
More liberal	1104	20.1	656	12.0	344	6.3	2104	38.3
Less liberal	1585	28.8	1459	26.6	348	6.3	3392	61.7
Difference		8.7		14.6		0.0		23.4

The large schools with 500 or more students have a percentage of 28.8 in the less liberal as compared to 20.1 per cent in the more liberal, or a ratio of about three to two. The biggest differences is the middle size schools. There are 26.6 per cent in the less liberal while only 12.0 per cent in the more liberal group, or a ratio of more than two to one. The small schools, less than 150 enrollment, are evenly represented in the more liberal and less liberal categories.

Table X reveals there is a small percentage, 2.0, in the more liberal and 3.9 in less liberal groups, where both the husband and wife were students in high school.

TABLE X
SITUATIONS OF MARRIAGE IN RELATION TO MORE LIBERAL
AND LESS LIBERAL POLICIES*

Marriage Situation	More Liberal		Less Liberal		Total	
	No.	%	No.	%	No.	%
Both students in school	1	2.0	2	3.9	3	5.9
Girl only in school	11	21.4	18	15.8	19	37.2
Both 18 or less	2	3.9	17	33.3	19	37.2
Pregnancy involved	4	7.8	13	25.5	17	33.3

*Some students fall in more than one situation

About one-sixth of the marriages where the wife is still in school with the husband older and out of school appear in the less liberal schools. About one-fifth of the marriages in which the wife only is in school appear in the more liberal schools.

In the more liberal high schools about four per cent of the married students are both less than 18 years of age while 33.3 per cent in the less liberal schools are both 18 years of age or less.

The more apparent fact revealed in this chart is the percentage of pregnancy involved in the marriage of the students. In the more liberal schools only 7.8 per cent of the marriages may have been precipitated by pregnancy as compared to 25.5 per cent in the less liberal schools. A total of 33.3 per cent or one-third of the marriages reported, pregnancy was a definite factor in marriages in high school. The high percentage of pregnancies in the less liberal school may be a factor in high percentage of married drop-outs in this group. The high percentage of pre-marital pregnancy in the schools with less liberal policies contribute to the high percentage of girls married under 18 years of age or less. The investigator counted eight schools of the more liberal category that suspend the unmarried pregnant girl as compared with one of the more liberal schools. (See Appendix A, item 37, page 58.)

Twenty-two schools comprised the entire sample whose policies and practices were investigated. Categorizing of the items in the questionnaire into liberal and conservative categories reveals that the sample contained only schools with more or less liberal policies and not schools with extreme conservative policies. Scores were arranged on a continuum from +31 to -3 with the obvious cutting point being between 18 and 11. Nine schools fell into the category labeled more liberal with 2104 students and thirteen schools fell into the category labeled less liberal with total school enrollment of 3392. Two of the large urban schools fell in the less liberal category and one in the more liberal category.

Treatment of the data according to more liberal and less liberal policies revealed the following findings:

1. One-third more students may be influenced by less liberal policies.

2. The percentage of married students in the less liberal schools is approximately three times as large as the percentage in the more liberal schools, but the total percentage is only two per cent of the student body.

3. The percentage of drop-outs in the more liberal and less liberal schools do not differ to any marked degree.

4. With regard to size of schools, large, medium and small, the middle size schools show a ratio of three less liberal schools to two more liberal schools, the smallest schools being the most liberal with the largest schools being second in liberality. Referring to Table V, which shows the student marriage rates of the large, medium and small schools, the writer notes that there is a tendency for more married students to continue their education in schools having the more liberal policies.

5. Marriage situations in relation to less liberal and more liberal policies show that cases in which both partners are in school are few. The situation in which the wife only is attending school appears in about one-sixth of the less liberal schools and about one-fifth in the more liberal schools. With regard to age, eight times as large a percentage of married students 18 years or less are enrolled in the less liberal schools as compared with the more liberal. Marriages in which pre-marital pregnancy was a known factor appeared three times as frequently in the less liberal group than in the more liberal group.

Treatment of Data and Findings Relative to How Much and When
Family Life Education is Taught

One of the purposes of the survey is to determine how much and when in the school curriculum family life education is offered. All but two of the smaller schools and one of the medium size schools offer a course in family life education and two of these have a six weeks' unit as part of their home economics program.

Twenty of the schools offer family life education as part of the home economics program. Three high schools offer the course as a part of their social science program. Two schools offer family life as a unit in their psychology courses and two as a unit in the sociology courses.

The length of instruction in thirteen high schools is for two semesters. This leads to the assumption these courses are full credit courses teaching family life education only. Four schools have one semester courses while four schools have units of study from six to twelve weeks. The courses are entirely elective in all of the schools. No school studied make family life education a compulsory subject.

The item pertaining to encouragement of schools for their married students to take family life education was compared as to the categories of the more liberal and less liberal schools as shown in Figure 8.

Figure 8 shows a slight percentage for both the more liberal and less liberal school for encouragement of their married students to take family life education, but the difference is too small to be of any significance.

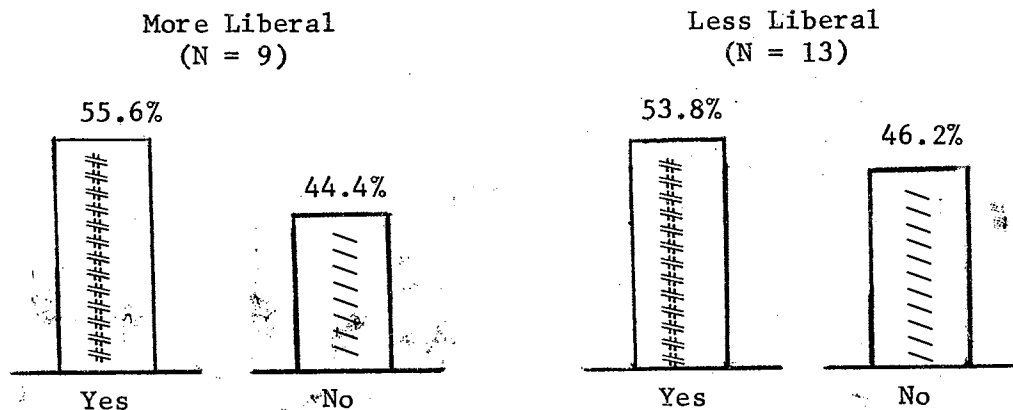


Figure 8. Encouragement of More Liberal and Less Liberal Schools of Their Married Students to Take Family Life Education (Scale 1 inch = 50.0)

Figure 9 shows the percentages of the large, medium and small schools for the encouragement of their married students to take family life education.

Figure 9 shows that the largest schools have the largest per cent of schools, which encourage their married students to take family life education. The middle size schools are even as to the number which encourage their married students to take family life education as compared to those which do not encourage their married students to take family life courses. The smallest schools have the lowest percentage of encouragement for their married students to take family life education.

Figure 10 shows no difference in percentages of students enrolled in more liberal as compared with less liberal schools. Obviously the percentage of students taking family life education is not being influenced by the more liberal or less liberal policies of the schools.

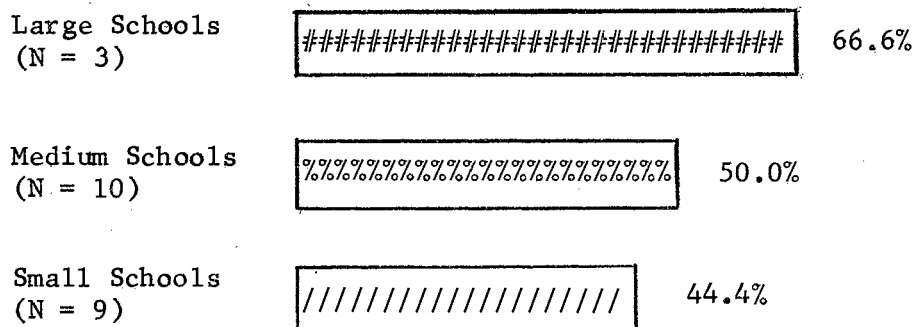


Figure 9. Encouragement of the Large, Medium, and Small Schools of Their Married Students to Take Family Life Education (Scale 1 inch = 25.0)

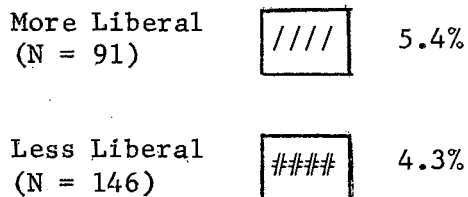


Figure 10. Students Enrolled in Family Life Education in the More Liberal and Less Liberal Schools (Scale 1/2 inch = 5.0)

The difference between the number of girls enrolled in family life education is very apparent when compared to the number of boys, the difference being 179. The lack of boys may be due to the fact that most of the family life courses are taught in the home economics department and usually these courses are considered for girls only.

Figure 12 shows grade ten has the lowest percentage of students enrolled in family life, with grade nine next, and grades eleven and twelve showing definite increases. Over one-half of the students enrolled are in grade twelve.

A high percentage of married students are enrolled in grades eleven and twelve which may indicate a readiness for family life education.

Treatment of the data relative to how much and when family life education is taught reveals the following findings:

1. Almost all schools in the sample offer at least one six weeks' unit of study to two semesters in family life education.
2. The majority of the schools offer courses in Home Economics for girls only. This probably accounts for the high enrollments of girls and the low enrollment of boys in family life courses.
3. All family life courses are elective.
4. The policies toward married students have no influence on whether the student elects to take the course.
5. Majority of the students elect to take family life education in the grades eleven and twelve.

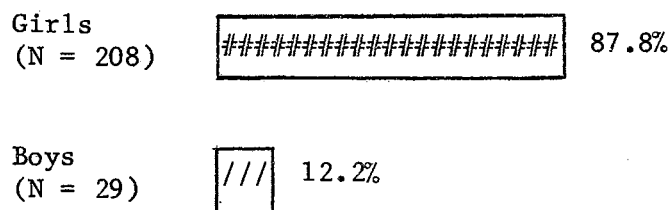


Figure 11. Enrollment in Family Life Education (N = 237)(Scale ½ inch = 25.0)

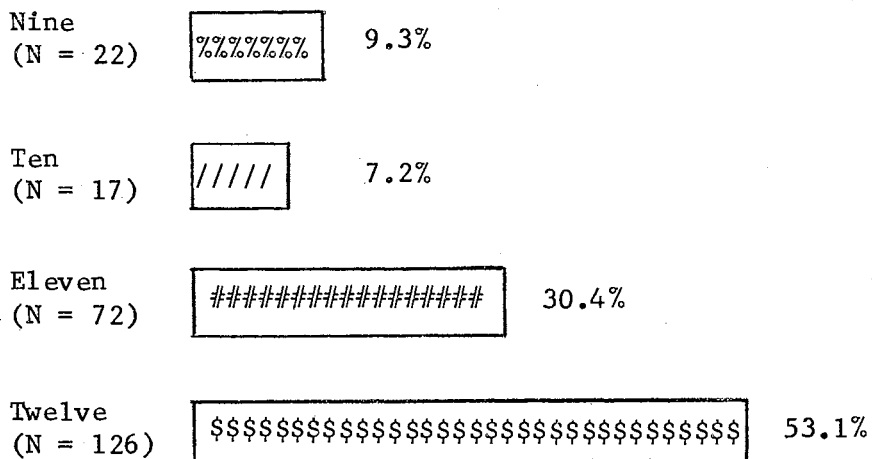


Figure 12. Student Enrollment in Family Life Education According to Grade (N = 237) (Scale ½ inch = 10)

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS FOR POLICIES, PRACTICES AND FAMILY LIFE EDUCATION IN HIGH SCHOOLS

The purposes of this study were: (1) to determine the percentages of married students in high schools and grade level as compared with previous studies of married students; (2) to examine existing policies toward married students in high school and the relationship of these policies to the students continuing in school; (3) to determine how much and when family life education is included in the high school curriculum; and (4) to set up possible recommendations for policies regarding student marriages and for family life education in the high schools.

Major Findings of the Study

Findings of the study are tentative due to the fact that the sample is limited to Southwest Kansas, and therefore, are not representative of all areas in the United States. The major findings from the study were as follows:

1. The schools of the sample in Southwest Kansas have a lower percentage of high school marriages as compared with earlier surveys.
2. The highest percentages of marriages are of girls in grade twelve.

3. The drop-out rate of married students is much higher for girls than for boys.

4. Although one-third more students are enrolled in schools with less liberal policies than schools with more liberal policies, there is slight evidence in the study that married students or married drop-outs are influenced by school policies toward married students.

5. There is a tendency for married students to continue their education in the smaller and larger schools which have more liberal policies than do the middle size schools. (See Tables V and IX.)

6. Very few husband and wife partners are enrolled in the schools of the sample. There is a tendency for a high percentage of married girls to remain in school in the more liberal schools. The fact that the less liberal schools suspend the unmarried girl who becomes pregnant may have relation to the higher percentage of drop-outs among girls in the less liberal schools.

7. Almost all of the schools of the sample offer a course or unit of study in family life education.

8. The highest percentage of enrollment for family life education occurs with twelfth grade girls in home economics classes.

9. All of the courses offered are elective.

10. The fact that a student elects to take family life education, appears to have no relation to the school policies toward married students.

Recommendations for Policies Toward Married Students
and for Family Life Education

The writer would like to make the following recommendations in regard to the policies and practices in the schools of Southwest Kansas toward married students:

1. All schools should have a printed, positive policy in regard to the married students in which the married student would be encouraged and give all the assistance possible to enable him to complete his high school education.

2. No restrictions should be placed on the married student just because he is married.

3. It is believed, by the writer, that schools should provide guidance and counseling in marriage adjustments to all married students.

The investigator would like to make the following recommendations in regard to family life education in the high schools of Southwest Kansas:

1. Every school should offer an elective course or courses in family life education as part of the high school curriculum.

2. Education for personal and family relations should be made available to both boys and girls.

3. Two classes be offered, the first one on the ninth-tenth grade level which would have instruction in personal and social adjustment, physical development, boy-girl relationships and mate selection. The second course should be offered at the eleventh-twelfth grade level in which instruction and discussion pertaining to emotional maturity, marriage and parenthood be a part of the course.

4. Qualified instructors should be placed in charge of these classes. These qualified instructors should have interdisciplinary training in the fields of home economics, sociology, psychology, economics and physiology.

5. The courses should be presented with a positive approach. The positive approach should be to raise the level of happiness in marriage, to improve health, to raise quality of parenthood and to provide a climate for healthier personality growth for children and adults as compared to the negative approach of divorces, unhappiness in marriage and problem children.

6. In some school systems, the courses are recommended to be a part of the regular scheduled curriculum in the periods set aside for elective courses. If this is not possible, the scheduling may be done during the activity or free period. This period is commonly used for such activities as music and organizational meetings. The administration is recommended to schedule two of the free periods a week for the family life elective course, perhaps, offering the beginning course the first semester and the advanced course second semester or having two teachers and offering both the beginning and the advanced course simultaneously.

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APPENDIX A

11. When a girl marries while attending your school is she suspended (temporarily withdrawal) or expelled? (permanent withdrawal) suspended from school yes XX no 00* expelled from school yes X no 0
12. When a boy marries while attending your school is he suspended or expelled? suspended from school yes XX no 00 expelled from school yes X no 0
13. When a girl marries while attending your school is she placed on probationary status? yes X no 0 (If answer is yes, please specify) _____
14. When a boy marries while attending your school is he placed on probationary status? yes X no 0 (If answer is yes, please specify) _____
15. Is the student who marries while attending your school, called in for a conference (including spouse and/or parents) to explain expectations and policy of the school? yes 0 no X
16. Does your school have a conference with the married student only to explain expectations and policy of the school? yes 0 no X
17. Does your school provide counseling in marriage and/or school adjustment for your married students? yes 00 no XX
18. Is the married student excluded from any honors and school offices? yes XX no 00
19. Is the married girl excluded from extra-curricular activities? yes XX no 00
20. Is the married boy excluded from extra-curricular activities? yes XX no 00
21. Is the married girl allowed to participate in extra-curricular activities, but not allowed to represent the school in inter-school activities? yes 0 no X
22. Is the married boy allowed to participate in extra-curricular activities, but not allowed to represent the school in inter-school activities? yes 0 no X

* Weighting chart

X = conservative	0 = liberal
XX = more conservative	00 = more liberal
XXX = most conservative	000 = most liberal

23. Is the student encouraged by the administration and faculty to continue school until the student graduates? yes 00 no XX
24. Is the married student allowed to participate in all social and academic functions? yes 00 no XX
25. Does your school consider each case individually and pass judgment on its own merit? yes 0 no X
26. Does your school accept the marriage of students as an acceptable, normal situation? yes 0 no X
27. Is the married student advised or encouraged to attend night school when available? yes 0 no X
28. Is the married student allowed to attend on a part-time basis if the student needs to work? yes 0 no X
29. Does your school discourage marriage while in high school but does not deny attendance because of it? yes 0 no X
30. Are married students who are seniors allowed to participate in the graduation exercises? yes 00 no XX
31. Are married girls allowed to enroll in physical education classes? yes 0 no X
32. Does your school have a policy dealing specifically with the pregnant girl? yes 0 no X
33. Is it a policy of your school to suspend a married girl as soon as pregnancy is known? yes XX no 00
34. Is it a policy of your school to permit a pregnant married girl to attend school until her condition is evident? yes 0 no X
35. Does your school provide home instruction for the married girl during pregnancy? yes 00 no XX
36. Does your school allow a married girl to return to classes after she has had her child? yes 00 no XX
37. Is it a policy of your school to suspend an unmarried pregnant girl as soon as pregnancy is known? yes XXX no 000
38. Is it a policy of your school to permit an unmarried pregnant girl to attend school until her condition is evident? yes 0 no X
39. Does your school provide home instruction for the unmarried girl during pregnancy? yes 00 no XX

APPENDIX B

CODE NUMBER AND ENROLLMENT OF SCHOOLS USED IN THE STUDY
(In order to keep the information confidential the
schools when they were tabulated were coded as shown
below.)

School Code Number	Enrollment	Score
1.	159	31
2.	76	22
3.	43	27
4.	280	26
5.	70	4
6.	217	19
7.	207	11
8.	61	23
9.	102	0
10.	191	2
11.	234	4
12.	73	-1
13.	80	7
14.	96	22
15.	789	0
16.	160	6
17.	125	9
18.	253	8
19.	796	-3
20.	312	10
21.	68	18
22.	1104	26

APPENDIX B

VITA

Phyllis Mae Roderick Bailey

Candidate for the Degree of

Master of Science

Thesis: MARRIAGES IN SOUTHWEST KANSAS HIGH SCHOOLS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Anthony, Kansas, April 17, 1930, the daughter of Boyd W. and Julia V. Roderick.

Education: Attended grade school in Attica, and Burchfiel Rural, Anthony, Kansas; attended Spring Township Rural High School, Anthony, and graduated from Zenda Rural High School in 1948; received the Bachelor of Arts degree from Southwestern College, Winfield, Kansas in May, 1951; completed the requirements for the Master of Science degree in Family Relations and Child Development, 1966.

Professional Experience: Entered the teaching field in Plains High School, Plains, Kansas in 1951 to 1953; Sublette, Kansas, 1953; Langdon, Kansas, 1954 to 1955; and re-entered teaching field in Sublette in 1958; belonging to the following professional organizations; Haskell County Teachers Association, Kansas State Teachers Association, National Education Association, National Council on Family Relations, Delta Kappa Gamma, and life member of Kappa Omicron Phi, National Home Economic Fraternity.