A COMPARISON OF SELECTED ATTITUDES AND VALUES
OF THE ADOLESCENT SOCIETY IN 1957 AND 1972

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The purpose of this paper was to investigate the structure and process of selected social influences during adolescence in one large high school. It was hypothesized that adolescents would be more oriented to peers and activities outside school and less oriented to academics, athletics, and other school-related activities. The study sought to answer questions about the social climate of the adolescent in a large high school and to analyze the implications of these findings for administrators and others who are interested in the optimum adjustment of teenagers.

James S. Coleman's fall students' questionnaire was administered to the total population of a large senior high school located in the southwestern part of the United States. This school was compared to one of the ten schools studied by James S. Coleman in 1957. The two schools were used because of the similarity of community, size, and student
characteristics, such as academic performance, athletic record, and college orientation. The questionnaire was the total data collected for this study.

The results indicate that the adolescent in certain school activities is more oriented to peer than to parents. Peer support is oftimes more important than the guidance given by adults, parents, or teachers. The adolescent is not directed by one single leading group, with widely-accepted status, but rather many cliques and groups all with similar statuses for its members. Although an adolescent may not be considered as a member of one certain group, it is important to be considered a member of some group. The results of the questionnaire indicate that the contemporary teenager has fewer guidelines to direct him into the popular group, or it may indicate that there are fewer rigid regulations regarding popularity and acceptance. It is important to note that "to have a good reputation" is not as important to the present adolescent as found in the Coleman study. Education should aid in providing communicational avenues between parents and the adolescent, who has been influenced by the general prosperity, rapid transportation, and the mass communication media.
A COMPARISON OF SELECTED ATTITUDES AND VALUES
OF THE ADOLESCENT SOCIETY IN 1957 AND 1972

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CHAPTER I

INTRODUCTION

There is little doubt that there is widespread unrest among young people, and that there is even deeper turmoil with many of them in terms of their private thoughts and feelings. As adolescents move from childhood to the world of the adult, tremendous adjustment problems are created—both physical and emotional—which cause this unrest and turmoil. As the youth attempts to make this transition to maturity, society further complicates growth by bringing into question many of the values and attitudes that are old in the history of mankind.

In an effort to understand young people, educators must realize the needs and pressures that influence adolescents. Such a study was done by James S. Coleman in 1957, under the title The Adolescent Society (3). The purpose here was to compare the values, interests, and attitudes of the adolescents found in 1957 with results found today in a large high school. An attempt was made to determine the extent of change found in selected
attitudes and values of adolescence during the past fifteen years.

The data base assembled will benefit educators in the selection of curricular material, personnel, and activities valuable to teenagers in their search for information, ethical values, and relations of man to man. Adults should be aware that the stereotype (adolescent) developed by mass media is often totally different from the actual interests, attitudes, and values held by the adolescent. This study will fill a need in determining if the adolescent subculture has widened the "gap" between parent and child, if the adolescent subculture continues to negate certain secondary academic pursuits, and if the adolescent subculture continues to provide a period of turmoil that has few beneficial effects on youth. The results of a study of the personal world of an adolescent may be helpful in answering questions concerning the young person himself and what he might come to value as he moves through the high school experience.

Statement of the Problem

The problem of this study was to compare the attitudes and values of adolescents in a large high school, located
in a metropolitan southwestern city, with those found in Executive Heights, one of the ten northern Illinois cities studied by James S. Coleman in 1957.

Purpose of the Study

The purpose of this study was to investigate the structure and process of selected social influences during adolescence in one large high school. The purposes of the investigation in particular were as follows:

1. Seek answers to the following questions as they relate to the social climate of the adolescent in a large high school.
   a. Is the adolescent subculture more pronounced now than found by Coleman in 1957?
   b. Is the separation of parent and child in areas of interests and values greater now than in 1957?
   c. Are the adolescent attitudes and identifications shaped or altered by the group norms and by those prestige idols (peer selected leaders) that prevail in the group?
   d. Is the secondary school that now prevails significantly aiding the adolescent in
achieving his higher-priority socially induced goals?
e. Is this adolescent subculture actually negating the efforts of education administrators' and teachers' attempts to provide an intellectual and scholastic school atmosphere?
f. Are the interests of the adolescent less with the present school than with the attractions that exist outside of the school?

2. Analyze the implications of these findings for administrators and others who are interested in the optimum adjustment of teenagers.

Hypotheses

To carry out the purposes of the study, the following hypotheses were formulated:

1. This study will reveal that a significantly larger percentage of all adolescents are more oriented to the item indicated than was found in 1957.
   b. Television.
   c. Automobiles.
   d. Evenings out.
2. This study will reveal that a significantly smaller percentage of adolescents are oriented to the item indicated than was found in 1957.
   a. Clubs and activities (girls).
   b. Athletics (boys).

3. The influence and importance of peers, parents, and teachers on the adolescent will be found in the order given and will not differ significantly from that found by Coleman in *The Adolescent Society*.

4. The qualities necessary for membership in the leading crowd (elite) will differ significantly from that found in *The Adolescent Society*.
   a. Family background, good looks, and pleasing personality are the qualities for a girl.
   b. The image of the athletic star as most attractive for a boy.

5. A significantly smaller per cent of the students in this study will desire to be considered "brilliant student" when compared to the results found by Coleman.
   a. Girls prefer being an activities' leader.
b. Boys prefer being a ladies’ man and athletic star.

6. There will be no significant difference between the status system of teenagers found in The Adolescent Society and that found in this study.

a. What is seen as successful and worthwhile.
b. What it takes to be popular.

7. This study will reveal that groups and activities outside school will receive a significantly higher percentage rating than activities associated with school. This value will differ significantly from that value found in The Adolescent Society.

8. Academic achievement, among the leading crowd, counts for little in the adolescent culture; and present results will not differ significantly from results found by Coleman.

Background and Significance of the Study

Today’s adolescent is growing up in a world radically different from that of adolescents fifteen years ago. Technological advancements, urbanization, materialism, and a great conflict in values have all changed our society and created problems for the young person (4, 12, 16). Against
this changing background, the adolescent must grow up; he
must adjust to his parents, establish friendships, develop
intellectually, attain economic independence, and evolve a
set of values (2, 4, 20).

Perhaps the most important of the educational goals of
all secondary administrators is to view the inside of the
adolescent world (3). Otto and Otto stated, "that society
as defined by adults, has done itself an injustice and is,
indeed stultified by its promulgation of a distorted image
of the adolescent" (19, p. 439). Changes in teenage
attitudes, interests, and values over a fifteen-year period
need to be investigated to provide data for more profitable
teaching space, teaching methods, and teaching material.
Secondary educational goals are often unclear, and therefore
beset by problems of what should be done and how to do it
(24). A view of the adolescent social structure would
reveal the kinds of constraint, pressures, and demands
placed on the adolescent. The bringing-up of children to
adulthood was a simpler task for the adult society when
children were obedient, content to be disciplined, and saw
themselves and were seen as subordinates (3).
Peers, family, and the schools are each seen to have significant influence on the attitudes, values, and interest of youth. The peer relationship is characterized as a small society or adolescent subculture (1, 3, 14, 22, 23). Some writers state that the adolescent subculture does not exist (7, 8). However, that is a moot point for this particular study. The use of the concept of an adolescent subculture will be used when the research indicates common characteristics the adolescent shares with his peer group and will not be used when commonality is not present. Coleman (3) and others (5, 11, 20) indicate that the adolescent subcultures arise to repudiate the standards and pressures of an adult society. David (6), Frantz (10), and Heath (16) indicate that the rapid social changes have worked to undermine parental control and produce the lack of a clear adolescent role. These phenomena have caused the young person to increase interest in his own group. This peer group influence has a pronounced effect in relation with emancipation from the family, the achievement of independent status, and the development of a differentiated sense of identity (9, 11).
The modern high school is viewed by the adolescent as a place of involuntary confinement (3), and it is necessary to have teachers understand the adolescent and his subculture. To convince the adolescent that school is worthwhile, a teacher needs an understanding of the forces that influence academic achievement or negate intellectual pursuits (3, 18, 21). An administrative problem, in sum, is to overcome what amounts to a major obstacle to personal and social intellectual development; the intellectually negating adolescent subculture (3). Coleman (3) and Frantz (10) also indicated that youth have socially-induced goals, and the institutions are restricted in ability to meet these goals. Coleman's (3) study pointed up the fact that the student who is most involved in school and most identified with it, is most often excluded from the leading peer group. He also found that the interests of the adolescent are less associated with the school and much more centered outside the school.

More empirical studies of the social organization of youth, their day-to-day interactions with peers and adults, and their attitudes and definitions of social phenomena, would allow social scientists an opportunity to get a more
precise statement of the culture and social structure determinants of adolescent behavior. Thus the major thrust of this study will provide social scientists and administrators with additional data concerning the structure and process of social influence during the adolescent period.

Definition of Terms

Adolescent Subculture--Adolescents who are apart from the larger total group or society whose members share a common culture.

Adolescence (teenager-young person)--A period in human development occurring between puberty and maturity. Adolescent boys and girls have physical, mental, emotional, social, and moral characteristics that differentiate them from both children and adults.

Attitudes--A readiness to react toward or against some situation, person, institution or trait, in a particular manner; for example, with love, hate, fear or resentment.

Values--Aspects of human interactions that are regarded as being worthy, important, or significant for the proper functioning of group life; aspects that the members of society seek to conserve or promote.
Elite—Person who is held in esteem by other members of the group; for example, desired to be friends with and be like a member of the leading crowd.

Limitations of the Study

1. All conclusions drawn concerning attitudes and values of adolescents were limited to those obtained by the questionnaire.

2. The subjects were limited to one large high school in the upper-middle socioeconomic community of a large southwestern city.

3. This study did not attempt to study the attitudes of the teachers or community, and was limited to the adolescent.

4. This study was limited to the school year 1972-1973.

Basic Assumptions

1. It was assumed that adequate and reliable data could be secured through the questionnaires.

2. It was assumed that the subjects would fill out the questionnaire objectively.
Instrument

The questionnaire used was the basic version "Study of High School Social Climates" given through the University of Chicago by James S. Coleman in 1957. The questionnaire is shown in Appendix A and includes sociometric questions and semi-projective items, as well as the usual kinds of attitude and background items of various sorts.

Procedures for Collecting Data

The fall students' questionnaire "Study of High School Social Climates," was administered to all students in a large city high school in the southwest region of the United States. This high school had a student population of approximately 1,900. It is located in an upper socio-economic section of the city. A large majority of the graduates go to college; they are the sons and daughters of professionals and business executives. This school is similar to Executive Heights High School, a midwestern suburb, described in The Adolescent Society by James S. Coleman, in the following ways:
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<th>Executive Heights</th>
<th>School Under Study</th>
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<tr>
<td>1. Size</td>
<td>1,862</td>
<td>1,900</td>
</tr>
<tr>
<td>2. Scholastics</td>
<td>Ranks High</td>
<td>Ranks High</td>
</tr>
<tr>
<td>3. Community</td>
<td>Upper and Upper Middle Socioeconomic Large Jewish Population</td>
<td>Upper and Upper Middle Socioeconomic Large Jewish Population</td>
</tr>
<tr>
<td>4. Athletics</td>
<td>Often defeated</td>
<td>Often defeated</td>
</tr>
<tr>
<td>5. Community Interest in Education</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>6. Graduates Attend College</td>
<td>High Percentage</td>
<td>High Percentage</td>
</tr>
<tr>
<td>7. Values</td>
<td>Highly Materialistic</td>
<td>Highly Materialistic</td>
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All of the student responses were used in the determination of the elite or leading crowd. This information was needed for hypothesis number eight. The data secured from the elite group expands hypotheses numbers three, four, and six.

All of the student responses were punched into data processing cards for ease of manipulation in carrying out statistical analysis.
The data collected from this study and supportive data secured from the search of literature were written up as suggestions to educators to improve the curriculum and social offerings within the setting of a large high school.

**Procedure for Treating Data**

The tenability of each hypothesis of this study was determined in the following manner. To test the hypotheses, the significance of the difference between two percentages were used. The formula used was (13, p. 135):

$$SE_{D\%} = \sqrt{PQ \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}$$

in which

- $P = \text{mean of the percentages in the two groups}$
- $Q = (1 - P)$
- $N_1 = \text{number of cases in present group}$
- $N_2 = \text{number of cases in 1957 group}$

$$P = \frac{N_1P_1 + N_2P_2}{N_1 + N_2}$$

The significance level of $P = .05$ is required for the rejection of the null hypotheses.
The information secured was analyzed along with data secured from a search of related literature, to make suggestions to administrators, curriculum consultants, and others who are interested in the optimum adjustment of teenagers.
CHAPTER BIBLIOGRAPHY


CHAPTER II

RELATED RESEARCH

McDaniel (26) in 1968 stated that youth today is more highly developed physically and intellectually than a decade ago. Herr (21) indicated in his study that students are making demands to participate in curriculum design and content, selection of teachers or administrators, and the development of areas within schools controlled and inhabited only by students. Further demands were the creation of grievance mechanisms, greater power for student government organizations, and more freedom to publish student-controlled and -conceived publications. Wittes stated, "Students are beginning to learn from recent school and societal experiences that power is not conceded, but must be demanded or taken" (37, p. 3). Herr (21) goes on to state that analysts contend that student activism results because students themselves have changed in significant ways over approximately the last decade. The examples given indicate that the modern American youth is no longer content to be passive in interest and action. This can be exhibited
by a study of the interests and activities they feel are theirs.

The review of the literature revealed a large bulk of material concerning the American adolescent and the American youth culture. There has been a great concern for youth and the age of youth by adults from biblical times to present, with writers giving suggestions, formulas, and prescriptions for both the adult and the adolescent.

That many adults and educators see the adolescent period as a time of stress and strain, with young people struggling to attain a comfortable position within the total societal setting, is a precept widely documented (13). The industrial revolution and subsequent urbanization are considered major factors causing many of the dilemmas involved in the transition from child to adult (20). Instead of providing youth with a world that they could look forward to with happiness, our present culture induced an adolescent mood of bewilderment, frustration, and powerlessness (8, 10, 16, 20). The demands placed upon the adolescent have tended somewhat to outrun the development of individual capacities, and, in some respects, even opportunities (14).
The secondary school forces the student to choose from an abundance of activities and a variety of curriculum offerings, which give the student a wide selection of statuses, peers, and adults (30). In addition to all of the selections available at school, the adolescent must choose from an even wider range of people and activities in the community. Otto and Otto indicated that the adolescent is pursuing the "ongoing development of identity" (29, p. 440) and that they are engaged in a search for the truth. Thus the people and activities chosen by adolescents are those that the young person feels he needs for growth, but the institutions of education play a dominant role in delimiting the development of the individual's unique capacities by failing to provide some necessary models. Friedenberg stated,

Through pressures both direct and indirect the schools encourage or demand that the student relinquish his autonomy, sacrifice his personal desires, and often reject his particular excellence on behalf of institutional and social considerations which themselves are often trivial (17, p. 47).
Characteristics of American Youth

A summary of several writers was used to describe the characteristics of the American youth.

Fantini (15) in his book felt that the contemporary students have acquired a certain level of sophistication through the wide technological developments of this country. The individual is bombarded by technology, the TV, the electrical guitar, and a host of other devices which act to desensitize the student to the bland stimuli in the school. Worldliness has the effect of expanding the youngster's scope, but on the other hand it accelerates anxiety. Fantini indicated that

Today's student, aware of the game the world is playing, is faced with three alternatives. He can withdraw from the game entirely, play according to the rules until he finds a way to expose it from within, or challenge the game itself (15, p. 23).

Withdrawal by the adolescent is demonstrated in the hippie movement. The hippie attempted to construct a social and economic alternative to the normative middle-class game. This movement is supported and is popular with many young people (note the use of love beads, long hair, and haphazard costumes). The use of drugs is also a mechanism used by the young to withdraw from the present
society as exemplified by Timothy Leary's slogan, "tune in, turn on, drop out."

The great majority of the young people neither drop out nor challenge the system, but simply ride along with the institutional regulations. Incorporated within this course of action is safety and acceptance, whereas the dropout and rebel invite censure. These young people who enter "the game" play according to the rules, and contribute to the society as it exists. "Their compliance with the system is often misinterpreted as proof that the system is viable." (15, p. 24)

The students that challenge the school not only represent an outspoken minority, but they do articulate the feeling of many quiet, yet disaffected, young people. The adolescent seems to say: I want to be seen, I want to participate, and I want the school to be applicable to my life. He feels that the school has ignored these fundamental human needs. The student feels he is recognized only when he deviates from the norm, either good or bad. However, if he is good the chances for recognition are slightly less. He wishes to participate in the world of school but soon finds educational decisions are made under
many delimiting factors such as board of education, state government, and supreme court. This makes him feel his voice is not only inaudible but extraneous. The student feels he is being fed a stale curriculum, as few courses deal honestly (if at all) with the local community surrounding the school. He may acquire the primitive tools of language, science, and mathematics, but he acquires no techniques for social action. Students want to be prepared as future workers and they want to be provided with tools for reconstructing the society that requires change.

Herbert A. Otto and Sarah T. Otto (29) feel that the adolescent is fully engaged in the process of clarifying and developing his identity during the formative adolescent years. When the adolescent appears to have erratic actions, they are actually purposeful and developmental. If the adult wishes to study this behavior, the teenager can lead them to the spontaneity, freshness, and vitality so often buried beneath the cares and routines of adult existence. The adolescent is fundamentally honest, has idealism, and has the capacity to ask searching questions of life both at school and within his family unit.
It has long been recognized that the teenager is an astute critic of the social and institutional structures. The adolescent with honest intentions questions the value system of these institutions and social structures.

Otto and Otto stated that "the rebellion of the adolescent against institutions may stem from an awareness that social disorganization is related to personal disorganization and that a healthy self demands a healthy society" (20, p. 443). There appears to be a partial awareness that the adolescent can make a contribution toward our institutional structures through his positive questioning attitudes. Educators should not ignore the contribution of the adolescent, but should listen as the young person symbolizes what the future may bring. True understanding of the interrelationship between members of the family of man will lead to the development of a new understanding of the teenager. There must not be a misunderstanding of the adolescent.

Keniston's (24) study of talented and privileged young men who rejected the basic value of their culture, is helping to clarify some of the basic problems suffered by
young people living in a highly technological world.

Keniston (24) studied youth that are not typical, i.e., the young people are not drawn equally from all segments of society. These students are for the most part "over-privileged" socially, educationally, and economically, and they are "overendowed" in intelligence, imagination, health, and strength. Keniston (24) feels that because of our advanced technology, the youth culture in America shows great scope and development. It has been taken for granted that the youth will exhibit special and often erratic, bizarre, and deviant behavior; but this is not true in all societies. Increasingly it is expected that the youth will have a special culture and/or behavior of its own, with characteristics that are neither childlike nor adult. He goes on to indicate that the group of "elite youth" who have the ability to "fit in," those whom society has fully accepted, will have the following characteristics: "they are accepted by society, assume they will be a part of the leadership later in life, they are concerned where they will fit, they will 'settle down' later in life, and they 'approve' of American society" (24, p. 92).
At the same time the "elite youth" often shows a lack of deep commitment to adult values and roles. The young person expects little in the way of personal fulfillment, growth, or creativity from his entrance into the world of the adult. Thus the young person feels above all a detachment, lack of emotion, and absence of deep commitment. He is one who does not actively reject or accept adulthood.

The parents of these young persons studied by Keniston (24) sensed the communication and social gap. They feared they were no longer able to guide or advise the adolescent because their advice might not be appropriate. The result is an unstated agreement that neither will interfere with the other. The young person then becomes dependent upon his parents, but is not committed to the values and style of life of the parent.

Keniston stated, "adolescence in America is considered a place for legitimate 'role-playing,' for listing alternatives, for provisional commitments followed by a loss of interest, for overwhelming enthusiasm followed by total apathy" (24, p. 399). They are concerned with an identity crisis: the search for "who am I," and redefining their
relationship to parents and their peers. On the surface the youth culture requires that one not admit to noble motives (idealism), but underneath this veneer they will join in an idealistic cause, such as religion or Peace Corps. But for the majority, commitment is sought and found in individual private experience—in leisure, in comradship, in sports, in members of the opposite sex. The adolescent cannot help this commitment to private experience when the adult world tends to idealize childhood and youth. The commitment of adults to adulthood at best is half-hearted (that is, enthusiasm is scant), so it is no wonder that the adolescent views the responsibility associated with the adult world with apprehension. Thus some adolescents tend to prolong this developmental period by remaining in college. The drift of American youth, Keniston (24) indicated, is away from public involvement and social responsibilities and toward a world of private and personal satisfaction.

Friedenberg indicated that the following is a widespread feeling held by adults about young people.
The young disturb and anger their elders, and are themselves angered and disturbed, or repelled and depressed, at the thought of becoming what they see their elders to be. Adults observe and condemn the "teenage tyranny" of "the adolescent society," over which they seek to establish and maintain hegemony by techniques of infiltration and control (17, p. 4).

Although adolescence should be a time for normal activity and growth where the school and community aids their development, Friedenberg felt that

They (administrators) prefer, however, to study the young with a view to understand them, not for their own sake but in order to learn how to induce them to abandon their barbarism and assimilate the folkways of normal adult life (17, p. 4).

Thus a picture of the adolescent and a picture of the individuals in control of the schools was developed. Young people, by mere development, create problems for themselves and their elders, resulting in study and attempt to bring them to accept adult values and life styles.

The social climate of one of the schools studied by Friedenberg is described this way.

The higher-status students merely assent to the way the school is run, much as middle-class white Southerners assent to what the sheriff's office does, while the lower-status students move, or get pushed, from one embroilment to the next without every quite realizing that what is happening to them is part of a general social pattern (17, p. 39).
What Friedenberg is referring to is the general pattern of government that exists within a school and that some "high schools are valid examples . . . of American democracy in action. And in neither (of two examples given) could a student learn as much about civil liberty as a Missouri mule knows at birth" (17, p. 40). Friedenberg is outspoken in his attack on the schools and their methods of instruction.

Schools are permitted to infantilize adolescence and control pupils by reinvoking the sensations of childhood punishment, effective because it was designed, with great unconscious guile, to dramatize the child's weakness in the face of authority. In fact, they are strongly encouraged to do so by the hostility to "teenagers" and the anxiety about their conduct that abounds in our society (17, p. 48).

The adolescent is not allowed to develop in a "normal" pattern but

in the process (education), the school affects society in two complementary ways. It alters individuals: their values, their sense of personal worth, their patterns of anxiety and sense of mastery and ease in the world on which so much of what we think of as our fate depends. But it also performs a Darwinian function. The school endorses and supports the values and patterns of behavior of certain segments of the population, providing their members with the credentials and shibboleths needed for the next stages of their journey, while instilling in others a sense of inferiority and warning the rest of society against them as troublesome and untrustworthy (17, p. 49).
Thus through the eyes of one adult we see what the adolescent feels about the school and the values that the educational institution attempts to have them adopt. This investigation did not delve into the problem of middle-class values versus the wants and needs of the "culturally deprived:" the internal rural-urban migrant, the slum victim, and the mass of minority children. The values and interests of the adolescents in these groups warrant all the consideration and help a society can muster. But it is important to remember in any study that the bias of an individual is difficult to eliminate from writings and feelings, especially when the subjects are oftimes persecuted human beings.

The Adolescent Subculture

The following information is given with the assumption that there exists in America a youth culture which can be distinguished from the adult culture. It is realized that this analysis does not imply a single youth culture because the norms and patterns of behavior tend to be characteristic of the community in which the young people are found. Much can be stated regarding the existence of or rejection of the concept of an adolescent culture. The approach here is not simply to determine upon what the
adolescent and the adult agree or disagree, but to pinpoint
selected areas of influence and how they operate. The
purpose is to investigate and attempt to evaluate the effect
of adolescent values and interests as influenced by the
peer group. Gottlieb and Ramsey state, after reviewing a
"poll" of a number of social scientists regarding the notion
of an adolescent subculture, that "in the case of the
adolescent the question is not deviation from some universal
norm but rather how involvement in and commitment to the
peer group influences the behavior and belief of the
participant" (19, p. 33).

Talcott Parsons (31) stated that the youth culture
attempts to balance its need for conforming to the expec-
tations of the adult with some kind of outlet for tension
and revolt as a result of the sociological and developmental
changes that are taking place.

Sherif and Sherif (34), in their analysis of adoles-
cents, referred to the subculture as reference groups, of
which there are many. In order to be a part of the group
they adopt the most consequential values and standards of
the group. It was found that the reference group both
influences the individual's values, attitudes and behavior,
and simultaneously makes accessible something he needs or desires.

Sherif and Sherif (34), in their study of a number of high schools in high, middle, and low socioeconomic rank, found that high school youths, regardless of background, have certain attitudes in common. "Awareness of the value of education, and occupational choice, and the necessity of work to secure a good life . . . no one regarded schooling as unnecessary or desired none at all. . . ." (34, p. 200)

It is the informal group formed by most adolescents that has a strong impact on the individual's actual decisions and his day-to-day behavior. He further found that money, cars, leisure time, and clothes are universally desired by adolescents (34, p. 257).

James S. Coleman made this statement regarding the adolescent culture.

The simple fact that adolescents are looking to each other rather than to the adult community for their social rewards has a number of significant implications for educational theory and practice. To be sure, parents and parental desires are of great importance to children in a long-range sense, but it is their peers whose approval, admiration, and respect they attempt to win in their everyday activities in school and out (9, p. 11).
In Executive Heights, an affluent suburb studied by Coleman, the adolescents were above average in maturity, their own peers were of more importance, and their parents were less important; yet most of them were forced to remain in an institution (school) designed by adults whose view of the social and status system of the adolescent was distorted.

Values of Adolescents

Each of the topics listed below contains selected information secured from Executive Heights, the comparison school, recorded by James S. Coleman (9) in his book, The Adolescent Society, followed by comments from the related literature.

1. Orientation of Adolescents Toward Peers

Coleman's (9) findings indicated that boys and girls had a great orientation toward their peers, a lesser regard for parental demands, and were least willing to go along with parental demands when compared to previous investigations. It appears that the boys and girls seemed to become adults sooner, to look more to each other for guidance, and less to parents than what was previously noted.
Erickson (14) indicated that the adolescent is said to
develop a sense of identity, power, belonging, and security
with his own kind, but this position does not reject
parents—it simply expands the social arena to include new
sources of influence.

Hollingshead (22), in his book Elmtown Youth, stated
that the adolescent learns to resent his family, but he will
rely upon it for food, clothes, and shelter. He also found
that specific behavior traits exhibited by adolescents tend
to be along lines approved by their clique-mates, who also
tend to be members of the same class (socioeconomic group).

Braham made the following proposition.

Peer-groups constitute the essential and desired
social environment for the majority of adolescents;
thus, any contemplated effort to change adolescent
behavior must take into account the nature of the
peer-group structure to which a given adolescent
or group of adolescents belong (5, p. 296).

Not all researchers agree that peer influence is as
important as the aforementioned writers. Larson (25) in
his study found that the quality of adolescent's relation-
ship with his parents is an important predictor of the
salience hierarchy during adolescence. Larson (25)
continued by stating that the higher the quality of parent-
youth. Brittain concurred with Larson, saying, "the adolescent is said to follow the wishes of his parents rather than those of his peers when the context requires decisions that have futuristic implications" (7, p. 390).

Parsons and Talcott made the following observation.

In general, the most conspicuous feature of the youth peer group is a duality of orientation. On the one hand, there tends to be a compulsive independence in relation to certain adult expectations, a touchy sensitivity to control, which in certain cases is expressed in overt defiance. On the other hand, within the group, there tends to be fiercely compulsive conformity, a sharp loyalty to the group, and insistence on the literal observance of its norms, and punishment of deviance (21, p. 111).

Douvan and Adelson (11) supported the finding of Parsons when they reported that peer influence is more likely to be predominant in such matters as tastes in music and entertainment, fashions in clothes and language, patterns of same- and opposite-sex peer interaction; while parental influence is more likely to be predominant in such areas as underlying moral and social values and understanding of the adult world.

II. Values That Rate High With The Adolescent

Coleman (9) found that boys value athletics, academics, social sophistication, enough money to dress well, and
enough money to meet social expenses. Coleman's (9, p. 30) study revealed that the "most popular" item was selected by 25 per cent of the boys and 35 per cent of the girls when asked how they wanted to be remembered, along with the "athletic star" choice of 44 per cent of boys and "leader in activities" choice of 36 per cent of girls. Coleman found that the adolescent interest is less with the present school and more with the attractions that exist outside of the school.

Eppel (12) in his investigation determined that popularity, indicated by having a good physical appearance and an acceptable personality, ranks highest in a scale of values. Eppel continued, stating the "predominant concern of these young people is for personal adjustment and good human relationship often linked with an attractive appearance" (12, p. 147).

Thornburg stated that

Most high school youth spend their time in breaking infantile ties, developing friendships, participating in high school activities, and considering future plans. While there are many high school youths involved in student activism, drugs, and sex, they do it primarily as a means of identifying with some individual, clique, or gang. Yet, the primary focus is the continued resolution of developmental tasks (36, p. 61).
Bredemeir, Toby, and Riley (6) found that friendliness, popularity, and mediocrity are more highly regarded as values by high-status students than the value of being a good student.

Parsons indicated that "perhaps the most significant fact about current youth culture is its concern with meaningfulness" (31, p. 115).

Rogers stated

Youth resent the isolation of education from life, a situation which Dewey warned against. They are hungry for genuine participation in the off-campus community. . . . Even if he has to construct his own stage and procure his own stage properties, the modern youth wants to be an actor in life's drama, not just a part of the audience (33, p. 339).

Sherif and Sherif indicated that youth is in search of "kicks" but "they usually have one thing in common: The adolescent pursues them within the charmed circle of groups with whom he identifies himself and by whom he wants to be considered an 'insider'" (35, p. 5).

Coleman (9) found that athletics is extremely important for boys; and social success, especially with boys, was extremely important for girls. Coleman (9) indicated participation in some school activity in a sine qua non for
membership in the leading crowd among girls, and that extracurricular activities play a large part in the interest of girls. Coleman (9) noted that football players were highly overrepresented in the elites (leading crowds).

Parsons indicated an opposing point of view on athletics as shown in this statement. "The cult of physical prowess has clearly been a reflex of the pressure to occupational achievement in a society in which brains rather than brawn come increasingly to count" (31, p. 112).

In religion and morality, it is important to remember that the adolescent is involved in internal and interpersonal relationships. The adolescent is typically at a stage when one of his major tasks of development is seeking his own identity (14, 23). At the same time, the young person is concerned about his relationships with peers and adults. Given this information and knowing that religious commitment is given a positive image, the adolescent may be unwilling to risk social rejection by showing doubts about a belief and commitment to spirituality (3). Bealer and Willits stated the conflict this way.

The American adolescent seems reluctant to deny the idea of a supernatural, but, at the same time, is
unwilling or unable to yield himself with firm conviction to the hands of the Divine. Perhaps the best label we can apply to the teenager's religious orientation is "hedging". He appears to embrace neither nihilism nor firm commitment (3, p. 358).

Youth today are involved in spiritual matters and accept spirituality as part of man's being, but they are confused by the irrelevance of the organized church (3). Although education is not to be used as a vehicle for religious instruction, Allport (2) feels that educators have contributed to the fact that many young people have somehow missed the mark in their moral code. He goes on to blame educators for their failure to help youth develop appropriate values. This paper cannot develop the concepts of "virtue" or "evil" of moral standards of several writers, but the youth of today have a spiritual yearn which is not being supported by the economic philosophy of our country. Allport indicated that in the following.

Moses a stalward leader of the old school, said to the Israelites in Egypt, "Load up your camels, bring along your asses, and I'll lead you to the Promised Land." By contrast the modern American prophet seems to urge "Light up your camel, sit on your asses, and I'll bring you the promised land" (2, p. 345).

When compared to other large nations, Americans enjoy an extremely high standard of living, and the constant pursuit
of production and consumption has caused many adolescents to lose perspective in their values. Allport (2) continues that the teaching of morals and values cannot be left to the church and home because the removal of this instruction from the school entirely would have the effect of denying basic morals and values. This would result in forcing youth to depend more and more on the value judgments of peers and cliques (2).

Although this study considered the alcohol situation only superficially, it is interesting to note that Akers (1) reported,

The place of underage drinking in this picture was not known until the 1940's. Questionnaire survey studies done at that time found that a little over 40 per cent of the adolescent boys and less than 30 per cent of the girls were drinking at least sometimes. Although there are regional variations studies since then have consistently found that the majority of high school students have had alcohol to drink at least once, and an average of about half of the boys and about one-fourth of the girls have established at least an occasional pattern of drinking (1, p. 382).

Akers (1) goes on to state that drugs are being increasingly used by affluent teenagers and that the solution is in education, not law enforcement.
III. The Role Of Academic Excellence To The Adolescent

Coleman found that the "brilliant student" image is most shunned by girls, and that boys are uninterested in the quiet, conforming, studious girl. He found that academic achievement counts for little in the culture and does not give adolescents status or popularity. Coleman also noted that the schools have little to do with a child's achievement that is totally independent of his background and social context. Thus when called upon to raise the achievement level of the child, the family conditions count for much more than does the influence of the school. An obvious outcome of these findings automatically becomes one of admission policies at the secondary level; admit only those students capable of performing and having an interest in education. The fact that schools are working with compulsory attendance laws and court-ordered desegregation limits the selection of students by means of admission standards. As students who are supportive of schools withdraw, a critical mass of anti-school values can overwhelm the student culture and put an end to the present learning trend (37). The political structure of this country is designed so that those in elected positions are
to pass to its delegated authorities rules and regulations on what should be done in the schools. Thus the value of academics in a high school culture is related to many conditions that are oftentimes outside the realm of the immediate school administrator and the student culture.

Boocock (4) confirmed what Coleman (9) found, saying "young people will not apply their best efforts to learning tasks unless this is consistent with norms of their informal cliques and friendships" (4, p. 41).

McDill and Coleman indicated that "clearly the loss of talent between high school and college would decrease if ways were found to use the social system of the high school to strengthen the importance of interest in learning as a motivation to attend college" (28, p. 126).

Pulvino and Mickelson added to current research by revealing "that this alienation, comprised mainly of normlessness, is negatively related to academic accomplishment. As normlessness increases, male students evidence a proportional decrease in academic accomplishments" (32, p. 218). They added that the "activities and curriculum of the secondary schools are not sufficient to motivate male
McDill and Coleman (27) indicated that scholastic achievement in high schools is largely gained by conformity and not by intellectual ferment and is thus rejected by adolescents. They also found that when an adolescent achieved in classroom activities, it resulted in making other students (friends) have to work harder.

In the Hawaiian culture, Fults (18) in her study, using a modified form of James S. Coleman's questionnaire, noted a strong orientation toward scholastic achievement among the Hawaiian adolescents. Athletics and popular activities were not the primary focus of their interest in school. This is in direct conflict with results found by Coleman in his study of 1957, which may be due to the difference in cultural backgrounds.

Investigations of academic excellence in the secondary schools are complicated by many factors of which the schools have little control, yet the responsibility to perform the task of education remains with the local academic institution. Therefore, it is no wonder that students who are forced to attend school view the school
not as a learning environment but as a mild form of a penal institution. That this servitude in school is to be resisted and avoided if at all possible is a common philosophy (9, 37).
CHAPTER BIBLIOGRAPHY


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CHAPTER III

ANALYSES OF DATA

The purpose of this chapter is to present the statistical results of the analysis of the data. The first section will state the proposed hypothesis followed by appropriate tables and comments. The second part will compare other pertinent data secured from the administration of the questionnaire at Executive Heights and at Executive Heights II (code name for the school that yielded 1972 data). Unless otherwise stated the number of responses used in each table was 1,830 for 1957 and 1,656 for 1972. For the elites the number of responses was 129.

Stated Hypotheses

The stated hypotheses were accepted when the statistical results were found significant at the .05 level of significance. Each hypotheses was tested in the null form.

Hypothesis 1

This study will reveal that a significantly larger percentage of present adolescents are more oriented to the item indicated than found in 1957.
Peers rather than parents.—Table I presents a portion of the data related to relationship between peer and parent.

Which one of these things would be hardest for you to take—your parents' disapproval, your teacher's disapproval, or breaking with your friend?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
<th>Per Cent Elites 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 1537</td>
<td>N = 1576</td>
<td></td>
<td>N = 127</td>
</tr>
<tr>
<td>Parents' disapproval</td>
<td>51.4</td>
<td>38.6</td>
<td>.01</td>
<td>41.9</td>
</tr>
<tr>
<td>Teacher's disapproval</td>
<td>4.2</td>
<td>2.8</td>
<td>N.S.</td>
<td>3.1</td>
</tr>
<tr>
<td>Breaking with friend</td>
<td>44.4</td>
<td>58.5</td>
<td>.01</td>
<td>51.9</td>
</tr>
</tbody>
</table>

In Coleman's study the majority of responses indicated that parents' disapproval would be hardest to take—in the present study the opposite was true. Coleman found that the pull of the teenager to his own age-mates was extremely strong, and he indicated that this transition in the adolescent involved looking forward to their peers and backward to parents. The responses indicated in Table I show that the young person today is looking back less now than in 1957. It is interesting to note that the total
group responses indicated a greater orientation to friends than the responses given by students who were chosen or elected to leadership positions (elites) at Executive Heights II. The leadership in the school is pulled slightly closer to their parents than is the student body as a whole, and seems to indicate that the people who "set the standard" are more oriented to parents than to the adolescent culture as a whole.

The null hypothesis was rejected.

The results support the hypothesis that the present adolescent is more oriented to peers than parents.

Television and homework.—The material in Table II presents the results of the question dealing with adolescents and the amount of time spent viewing television.

**TABLE II**

About how much time on the average, do you spend watching T.V. on a weekday?

<table>
<thead>
<tr>
<th>Per Day</th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None to about 1-1/2 hours</td>
<td>67.8</td>
<td>49.8</td>
<td>.01</td>
</tr>
<tr>
<td>About 2 hours or more</td>
<td>31.9</td>
<td>49.9</td>
<td>.01</td>
</tr>
</tbody>
</table>
The current adolescent is spending more time in television-viewing, with a corresponding drop in the amount of time spent in doing homework. This does not assume a correlation between the two, but it does indicate one activity that takes the students' time. Data related to the amount of time spent on doing homework is found in Table III.

**TABLE III**

**HOW MUCH TIME, ON THE AVERAGE, DO YOU SPEND DOING HOMEWORK OUTSIDE SCHOOL?**

<table>
<thead>
<tr>
<th>Per Day</th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None to about 1 hour</td>
<td>33.7</td>
<td>72.9</td>
<td>.01</td>
</tr>
<tr>
<td>About 1-1/2 hours or more</td>
<td>66.2</td>
<td>27.0</td>
<td>.01</td>
</tr>
</tbody>
</table>

The data in Table III indicates that a significantly smaller percentage of the adolescents of Executive Heights II spend one and one-half hours or more on studies when compared to the young person of the late fifties. This factor of less time spent on studies can be further demonstrated in Table IV.
TABLE IV

HOW WOULD YOU USE AN EXTRA HOUR IN SCHOOL?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
<th>Per Cent Elites 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>12.0</td>
<td>26.3</td>
<td>.01</td>
<td>24.03</td>
</tr>
<tr>
<td>Athletics</td>
<td>33.3</td>
<td>18.5</td>
<td>.01</td>
<td>20.16</td>
</tr>
<tr>
<td>Club or activity</td>
<td>25.8</td>
<td>23.7</td>
<td>N.S.</td>
<td>36.43</td>
</tr>
<tr>
<td>Study hall, to study</td>
<td>23.1</td>
<td>8.9</td>
<td>.01</td>
<td>5.43</td>
</tr>
<tr>
<td>Study hall, to do something else</td>
<td>4.3</td>
<td>21.4</td>
<td>.01</td>
<td>13.9</td>
</tr>
</tbody>
</table>

The results taken from Table IV indicate that going to the study hall to study is the least desirable alternative of all the responses. The present-day adolescent wants more learning time by taking additional courses, an item selected the largest number of times. The last response "study hall, to do something else," received a large number of votes, possibly because Executive Heights II has recently installed soft drink machines along with recreational devices on a trial basis in one of the larger study halls. It is also noted that there was a lack of interest in athletics, a significant drop from the results found in 1957.
The data in Table V indicates the frequency of movie attendance by the adolescent has decreased between 1957 and 1972.

TABLE V

HOW OFTEN DO YOU GO TO THE MOVIES?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
<th>Per Cent Elites 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never, almost never</td>
<td>5.0</td>
<td>14.3</td>
<td>.05</td>
<td>9.3</td>
</tr>
<tr>
<td>About once a month</td>
<td>20.8</td>
<td>40.0</td>
<td>.01</td>
<td>27.1</td>
</tr>
<tr>
<td>About once every 2 or 3 weeks</td>
<td>37.9</td>
<td>31.9</td>
<td>.05</td>
<td>44.2</td>
</tr>
<tr>
<td>About once a week</td>
<td>33.1</td>
<td>10.9</td>
<td>.01</td>
<td>19.4</td>
</tr>
<tr>
<td>About twice a week</td>
<td>2.6</td>
<td>1.9</td>
<td>N.S.</td>
<td>0</td>
</tr>
<tr>
<td>More than twice a week</td>
<td>.5</td>
<td>.7</td>
<td>N.S.</td>
<td>0</td>
</tr>
</tbody>
</table>

Some interesting implications were revealed from a study of the data that was used to formulate Tables I through V.

1. In Executive Heights II the amount of time spent on homework was similar in all time categories, indicating great individual difference in study habits.
2. The amount of time spent on television was also very similar in all time categories, showing this same wide individual difference among adolescents. However, a greater per cent view television now than found in the survey in 1957. This could be due to the greater availability of television at the present time.

3. Approximately 15 per cent of the present teenagers never or almost never go to a movie. Well over 50 per cent go to the movies less than once a month.

4. Study outside the school amounts to less than one hour per day for 73 per cent of the student body. It is to be noted here that the students attend school only six periods per day.

The null hypothesis was rejected. The results support the hypothesis that the present adolescent was more oriented to television than the adolescent of 1957.

Automobiles.—The fact that a significantly larger per cent of the present adolescents own cars is noted in Table VI.
As was noted with television viewing, car ownership has increased significantly due probably to the increased number of automobiles available at the present time. In Table VII, the male response to the importance of various items was shown, including the value of the ownership or having access to an automobile.
TABLE VII

AMONG THE ITEMS BELOW, WHAT DOES IT TAKE TO GET TO BE IMPORTANT AND LOOKED UP TO BY THE OTHER BOYS - OTHER GIRLS HERE AT SCHOOL?

<table>
<thead>
<tr>
<th></th>
<th>Males (Other Boys)</th>
<th>Females (Other Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Combined Ranks of</td>
<td>Per Cent 1957</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N = 557</td>
</tr>
<tr>
<td>Coming from the right family</td>
<td>1, 2 &amp; 3.</td>
<td>17.9</td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td>82.1</td>
</tr>
<tr>
<td>Leader in activities</td>
<td>1, 2 &amp; 3.</td>
<td>68.0</td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td>31.2</td>
</tr>
<tr>
<td>Boys-having a nice car</td>
<td>1, 2 &amp; 3.</td>
<td>29.5</td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td>70.5</td>
</tr>
<tr>
<td>Girls-clothes</td>
<td>1, 2 &amp; 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td></td>
</tr>
<tr>
<td>High Grades, honor roll</td>
<td>1, 2 &amp; 3.</td>
<td>42.9</td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td>57.1</td>
</tr>
<tr>
<td>Boys-athletic star</td>
<td>1, 2 &amp; 3.</td>
<td>84.4</td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td>15.6</td>
</tr>
<tr>
<td>Girls-cheerleader</td>
<td>1, 2 &amp; 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td></td>
</tr>
<tr>
<td>Being in the leading crowd</td>
<td>1, 2 &amp; 3.</td>
<td>75.2</td>
</tr>
<tr>
<td></td>
<td>4, 5 &amp; 6.</td>
<td>24.8</td>
</tr>
</tbody>
</table>
Data in Table VII indicates that although cars were important in 1957, having a nice car today brings even more admiration from other boys. The questions that arise when one considers car ownership and grades, dating, work, and study, was not considered here. The aim here was to show the incidence of car ownership and importance of car ownership between the two selected years. The importance of automobiles and the ownership of automobiles among the adolescents of today is significantly higher than the results found at Executive Heights in 1957.

The null hypothesis was rejected. The results support the proposed hypothesis that the present adolescent is more oriented to automobiles than the adolescent of 1957.

Evenings out.--The data given in Table VIII indicate the number of evenings a week an adolescent spends out with the opposite sex.
TABLE VIII

ABOUT HOW MANY EVENINGS A WEEK DO YOU SPEND OUT WITH THE OPPOSITE SEX?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>1.2</td>
<td>1.9</td>
<td>N.S.</td>
</tr>
<tr>
<td>0</td>
<td>7.2</td>
<td>10.2</td>
<td>N.S.</td>
</tr>
<tr>
<td>1</td>
<td>20.7</td>
<td>15.8</td>
<td>N.S.</td>
</tr>
<tr>
<td>2</td>
<td>36.5</td>
<td>23.7</td>
<td>.01</td>
</tr>
<tr>
<td>3</td>
<td>19.3</td>
<td>21.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>4</td>
<td>6.6</td>
<td>12.3</td>
<td>N.S.</td>
</tr>
<tr>
<td>5</td>
<td>3.7</td>
<td>7.1</td>
<td>N.S.</td>
</tr>
<tr>
<td>6</td>
<td>1.7</td>
<td>2.2</td>
<td>N.S.</td>
</tr>
<tr>
<td>7</td>
<td>3.1</td>
<td>5.3</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

According to the data in Table VIII, the number of evenings spent out with members of the opposite sex by the adolescents in the present study did not differ significantly from results found by Coleman in 1957. This runs counter to the proposed hypothesis. Another area that can be examined to determine the number of evenings an adolescent spends out is to study dating patterns. A study of Table IX will illustrate this information.
The dating pattern of adolescents shows a wide pattern of individual difference, and is spread from none all the way to more than three times a week, with more of the adolescents today dating than found by James Coleman in 1957.

The null hypothesis was retained. The research hypothesis that predicted that the present-day adolescent would spend more evenings out was not supported by this study.
Hypothesis 2

The stated hypothesis indicated this study would reveal that a significantly smaller percentage of adolescents are oriented to the item indicated than found in 1957.

Clubs and activities (girls).—The data in Table X, records the students' responses to the question of how they would like to spend an extra hour at school.

### TABLE X

**HOW WOULD YOU SPEND AN EXTRA HOUR AT SCHOOL?**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Course</td>
<td>11.9</td>
<td>22.9</td>
<td>.05</td>
<td>12.0</td>
</tr>
<tr>
<td>Athletics</td>
<td>46.8</td>
<td>27.9</td>
<td>.01</td>
<td>19.4</td>
</tr>
<tr>
<td>Club or activity</td>
<td>15.7</td>
<td>14.8</td>
<td>N.S.</td>
<td>36.4</td>
</tr>
<tr>
<td>Study hall to study</td>
<td>20.4</td>
<td>8.7</td>
<td>.05</td>
<td>25.8</td>
</tr>
<tr>
<td>Study hall, to do something else</td>
<td>4.1</td>
<td>24.3</td>
<td>.01</td>
<td>4.6</td>
</tr>
</tbody>
</table>
The first part of the hypothesis must be rejected, because no significant difference was found in the interest shown by girls in clubs and activities between the two years. The null hypothesis was retained. It was important to note that at the school under study, a "study hall" was added that contained refreshments and recreational equipment—this may explain the increased interest in going to study hall to do something else. Another interesting point that was evident from Tables IV and X was the increased interest in course work, which may be partially explained by the greater variety of course offerings today.

Although the data in Table X indicated a significant decrease in percentage of boys interested in athletics, it still ranked highest of all the options available. Athletics is covered again later in this paper (Table XVII).

The null hypothesis was rejected. The research hypothesis was supported that a significantly smaller percentage of the present-day adolescent boys are oriented to athletics than found in 1957.

**Hypothesis 3**

The influence and importance of peers, parents, and teachers on the adolescent will be found in the order
given, and will not differ significantly from that found by Coleman in *The Adolescent Society*.

Table XI graphically illustrates the importance of parental approval when an adolescent considers joining a particular school club.

**TABLE XI**

**LET'S SAY THAT YOU HAD ALWAYS WANTED TO BELONG TO A PARTICULAR CLUB IN SCHOOL, AND THEN FINALLY YOU WERE ASKED TO JOIN. BUT THEN YOU FOUND OUT THAT YOUR PARENTS DIDN'T APPROVE OF THE GROUP. DO YOU THINK YOU WOULD —**

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>Per Cent Elites 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 1598</td>
<td>N = 1588</td>
<td>L.S.</td>
</tr>
<tr>
<td>Definitely join anyway</td>
<td>5.1</td>
<td>10.5</td>
<td>N.S.</td>
</tr>
<tr>
<td>Probably join</td>
<td>33.3</td>
<td>40.3</td>
<td>.01</td>
</tr>
<tr>
<td>Probably not join</td>
<td>49.2</td>
<td>36.6</td>
<td>.01</td>
</tr>
<tr>
<td>Definitely not join</td>
<td>12.3</td>
<td>8.4</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

The data in Table XI indicates that over 50 per cent of the present-day adolescents would probably or definitely join a particular club in spite of parental disapproval, whereas in Coleman's study over 60 per cent said that they probably or definitely would not join if parents disapproved.
A significant difference is shown between 1957 and 1972 on parents' rejection of a particular teenage club that an adolescent wanted to join. These data indicate that the adolescent in some matters is not interested or will tend not to heed the advice of parents, and thus separates himself from adult guidance.

### TABLE XII

*WHAT IF YOUR PARENTS APPROVED, BUT THE TEACHER YOU LIKE MOST DISAPPROVED OF THE GROUP. WOULD YOU --*

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 1598</td>
<td>N = 1588</td>
<td></td>
</tr>
<tr>
<td>Definitely join anyway</td>
<td>21.6</td>
<td>30.25</td>
<td>.01</td>
</tr>
<tr>
<td>Probably join</td>
<td>50.0</td>
<td>50.5</td>
<td>.01</td>
</tr>
<tr>
<td>Probably not join</td>
<td>18.3</td>
<td>12.7</td>
<td>N.S.</td>
</tr>
<tr>
<td>Definitely not join</td>
<td>2.0</td>
<td>2.4</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

The adolescents indicated in their response to the question that teacher-disapproval amounts to very little in the decision to join a particular club. As reported earlier in Table I, it is apparent that the responses indicate a split between disapproval of parent and breaking
with a friend; yet the results showed clearly that the
teacher's disapproval counts most for only a tiny minority.

**TABLE XIII**

**BUT WHAT IF YOUR PARENTS AND TEACHERS APPROVED OF THE
GROUP, BUT BY JOINING THE CLUB YOU WOULD BREAK WITH
YOUR CLOSEST FRIEND, WHO WASN'T ASKED TO JOIN.
WOULD YOU —**

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
<th>Per Cent Elites 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely join anyway</td>
<td>4.5</td>
<td>4.7</td>
<td>N.S.</td>
<td>1.5</td>
</tr>
<tr>
<td>Probably join</td>
<td>26.1</td>
<td>24.4</td>
<td>N.S.</td>
<td>31.0</td>
</tr>
<tr>
<td>Probably not join</td>
<td>39.7</td>
<td>45.1</td>
<td>.05</td>
<td>43.4</td>
</tr>
<tr>
<td>Definitely not join</td>
<td>15.7</td>
<td>20.5</td>
<td>N.S.</td>
<td>21.7</td>
</tr>
</tbody>
</table>

Here the two adult factors approve, but the young
person must decide on the basis of his continued relation-
ship with a close friend. In 1972, over 60 per cent
indicated that they probably or definitely would not join
if it meant breaking with a close friend. Friendship is
obviously important to the developing adolescent.

The null hypothesis was rejected.
The stated hypothesis was supported by the study and indicates that the adolescent in certain areas, such as joining or not joining a club, looks to other adolescents for directions first, then to parents, and last to teachers.

**Hypothesis 4**

The qualities necessary for membership in the leading crowd (elite) will differ significantly from that found in *The Adolescent Society*.

In the area designated "what it takes to be in the leading crowd," the adolescents of 1957 and 1972 differed significantly in only three areas (see Table XIV). Fewer present-day adolescents felt that personality, good reputation, and good looks were as important for acceptance as did their earlier counterparts. An important aspect of this question centered around the many written comments that stated that a single leading crowd was non-existent, and that in reality instead of one main important group there are three or more different but equally important groups, each with a different set of values. The impression given was that status could be gained by membership in any of numerous groups. Although the adolescent may not be considered as a member of one certain group, it is important
TABLE XIV

WHAT IT TAKES TO BE IN THE LEADING CROWD.

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have good clothes</td>
<td>14.5</td>
<td>12.2</td>
<td>N.S.</td>
</tr>
<tr>
<td>Good grades - be smart</td>
<td>11.0</td>
<td>2.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>Comes from right neighborhood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parents with money - social climber</td>
<td>4.6</td>
<td>3.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>Boys - be an athlete - sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls - be in activities - clubs</td>
<td>13.3</td>
<td>10.9</td>
<td>N.S.</td>
</tr>
<tr>
<td>Boys - have a car, know cars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls - be neat, dress neat</td>
<td>10.8</td>
<td>4.3</td>
<td>N.S.</td>
</tr>
<tr>
<td>Be friendly - popular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>friendly to all</td>
<td>5.6</td>
<td>11.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>Good personality - sense of humor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be fun - leading crowd</td>
<td>37.8</td>
<td>19.7</td>
<td>.01</td>
</tr>
<tr>
<td>Have a good time like excitement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be out for a good time</td>
<td>1.9</td>
<td>3.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>Good reputation - don't smoke</td>
<td>12.4</td>
<td>3.4</td>
<td>.05</td>
</tr>
<tr>
<td>Have loose morals, smoke, drink</td>
<td>0.9</td>
<td>8.8</td>
<td>N.S.</td>
</tr>
<tr>
<td>Good looks, get along with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opposite sex - dance - date - go out</td>
<td>25.8</td>
<td>17.0</td>
<td>.01</td>
</tr>
<tr>
<td>Have money</td>
<td>18.4</td>
<td>14.2</td>
<td>N.S.</td>
</tr>
<tr>
<td>Negative affect expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plastic-fakeness-etc.</td>
<td>5.4</td>
<td>3.1</td>
<td>N.S.</td>
</tr>
<tr>
<td>Religion</td>
<td>2.0</td>
<td>1.0</td>
<td>N.S.</td>
</tr>
<tr>
<td>Don't know (explicitly stated)</td>
<td>3.6</td>
<td>9.8</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

to be considered a member of some group. Note this in the following comments:

Not one leading group but two "Jocks" (athletes) and S.C.'s (social climbers) here at . . . .
Two crowds—S.C.'s and "Freaks" (hippies),

We don't belong to the "socials" who show off money and clothes,

This question depends on who you consider "leading," I can't specify one group as leading,

There is no "leading crowd." There are many different kinds of crowds but each is very different and none of the "crowds" have gained more popularity than the other,

I don't know, because I don't give a damn if they want me or not,

What leading crowd?,

Everyone has their own set of friends, but no one tries to influence the other,

Being Jewish or an S.C.?

Data in Table XV gives further insight into the importance of a leading crowd.

**TABLE XV**

**WOULD YOU LIKE TO BE PART OF THE LEADING CROWD?**

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 1321</td>
<td>N = 1272</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32.7</td>
<td>11.1</td>
<td>.01</td>
</tr>
<tr>
<td>No</td>
<td>36.5</td>
<td>50.9</td>
<td>.01</td>
</tr>
<tr>
<td>Don't care</td>
<td>30.8</td>
<td>38.0</td>
<td>.05</td>
</tr>
</tbody>
</table>
These students indicated that they did not belong to the leading crowd and now the majority say "no" or indicate they don't care to be a part of this leading crowd. This further indicates that membership to the leading crowd is no longer a sine qua non for the adolescent.

Since only three of the fourteen qualities indicated a significant difference, the proposed hypothesis was not supported and was rejected. The null hypothesis was retained.

Hypothesis 5

The desire to be considered a brilliant student will be significantly lower than in results found by Coleman.

Table XVI is extremely revealing in two areas—athletics and scholastics.
TABLE XVI

IF YOU COULD BE REMEMBERED HERE AT SCHOOL FOR ONE OF THE THREE THINGS BELOW, WHICH ONE WOULD YOU WANT IT TO BE?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brilliant student (total)</td>
<td>19.8</td>
<td>36.5</td>
<td>.01</td>
</tr>
<tr>
<td>Athletic star (boys)</td>
<td>46.1</td>
<td>31.8</td>
<td>.01</td>
</tr>
<tr>
<td>Leader in activities (girls)</td>
<td>58.1</td>
<td>37.1</td>
<td>.01</td>
</tr>
<tr>
<td>Most popular (total)</td>
<td>27.9</td>
<td>28.8</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

The brilliant student image is shown as being very worthwhile with the present teenager, and is significantly higher than results secured in 1957. The image of the athletic star has decreased in value significantly from the 1957's. The increased interest in academics negates the proposed hypothesis, and rejection of the item was supported in Table XVII.
TABLE XVII

SUPPOSE YOU HAD A CHANCE TO GO OUT WITH EITHER A STAR ATHLETE (FOR GIRLS), A CHEERLEADER (FOR BOYS) OR A PERSON WHO IS THE BEST STUDENT IN CLASS, OR THE BEST LOOKING PERSON IN CLASS. WHICH ONE WOULD YOU RATHER GO OUT WITH?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star athlete (girls)</td>
<td>34.5</td>
<td>13.5</td>
<td>.01</td>
</tr>
<tr>
<td>Cheerleader (boys)</td>
<td>41.7</td>
<td>14.7</td>
<td>.01</td>
</tr>
<tr>
<td>Best student (total)</td>
<td>10.1</td>
<td>11.1</td>
<td>N.S.</td>
</tr>
<tr>
<td>Best looking (total)</td>
<td>51.8</td>
<td>74.9</td>
<td>.01</td>
</tr>
</tbody>
</table>

The response to this question again indicates a significant drop in the value given the cheerleader and the athlete against that found by Coleman in 1957. The adolescent wishes to date that person considered best looking over the student thought of as best student. The best student choice remained almost the same in the results of the two studies. The results indicated that the desire to be considered a brilliant student is the same to slightly more important now than that found by Coleman in 1957.

The null hypothesis was retained and the proposed research hypothesis was rejected.
Hypothesis 6

There will be no significant difference between the status system of teenagers found in *The Adolescent Society* and that found in this study.

What is seen as successful and worthwhile.—Student information that relates to occupational values is given in Table XVIII.

**TABLE XVIII**

RANK THE FOLLOWING IN TERMS OF THEIR ATTRACTIVENESS FOR YOU, IF YOU COULD BE ANY OF THESE --

<table>
<thead>
<tr>
<th></th>
<th>Per Cent Checking Each Rank (One Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>An executive in a large national corporation</td>
<td>1957</td>
</tr>
<tr>
<td></td>
<td>1972</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
</tr>
<tr>
<td>A respected leader in civic and political affairs</td>
<td>1957</td>
</tr>
<tr>
<td></td>
<td>1972</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
</tr>
<tr>
<td>A statesman in the affairs of the nation</td>
<td>1957</td>
</tr>
<tr>
<td></td>
<td>1972</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
</tr>
<tr>
<td>A successful businessman in your community</td>
<td>1957</td>
</tr>
<tr>
<td></td>
<td>1972</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
</tr>
</tbody>
</table>
None of the areas show a significant difference, and the responses made in 1972 almost parallel the results secured in 1957, which corresponds to the proposed hypothesis. The null hypothesis was retained. Further information in this area is given in Table XIX.

### TABLE XIX

**RANK THE FIVE ITEMS BELOW IN TERMS OF THEIR IMPORTANCE TO YOU ON A JOB**

<table>
<thead>
<tr>
<th>Item</th>
<th>Year</th>
<th>Per Cent Checking Each Rank (One Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The security of steady work</td>
<td>1957</td>
<td>23.1</td>
</tr>
<tr>
<td></td>
<td>1972</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
<td>N.S.</td>
</tr>
<tr>
<td>The opportunity for a rapid rise</td>
<td>1957</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>1972</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
<td>N.S.</td>
</tr>
<tr>
<td>The enjoyment of the work itself</td>
<td>1957</td>
<td>54.7</td>
</tr>
<tr>
<td></td>
<td>1972</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
<td>N.S.</td>
</tr>
<tr>
<td>Friendly people to work with</td>
<td>1957</td>
<td>13.2</td>
</tr>
<tr>
<td></td>
<td>1972</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
<td>N.S.</td>
</tr>
<tr>
<td>A high income</td>
<td>1957</td>
<td>9.9</td>
</tr>
<tr>
<td></td>
<td>1972</td>
<td>17.2</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
<td>.05</td>
</tr>
</tbody>
</table>
The only area in which present-day adolescents disagreed with their previous counterparts occurred on the item "a high income." The contemporary adolescent is more interested in a high income as an important aspect of his job. Teenagers of today want to enjoy their work and be able to work with friendly people, but feel that the opportunity for a rapid rise is not as important.

What it takes to be popular.--The items that seem to be relevant for student popularity are given in Table XX.

**TABLE XX**

AMONG THE CROWD YOU GO AROUND WITH, WHICH OF THE THINGS BELOW ARE IMPORTANT TO DO IN ORDER TO BE POPULAR IN THE GROUP?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
<th>Per Cent Elites 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a good dancer</td>
<td>27.0</td>
<td>7.6</td>
<td>.01</td>
<td>3.9</td>
</tr>
<tr>
<td>Have sharp clothes</td>
<td>18.5</td>
<td>16.4</td>
<td>N.S.</td>
<td>17.0</td>
</tr>
<tr>
<td>Have a good reputation</td>
<td>77.0</td>
<td>41.6</td>
<td>.01</td>
<td>55.8</td>
</tr>
<tr>
<td>Stirring up a little excitement</td>
<td>32.3</td>
<td>44.5</td>
<td>.01</td>
<td>37.2</td>
</tr>
<tr>
<td>Have money</td>
<td>8.2</td>
<td>14.1</td>
<td>N.S.</td>
<td>7.7</td>
</tr>
<tr>
<td>Smoking</td>
<td>3.0</td>
<td>5.9</td>
<td>N.S.</td>
<td>0</td>
</tr>
<tr>
<td>Being up on cars (boys)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know how to dress properly (girls)</td>
<td>45.6</td>
<td>25.8</td>
<td>.01</td>
<td>21.7</td>
</tr>
<tr>
<td>Know popular singers and movie stars</td>
<td>19.2</td>
<td>10.0</td>
<td>.01</td>
<td>3.4</td>
</tr>
</tbody>
</table>
The results indicate that the contemporary teenager has fewer guidelines to direct him into the popular group, or it may indicate that there are fewer rigid regulations regarding popularity and acceptance. It is important to note again in Table XIV that "to have a good reputation" is not as important to the present adolescent as found in the Coleman study. "Stirring up a little excitement" increased significantly as a means of gaining popularity. Other areas that indicated a significant decrease from the 1957 survey are "be a good dancer," "know how to dress properly" (girls), "being up on cars" (boys), and "know what's going on in the world of popular singers and movie stars. The next question (Table XXI) asks students to rank four selected items in terms of the importance of each to them.
TABLE XXI

RANK EACH OF THE FOLLOWING FOUR ITEMS IN TERMS OF THEIR IMPORTANCE TO ADOLESCENTS

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups and activities</td>
<td>1957</td>
<td>8.2</td>
<td>19.2</td>
<td>34.3</td>
<td>38.2</td>
</tr>
<tr>
<td>activities outside</td>
<td>1972</td>
<td>16.8</td>
<td>30.2</td>
<td>34.1</td>
<td>19.9</td>
</tr>
<tr>
<td>school</td>
<td>L.S.</td>
<td>0.05</td>
<td>0.01</td>
<td>N.S.</td>
<td>0.01</td>
</tr>
<tr>
<td>Activities</td>
<td>1957</td>
<td>12.8</td>
<td>25.8</td>
<td>31.2</td>
<td>30.1</td>
</tr>
<tr>
<td>associated with</td>
<td>1972</td>
<td>11.6</td>
<td>14.6</td>
<td>27.1</td>
<td>46.9</td>
</tr>
<tr>
<td>school</td>
<td>L.S.</td>
<td>N.S.</td>
<td>0.01</td>
<td>N.S.</td>
<td>0.01</td>
</tr>
<tr>
<td>Having a good</td>
<td>1957</td>
<td>21.2</td>
<td>35.4</td>
<td>21.5</td>
<td>22.0</td>
</tr>
<tr>
<td>time</td>
<td>1972</td>
<td>49.2</td>
<td>28.8</td>
<td>12.9</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
<td>0.01</td>
<td>0.05</td>
<td>0.05</td>
<td>0.01</td>
</tr>
<tr>
<td>A good reputation</td>
<td>1957</td>
<td>61.1</td>
<td>18.8</td>
<td>11.3</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>1972</td>
<td>30.1</td>
<td>25.0</td>
<td>22.9</td>
<td>21.9</td>
</tr>
<tr>
<td></td>
<td>L.S.</td>
<td>0.01</td>
<td>0.05</td>
<td>0.01</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Data in Table XXI gives insight into some of the previous findings regarding the social versus academic activities in school. The present adolescent is more interested in activities outside school (discussed more in detail later) and having a good time, with a diminishing importance in a good reputation and activities associated with school.
Hypothesis 7

This study will reveal that groups and activities, outside school, will receive a significantly higher rating than activities associated with school. This value will differ significantly from that value found in The Adolescent Society.

Examination of Table XXI reveals that 16.8 per cent of the present adolescents gave "groups and activities outside school" a "one" (highest) rating as opposed to 8.2 per cent of the 1957 adolescents. More revealing is the fact that 46 per cent of this present group gave outside activities a "one" or "two" (out of four) rating, while only 26.2 per cent of the same group gave a "one" or "two" rating for activities associated with school. Specifically, 49.6 per cent of the present group gave activities associated with school the lowest rank. The adolescent is looking less and less to the school for his entertainment and social activities. It is also interesting to note that the percentage of adolescents who work in 1957 and 1972 is very similar, as shown in Table XXII.
TABLE XXII

DO YOU EARN ANY MONEY BY WORKING OUTSIDE THE HOME? (NOT COUNTING SUMMER WORK)

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
<th>Per Cent Elites 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>1.7</td>
<td>1.1</td>
<td>N.S.</td>
<td>.8</td>
</tr>
<tr>
<td>Yes</td>
<td>54.9</td>
<td>58.0</td>
<td>N.S.</td>
<td>45.7</td>
</tr>
<tr>
<td>No</td>
<td>43.3</td>
<td>40.8</td>
<td>N.S.</td>
<td>53.5</td>
</tr>
</tbody>
</table>

Thus the evidence secured supports the research hypothesis that adolescents are directing more time and energy to outside groups and activities. The null hypothesis was rejected.

Hypothesis 3

Academic achievement, among the leading crowd, counts for little in the adolescent culture, and present results will not differ significantly from results found by Coleman.
### Table XXIII

Among the items below, what does it take to get to be important and looked up to by the other girls-boys here at school?* Which of these items is most important in making a girl popular with the boys-girls around here? That is, among the boys-girls who really rate, which of these things count most?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Combined Ranks of</th>
<th>Column A Per Cent</th>
<th>Column A Per Cent Elites</th>
<th>Column A L.S.</th>
<th>Column B Per Cent</th>
<th>Column B Per Cent Elites</th>
<th>Column B L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming from the right family</td>
<td>1,2,3 4,5,6</td>
<td>24.2 75.8</td>
<td>22.7 77.2</td>
<td>N.S. 73.9</td>
<td>26.0 32.3</td>
<td>16.7 83.3</td>
<td>N.S.</td>
</tr>
<tr>
<td>Leader in activities</td>
<td>1,2,3 4,5,6</td>
<td>74.9 25.1</td>
<td>78.6 21.4</td>
<td>N.S. 31.3</td>
<td>68.7 67.6</td>
<td>67.6 32.3</td>
<td>N.S.</td>
</tr>
<tr>
<td>Clothes (car)</td>
<td>1,2,3 4,5,6</td>
<td>30.8 69.2</td>
<td>32.0 68.0</td>
<td>N.S. 55.5</td>
<td>44.5 51.5</td>
<td>48.3 51.5</td>
<td>N.S.</td>
</tr>
<tr>
<td>High grades, honor roll</td>
<td>1,2,3 4,5,6</td>
<td>42.1 57.8</td>
<td>22.3 77.7</td>
<td>N.S. 76.9</td>
<td>26.1 73.9</td>
<td>7.2 92.8</td>
<td>N.S.</td>
</tr>
<tr>
<td>Being cheerleader (athlete)</td>
<td>1,2,3 4,5,6</td>
<td>70.6 29.5</td>
<td>68.3 31.7</td>
<td>N.S. 72.4</td>
<td>74.5 25.5</td>
<td>25.5 74.5</td>
<td>N.S.</td>
</tr>
<tr>
<td>Being in the leading crowd</td>
<td>1,2,3 4,5,6</td>
<td>80.4 19.6</td>
<td>86.5 13.5</td>
<td>N.S. 85.4</td>
<td>93.7 6.2</td>
<td>N.S. 6.2</td>
<td></td>
</tr>
</tbody>
</table>

*See Column A.  
**See Column B.  

**NOTE:** In each category ranks 1,2,3 were combined and ranks 4,5,6 were combined.
As shown in Table XXIII the adolescents ranked "high grades, honor roll" as an area of less importance or as a poorer means to gain popularity when compared to results found by Coleman. No other category revealed a significant difference when compared to results found in 1957. The items that rank high in importance to adolescents are "being in the leading crowd," "leader in activities," and/or "being a cheerleader-athlete." But values reported did not differ significantly from those found by Coleman.

**TABLE XXIV**

**SUPPOSE YOU HAD A CHANCE TO GO OUT WITH EITHER A CHEERLEADER-ATHLETE OR A GIRL-BOY WHO IS BEST STUDENT IN CLASS, OR THE BEST LOOKING GIRL-BOY. WHICH ONE WOULD YOU RATHER GO OUT WITH?**

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent Elites 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star athlete—cheerleader</td>
<td>38.1</td>
<td>13.0</td>
<td>N.S.</td>
</tr>
<tr>
<td>Best student</td>
<td>10.1</td>
<td>8.8</td>
<td>N.S.</td>
</tr>
<tr>
<td>Best looking</td>
<td>51.8</td>
<td>76.1</td>
<td>.01</td>
</tr>
</tbody>
</table>

No significant change was found in the value of best student (see Table XXIV). A significant difference was
shown in the area of best looking—more of the present-day elites would rather go out with the best looking teenager than athlete-cheerleader or best student. Although a study of the data indicates a significant difference in the area of academic achievement (see Table XXIII), it is in the same direction of less importance, which partially supports the original proposed hypothesis.

Other Findings

This section will investigate selected questions that may give the reader a little deeper insight into the adolescent world of Executive Heights II. An attempt was made to present a small account of the parents of the adolescent, and the percentage of smoking and drinking found among adolescents, along with other information.

The data found in Table XXV indicates where the students' mother and father were born.
### Table XXV

**WHERE WERE YOUR PARENTS BORN?**

<table>
<thead>
<tr>
<th></th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Cent 1957</td>
<td>Per Cent 1972</td>
</tr>
<tr>
<td>In this town or county</td>
<td>11.9</td>
<td>18.1</td>
</tr>
<tr>
<td>Outside this county but in state</td>
<td>35.7</td>
<td>23.4</td>
</tr>
<tr>
<td>Outside state but in the U.S.</td>
<td>36.1</td>
<td>47.5</td>
</tr>
<tr>
<td>Outside the U.S.</td>
<td>12.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Don't know</td>
<td>3.2</td>
<td>5.0</td>
</tr>
</tbody>
</table>

It is interesting to note that 45+ per cent of the parents of the adolescents of Executive Heights II came from outside of the state in which they now reside.

Table XXVI contains information on the amount of formal education possessed by the parents of the adolescents surveyed.
TABLE XXVI

HOW MUCH FORMAL EDUCATION DID YOUR PARENTS HAVE?

<table>
<thead>
<tr>
<th></th>
<th>Father</th>
<th></th>
<th>Mother</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Cent</td>
<td>1972</td>
<td>Per Cent</td>
<td>1972</td>
</tr>
<tr>
<td>Some grade school</td>
<td>3.8</td>
<td>1.4</td>
<td>2.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Finished grade school</td>
<td>5.2</td>
<td>1.1</td>
<td>5.7</td>
<td>.7</td>
</tr>
<tr>
<td>Some high school</td>
<td>9.3</td>
<td>3.6</td>
<td>9.1</td>
<td>4.9</td>
</tr>
<tr>
<td>Finished high school</td>
<td>18.8</td>
<td>13.6</td>
<td>33.3</td>
<td>25.2</td>
</tr>
<tr>
<td>Some college</td>
<td>18.9</td>
<td>15.5</td>
<td>23.3</td>
<td>25.0</td>
</tr>
<tr>
<td>Finished college</td>
<td>24.2</td>
<td>36.2</td>
<td>18.4</td>
<td>27.0</td>
</tr>
<tr>
<td>Graduate school</td>
<td>16.2</td>
<td>20.4</td>
<td>4.9</td>
<td>8.1</td>
</tr>
<tr>
<td>Don't know</td>
<td>2.5</td>
<td>6.7</td>
<td>2.0</td>
<td>6.1</td>
</tr>
</tbody>
</table>

As might have been expected, a greater percentage of the parents of Executive Heights II have progressed further in education than those in the earlier study due primarily to the trend of individuals staying in education longer.

Another question covered in the survey investigated the percentages of mothers working outside the home.
TABLE XXVII

DOES YOUR MOTHER HAVE A JOB OUTSIDE THE HOME?

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, full-time</td>
<td>13.5</td>
<td>26.1</td>
</tr>
<tr>
<td>Yes, part-time</td>
<td>14.2</td>
<td>14.7</td>
</tr>
<tr>
<td>No</td>
<td>71.0</td>
<td>57.5</td>
</tr>
</tbody>
</table>

A greater percentage of mothers of Executive Heights II work full-time than found in 1957. It is worthy to recognize that within this community of a rather high socioeconomic level, more than 40 per cent of the mothers work full- or part-time.

One of the questions that may provide insight into the adolescent feeling toward education dealt with remaining in school until graduation.
TABLE XXVIII

IF SCHOOL WERE NOT COMPULSORY, AND IT WERE COMPLETELY
UP TO YOU, WOULD YOU —

<table>
<thead>
<tr>
<th></th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay in school until graduation</td>
<td>91.1</td>
<td>80.4</td>
<td>.01</td>
</tr>
<tr>
<td>Leave school before graduation</td>
<td>2.0</td>
<td>3.8</td>
<td>N.S.</td>
</tr>
<tr>
<td>Don't know</td>
<td>6.1</td>
<td>15.2</td>
<td>.02</td>
</tr>
</tbody>
</table>

The information found in this table indicates that a smaller percentage of adolescents of Executive Heights II would remain in school until graduation when compared to the original Executive Heights.

That more of the adolescents "don't know" about remaining in school may indicate the young person of today is unsure about the value of secondary education.

The following information on smoking and drinking relates to both 1957 and 1972, as reported in Table XXIX. Students who failed to answer are excluded from the tabulation. It is quite likely that these responses were affected by the fact that an adult administered the questionnaire and that it was one of the last questions
asked. It was strongly impressed upon the teenagers that no one except the research staff would see the individual questionnaires.

<table>
<thead>
<tr>
<th></th>
<th>Par Cent 1957 N = 1400</th>
<th>Per Cent 1972 N = 1436</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMOKE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, regularly</td>
<td>10.4</td>
<td>19.5</td>
<td>.05</td>
</tr>
<tr>
<td>Yes, occasionally</td>
<td>14.9</td>
<td>16.1</td>
<td>N.S.</td>
</tr>
<tr>
<td>No</td>
<td>74.8</td>
<td>64.4</td>
<td>.01</td>
</tr>
<tr>
<td><strong>DRINK BEER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, regularly</td>
<td>1.8</td>
<td>12.0</td>
<td>N.S.</td>
</tr>
<tr>
<td>Yes, occasionally</td>
<td>16.5</td>
<td>39.6</td>
<td>.01</td>
</tr>
<tr>
<td>No</td>
<td>81.7</td>
<td>48.3</td>
<td>.01</td>
</tr>
<tr>
<td><strong>DRINK LIQUOR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, regularly</td>
<td>1.0</td>
<td>6.01</td>
<td>N.S.</td>
</tr>
<tr>
<td>Yes, occasionally</td>
<td>11.2</td>
<td>47.6</td>
<td>.01</td>
</tr>
<tr>
<td>No</td>
<td>87.8</td>
<td>46.4</td>
<td>.01</td>
</tr>
</tbody>
</table>

**TABLE XXIX**

DO YOU SMOKE, DRINK BEER, OR DRINK LIQUOR?
It is useful to note that the principal protections against response bias in a self-administered questionnaire seem to lie in such a guarantee, rather than in the characteristics of the administrator. A teenager may understate his smoking and drinking if another teenager could see it. But if only strangers, whether adults or teenagers, see it, he will likely respond more truthfully (1).

In the state where the present study was conducted, smoking is not illegal for high-school age children, but the purchase of cigarettes by this age is illegal. Also, since the first study the public has been informed by the United States Health Department of the dangers inherent in cigarette smoking. In addition, smoking on campus is strictly forbidden and the ban is enforced. Thus it would be assumed that smoking would not be as prevalent now as in 1957. The results indicate just the opposite. In 1957, almost three-fourths of the adolescents did not smoke, yet in 1972 it has diminished to where only two-thirds of the sample population do not smoke. Regular smokers among the present teenagers have increased almost 10 per cent since 1957.

Purchase and possession of intoxicating beverages by school-age adolescents is illegal in the state where the
study was conducted. Yet the percentage of drinking has increased among young people. Since drinking and smoking are not allowed on the campus and drinking is forbidden at school-related functions, the adolescents if they wish to smoke or drink (as more seem to want to) must find activities that are not school-sponsored. It becomes obvious that the desire to indulge in smoking and drinking is aiding in drawing the adolescent away from the activities of the Executive Heights II.

TABLE XXX

CHECK EACH ITEM THAT YOUR PARENTS HAVE DEFINITE RULES FOR

<table>
<thead>
<tr>
<th>Activity</th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time for being in at night on weekends</td>
<td>53.1</td>
<td>53.7</td>
<td>N.S.</td>
</tr>
<tr>
<td>Amount of dating</td>
<td>15.0</td>
<td>10.4</td>
<td>N.S.</td>
</tr>
<tr>
<td>Against going steady</td>
<td>13.9</td>
<td>8.8</td>
<td>N.S.</td>
</tr>
<tr>
<td>Time spent watching T.V.</td>
<td>20.0</td>
<td>9.7</td>
<td>.01</td>
</tr>
<tr>
<td>Time spent on homework</td>
<td>27.4</td>
<td>16.8</td>
<td>.01</td>
</tr>
<tr>
<td>Against going around with certain boys</td>
<td>27.7</td>
<td>19.9</td>
<td>.05</td>
</tr>
<tr>
<td>Against going around with certain girls</td>
<td>19.8</td>
<td>20.1</td>
<td>N.S.</td>
</tr>
<tr>
<td>Eating dinner with the family</td>
<td>35.8</td>
<td>18.4</td>
<td>.01</td>
</tr>
<tr>
<td>No rules for any of the above items</td>
<td>17.7</td>
<td>24.3</td>
<td>.05</td>
</tr>
</tbody>
</table>
Each item that showed a significant difference was in the direction of fewer rules. Specifically, the last item indicated that parents of today have fewer regulations than parents of the 1957 period.

TABLE XXXI

HOW OFTEN DO YOU ATTEND CHURCH OR SYNAGOGUE?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Per Cent 1957</th>
<th>Per Cent 1972</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every week</td>
<td>55.0</td>
<td>36.5</td>
<td>.01</td>
</tr>
<tr>
<td>1 to 3 times a month</td>
<td>19.9</td>
<td>16.9</td>
<td>N.S.</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>16.1</td>
<td>23.2</td>
<td>.05</td>
</tr>
<tr>
<td>Never</td>
<td>6.6</td>
<td>20.6</td>
<td>.01</td>
</tr>
</tbody>
</table>

A decrease in percentage of church attendance is noted in the habits of the present-day adolescents. It is especially apparent in the "never attend" column, which has increased from almost 7 per cent in 1957 to almost 21 per cent in 1972. It is of interest to compare this with the answer to another question. This question had only one part that showed a significant difference, the item that dealt with "living up to my religious ideals." The question was
stated this way: "Different people strive for different things. Here are some things that you have probably thought about. Among the things you strive for during your high school days, just how important is each of these?"

Of the items to be ranked, "pleasing my parents," "learning as much as possible in school," and "being accepted and liked by other students" showed no significant difference between 1957 and 1972. However, in the category "living up to my religious ideals," a significant difference was found.

### TABLE XXXII

**LIVING UP TO MY RELIGIOUS IDEALS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Cent Checking Each Rank (One Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1957</td>
<td>12.8</td>
</tr>
<tr>
<td>1972</td>
<td>24.5</td>
</tr>
<tr>
<td>L.S.</td>
<td>.01</td>
</tr>
</tbody>
</table>

The results of this question indicate that the adolescent of today is more personally oriented to religion than the adolescent studied in 1957, although his acceptance
of organized worship (as evidenced by the drop in church attendance shown in Table XXI) may be waning.
CHAPTER BIBLIOGRAPHY


Summary of the Study

This study compared selected attitudes and values of the adolescent society in 1957 and 1972. A comparison of the results found by James S. Coleman in his fall students' questionnaire given to students in Executive Heights (code name for a large high school found in northern Illinois) in 1957 was made with results found at a comparable high school in Texas in 1972. The two schools were chosen because of the similarity of community, size, and student characteristics; such as academic performance, athletic record, and college orientation. The schools were selected because they tended "to be out ahead" of the general school population in social development. Participants in this study included the entire student body present on the day the questionnaire was administered.

The questionnaire used for this follow-up study was the same questionnaire developed for James S. Coleman's
research carried out on schools in the Chicago area. The original questionnaire was pretested and updated in the spring of 1957, and the data collected in September and October of that year. The only questions changed were those that were outdated; such as songs, automobiles, and terminology. Every effort was made not to change either the questionnaire or the intent of the questions on the test. This was done in an attempt to secure an actual comparison between 1957 and 1972. Coleman in his study sought "first to understand the nature of adolescent social climates and their specific consequences on students within them, and second to learn something about why one kind of climate exists in one school, while a totally different kind exists in another" (1, p. 332). Education, leisure, technology, life style, and religion have caused changes in the adolescent, and those who plan curricula for the adolescent need current information. This investigation was intended to find out some of the changes and direction of these changes. Results of Coleman's study were secured from Johns Hopkins University with permission granted by Dr. Lloyd Terme.

This investigation was designed to examine the above problem in two similar schools fifteen years apart,
realizing that the immediate descriptive results are limited to these schools and those like them. Obviously, to explore in full the variations in social climates would require a much larger study than this one, and in this sense it was not designed for a more extensive coverage of the total range of social climates.

The data were collected from all students present at the selected school on a specific day, and constituted the only data collected. The questionnaire data included sociometric questions and semi-projective items, as well as the usual kinds of attitude and background items of various sorts. In September of 1972, the test was administered by the second period teachers to all students present. This period was extended to one and one-half hours in order to give each student ample time to complete the questionnaire.

All teachers were given the reasons for the administration of the questionnaire along with an instruction sheet prior to the administration of the questionnaire. The students received similar information over the public address system along with the instructions of the teacher. The five counselors circulated in designated areas to
assist teachers and students during the actual administration time. Upon completing the questionnaire, the students were asked to place the results in a large envelope which was picked up by the counselor in charge of that area. The large envelopes were delivered to the investigator, to fulfill the promise that individual questionnaires would not be seen by the high school staff. Since fewer than 25 out of approximately 1,700 questionnaires had to be discarded due to adverse response (grossly vulgar remarks), along with favorable staff and student comments, it was felt that the results should be representative of the attitudes and values of this high-school student body.

The questionnaires were then alphabetized, numbered, and the data key-punched into data processing cards to be processed by the computer. The resulting printout gave the item number, frequency, and percentage of response, identical to the method of reporting used in Coleman's research of 1957. To test each hypotheses, the significant difference between two percentages was used (3, p. 135). All written responses needed for this study were manually secured, tallied, and results given on tables in Chapter III. The "leading crowd," or elites, were selected using students
whose names were mentioned four or more times in response to "whom would you most want to be like" and "if a boy-girl came here to school and wanted to get in with the leading crowd, whom should he get to be friends with?" Also, presidents of all school clubs and the cheerleaders were included.

Discussion of the Findings

The larger study, which this investigation attempted to replicate in one school, developed as an attempt to provide some initial answers to the following concerns. First, to understand the nature of the social climates present in widely divergent schools along with their specific consequences for the persons within them; and secondly, to learn what factors in the school and community tend to generate one or another adolescent climate (2). The present investigation dealt only with the student values and attitudes, and did not attempt to delve into the sources of these social climates. The specific hypotheses have been analyzed in Chapter III, and this section will deal with the fundamental purposes of the present study.
Findings Related to Purposes la, lb, and 2

It was found that peers, families, and schools are each, in certain situations, influential upon the attitude and behavior of the young person. The chapter on related literature indicates that the adolescent is dependent upon his parents but seeks support and direction from peer associates. This study supports the idea that the adolescent seeks and finds direction from age cohorts in areas that deal with social life of the adolescent, but depends and follows adult guidance in the activities that have an influence later in life.

Research indicates that as children move into the period of adolescence their interests increasingly become age-mate oriented, and this study supports the fact that adolescents look to one another for support (2, 3, 6). Since the adolescent is forced to attend school, something that is not of his making or choice, the young person will share purpose and interest, while seeking understanding, from those who are found in a similar situation. This study does not indicate rejection of the parents' attitudes or interest, but does indicate that adolescents do seek answers from other sources and do not totally depend upon
the adults with whom they have contact. Indications are that there exists a general adolescent subculture with generalized rules of behavior and social action that may not appear as coming from adults, but with analysis actually are a result of adult influence. This is demonstrated in the area of dating and how they want to be remembered. Adolescents want to date an attractive person because the adult world supports the idea of beauty. In addition, the young person wants to be remembered as being intelligent because in the future success is more apt to be attained with knowledge.

The adolescent of today directs more of his energy into activities that bring pleasure to himself, which is not divergent from the direction taken by the adult. The upswing of interest in recreational activities available for the individual and family are mute testimony that every age group is increasingly aware of having a good time. The adolescent is aware that the "good" life is acquired with the accumulation of wealth, and considers this an important value.

This investigation did not attempt to demonstrate the "goodness" or "badness" of parent-adolescent relationships,
and in reality has forced the young person to choose between parent and peer. Thus the selection of one of the two in this manner creates a situation where the peer mate is usually chosen. In order to bring perspective to this, it must be understood that adolescents have been cut off from family influence (5). The adolescent wants to fulfill the parents' desires, but interests and attitudes are directed toward the smaller teenage societies, which are far-removed from the responsibilities that adults face or have adolescents help them solve. Education could aid in bridging the gap created by the general prosperity, rapid transportation and the mass communication media.

Thus that which the present school does best, teaching academics, is only a part of the activities that it should accomplish. Young people should be allowed the opportunity to participate in the formulation of economic and political decisions not only as apprentices but with entitled rights.

To consider the relationship between parent and school in only one area—the teaching of values, honesty, modesty, charity, or reverence—the schools actually deny these values if they fail to relate to them or are not involved in the formulation of them. Confronted by adult direction
from home and a lack of positive support at school, the young person can and often does appear to be moving farther from guidance derived from our "national values, derived, of course, from Judeo-Christian ethics . . . about the finest mankind has yet formulated" (1, p. 346). The adolescent is directed rather by the economic system to enjoy life to the fullest and consume more, especially consume more as encouraged by the media. Television viewing, which takes a large part of the adolescents' time, is controlled by profit-motivation and appears to be non-humanitarian in specific purpose.

**Findings Related to Purposes 1c, 1d, and 2**

Coleman's study revealed directionality of adolescent social behavior by studying the behavior of the elite or leading crowd. This was complicated in the present study, for although it was agreed that a socially prominent group was in existence at the school, few actually wanted to be a part of this group. The written responses indicated that instead of one leading group, the age of "do your own thing" has created additional groups that feel and are acknowledged to be as important as the social group. Therefore, in this study the composition of the elites and
resulting responses varied only slightly from the total group data. When boys and girls were asked to identify "the person whom you would most want to be like," the overwhelming majority identified "myself" as that person. When students were asked to identify those persons who make up the leading crowd, twenty-two boys were named over five times each and fifty-two girls were named over five times. Three hundred forty-nine names were mentioned one or more times as being a person in the leading crowd. Only 508 students (31 per cent) responded to the question, causing difficulty in isolation of one group from the many cliques that exist in the school environment. Of the chosen elites when asked, "Would you say you are a part of the leading crowd?", 43 per cent indicated that they were not a part of the leading crowd. Of this group who said no, 86 per cent indicated they would not like to be a part of the leading crowd or that they did not care. It became obvious that the rewards or requirements for membership were not worth the gain or sacrifice. Although no significant difference was noted, the elites tended to be more adult-oriented than did the total group. An example of this was noted on Tables I and XI in Chapter III.
The results did not indicate that the elites at the present school gave social goals or directionality to the youth culture. Thus the rewards and punishments dispensed by the social system of the school must be studied in the context of desirability or rejection of status rather than through the activities of the elites.

Athletics were extremely important when Coleman made his study. However, the adolescent of today indicates that other areas of the school activities are equally important. The present school is geared to provide the adolescent with a great emphasis on athletics (such as sports, drill team, and cheerleaders) yet when given a choice of attendance at a non-compulsory pep assembly or going riding with friends, over 65 per cent would rather go with friends riding instead of going with friends to the pep assembly. The emphasis on athletics by schools needs to be investigated more fully to determine what goals are being fulfilled and if they are worthwhile. The athletic image has faded at the present compared to "best looking" or "brilliant student." No longer does athletic stardom bring immediate success and praise from the total student body. It is to be noted that the elites are more oriented to clubs and activities in the
school, because this is where they are able to secure support. In Coleman's study, the girls succeed in various types of clubs while the boys succeed in sports, with extra status given if one is capable academically. The results of this survey indicate that athletics and activities have diminished in relative importance, while academics have increased in importance along with an ever-widening area of activities that are available for the adolescent to achieve status. It is to be noted, however, that anytime an adolescent gains his position by achievement, it stands as a concrete reward of such achievement and will thus bring status whether academic, dramatic, athletic, or musical. The adolescent of today seems to want to bring each area into some type of perspective. Executive Heights already showed this great range of social rewards for different kinds of achievement, and now the present school increases the importance of a wide range of activities.

Findings Related to Purposes le, 1f, and 2

When the original study was conducted at Executive Heights, the importance of academics was ranked particularly low by the teenage culture. Coleman discovered that pure academic success clearly had little currency in that
climate, not only relative to an observer's expectations, but also in comparison with diverse schools. As individuals, however, young people at Executive Heights admired high grades because good grades are very important not only to parents but also for acceptance to the college of the adolescent's choice. What Coleman discovered at Executive Heights was that scholastic achievement counted for little in the culture, and did not give a boy or a girl status in the eyes of his friends. Although this comparison can be made with the present school, it should be noted that academic success is more worthwhile as a status symbol than that found by Coleman. Since the adolescent culture is no longer dominated by one main leading crowd, the various groups have numerous avenues that can lead to status.

Results shown in Table XVI in Chapter III, indicate that adolescents increasingly want to be remembered as a brilliant student rather than as an athlete or a leader in activities.

It is apparent from the results of the questionnaire, the interest of the adolescent is less with the present school than with the multitude of attractions that exist outside of the school. Students are indicating the
secondary school has lost much of its ability to stimulate and nourish student learning. The learning climate of the schools is at the mercy of the law that everyone must go to school whether he wants to or not. Schools are, as one respondent stated, "a prison," and teachers are a hated enemy that must be fought. It is important to recognize this when studying adolescent values and the influence of the various cultures within a secondary school. When the adolescent rejects the activities within the schools for activities outside the institution, education has lost a great deal of its positive influence on the adolescent and his culture.

An investigation into the morals of the adolescent is a wide field and was restricted here to a discussion of the religious habits, smoking, and drinking. Although heterogeneous sexual relationships are an extremely important aspect of the adolescents' world, this study did not attempt to discuss this topic. The religious habits of the adolescent world offer quite a contrast in what they say is important and what they do. When asked about the value of "living up to my religious ideals" the results indicated that this item was more important now than in the
original study. When this was compared to the traditional application, attendance at religious services, the percentage that attend decreased from the percentage found at Executive Heights. This contrast is expanded by the increase in the use of beer and alcohol by the adolescent.

This dilemma may best be understood from the standpoint of definition. The young person of today questions organized religion, that portrayed by the organized churches and synagogues. Thus the rejection by non-attendance at traditional church or synagogue on the part of young people does not indicate less interest in spiritual concerns. Many of the youth are indeed concerned with spirituality and want to participate, but do so in a newer fashion: clubs and music. The results indicate an increased interest in the spiritual aspects, but a decrease in the interest in traditional religion.

The data indicated that the incidence of smoking and the consumption of alcoholic beverages increased since 1957. However, it is felt that adolescents of today are more outspoken on beliefs and activities which could account for part of the increase. The adolescent of today appears to be more vocal in action and does not feel threatened if
adults know they participate in smoking or drinking. Some of the "liberated parents" of today have parties for adolescents where alcoholic beverages are served. These activities may account for the increased interest in alcohol. Smoking has increased and the resistance, on a moral basis, seems to have decreased.

The question of where youth and this country are going has perplexed social scientists and laymen alike. The saying that "youth of today will be the leaders of tomorrow" may be trite, but it is none-the-less true. It is very important for us to listen to what adolescents have to say and to understand what and why they are doing certain things. It is wiser to join them in cooperative ventures toward mutual growth than to attempt to bring them into submission by fighting or subterfuge.

Summary of Findings

This section presents the findings that resulted from the investigations related to each hypotheses.

1. Adolescents of the present study are more oriented to peers in the area of school activities than they were found to be in 1957.
2. The present adolescent spends more time viewing television than he did in 1957.

3. Contemporary young people spend less time doing homework outside school when compared to adolescents of 1957.

4. Automobile ownership by adolescents has increased since 1957.

5. There is no significant difference in the number of evenings spent out by adolescents of the two periods.

6. When an adolescent is faced with personal rejection, the study revealed that the influence and importance of peers, parents, and teachers on the adolescent are found in the order given.

7. The qualities necessary for membership in the leading crowd (elite) did not differ from the findings of 1957, although it is to be noted that fewer contemporary students ascribe to a leading crowd.

8. The image of a brilliant student is more important as a quality for present adolescents when compared to the study of 1957.
9. Activities associated with school, such as athletics and clubs, are of lesser importance now than in 1957.

10. Being "best looking" is more favorable now, as an asset when dating is considered, than found in 1957.

11. The necessity of having a good reputation to attain popularity is less important now than in 1957.

12. "Stirring up a little excitement" is a more important means to secure popularity now than in 1957.

13. There is no significant difference in the number of adolescents who work now when compared to the study of 1957.

14. "Having a good time" is ranked very important to present adolescents when compared to the study of 1957.

Conclusions

1. This study supports the idea that the adolescent seeks and finds direction from age cohorts in areas that deal with the social life of the adolescent.

2. Indications are there was more than one subculture present at Executive Heights II, each with a generalized set of behaviors and social rules.
3. The study indicated that parents of the present-day adolescent were more permissive than found in the previous study.

4. Athletics, in the 1957 study, was very important to the adolescent and was considered the most important of the many activities available. Athletics was important to the present adolescent, but the results implied that other social and academic activities of the school were equally important.

5. The restrictions and traditional approaches of the present school were causing the adolescent to seek activities away from rather than within the school setting.

Implications

1. Educators and others whose responsibility is to provide a learning atmosphere in the public schools should realize that change has taken place in the modern secondary school. The impact of the school is becoming less important in the life of the modern-day adolescent. Therefore, attempts by school officials, to influence the adolescent leaders will not have a significant impact on the total school population, because no single widely-accepted group sets the standards in the contemporary society.
school. The adolescent of today directs more of his activity and energy away from the realm of the public schools. This results in less direction being given by the individuals associated with public education.

2. Educators and others whose responsibility is to provide a learning atmosphere should allow young people an opportunity to participate in the formulation of economic and political decisions. Schools tend to deny these values if they fail to relate to them.

3. There is reason to believe that present schools are not providing valid (as determined by the adolescent) avenues for social growth. The adolescent is interested in the academic aspects of the educational institution but prefers social activities that are not associated with the school. If the schools are to act as an influence on the social adjustment of the adolescent then the present activities must be modified so that adolescents will be encouraged to participate in school-related and school-sponsored activities. There is evidence that a small minority are highly involved in the school, but the greater percentage of adolescents do not feel a part of the school and its related activities.
4. There is also reason to believe that the incidence of smoking and drinking by adolescents has increased despite various attempts to inform them of the consequences. Parents obviously have given sanction to these activities either directly or indirectly.

5. It was noted that differences noted in areas of homework, cars, and television viewing may be explained by the increase in the level of prosperity rather than attitudinal or psychological.

Recommendations

There are many possibilities for future study in the area of adolescent concerns. Listed here are a few suggestions, based on the findings of this study.

1. Investigate the factors that facilitate satisfying relationships between adults and adolescents, especially between teachers and teenagers.

2. Determine the advantages and disadvantages of compulsory attendance rules as are now found in secondary schools.

3. Ascertain whether the secondary school student is rejecting the values that the institution is attempting to inculcate.
4. Measure the value and importance of athletics and club activities as a part of the program of the secondary school.

5. Investigate the peer-group structure as it appears in adolescence and to determine whether it actually has a negating effect on the educational institution.

6. Examine the apparent increased prevalence of delinquency, rebellion, and problems of adolescents in relation to the social influence.
CHAPTER BIBLIOGRAPHY


APPENDIX A

QUESTIONNAIRE

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Name__________________________, ____________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
</tr>
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</table>

I.D. No._____________ Sex M F Grade 10 11 12
(1-2-3-4) (5) 1 2 (6) 1 2 3

This questionnaire is part of a study being carried out in this high school, to learn about the interests and attitudes of high school students in various kinds of high school situations. We think you will find the questions below interesting to answer. Try to go through the questionnaire quickly, without spending too much time on any single question. Answer the questions in order, without skipping.

Please feel free to answer exactly the way you feel, for no one in this school will ever see the questions to specific questionnaires. When finished, hand the questionnaire to the research worker.

Remember: This is an attitude questionnaire, and not a test. There are no right or wrong answers. Most of the questions can be answered by circling the number (like this 3). Specific instructions are given where needed. If you come to a problem, raise your hand, and the research worker who has given you the questionnaire will come to your desk and answer your question. (You may start immediately.)
8. What program are you taking in school?
1 not yet decided 4 general
2 vocational 5 college preparatory
3 commercial 6 other (What?)

9. What subject do you like best in school? (Circle only one)
1 science courses (physics, biology, etc.)
2 mathematics courses (geometry, etc.)
3 social science (civics, history, etc.)
4 English (including speech)
5 shop or vocational courses
6 physical education
7 foreign languages
8 music
9 art
0 other (What?)

10. Did you go out for football this fall?
1 yes
2 no

11. Are you going out for basketball this year?
1 yes
2 no
3 undecided

12. If school were not compulsory, and it were completely up to you, would you
1 stay in school until graduation
2 leave school before graduating
3 don't know

13. If you had your choice of going to another school the size of this one, or to a smaller school, or to a larger one, which would you choose?
1 this size
2 smaller
3 larger
14. Thinking back to the 7th and 8th grades, did you enjoy them more than you are enjoying high school, or are you enjoying high school more?

1 7th and 8th more
2 high school more
3 both same

A What would you most like to get from high school?

15. How much time, on the average, do you spend doing homework outside school?

1 none, or almost none
2 less than 1/2 hour a day
3 about 1/2 hour a day
4 about 1 hour a day
5 about 1-1/2 hour a day
6 about 2 hours a day
7 3 or more hours a day

16. Suppose you had an extra hour in school and could either take some course of your own choosing, or use it for athletics or some other activity, or use it for study hall. How would you use it? (Circle only one)

1 course
2 athletics
3 club or activity
4 study hall, to study
5 study hall, to do something else

17. About how many evenings a week do you spend out with other boys? (Circle the number of evenings)

0 1 2 3 4 5 6 7

18. About how many evenings a week do you spend at home? (Circle the number of evenings)

0 1 2 3 4 5 6 7

19. How many records have you bought in the last month? (Circle the number of records bought)

0 1 2 3 4 5 6 7 8 9 or more
20. Do you have a favorite record right now?

1 yes
2 no

A If yes, what is it?
B Who is your favorite recording artist?

21. What kind of music do you enjoy most?

1 rock 4 jazz
2 folk 5 classical
3 other popular music 6 country and western

22. How often do you go to the movies?

1 never, or almost never
2 about once a month or less
3 about once every two or three weeks
4 about once a week
5 about twice a week
6 more than twice a week

23. With whom do you go most often?

1 by myself
2 with a date
3 with other boys
4 with a group of boys and girls
5 with members of my family

24. About how much time, on the average, do you spend watching TV on a weekday?

1 none, or almost none
2 about 1/2 hour a day
3 about 1 hour a day
4 about 1-1/2 hours a day
5 about 2 hours a day
6 about 3 hours a day
7 4 or more hours a day
Different people strive for different things. Here are some things that you have probably thought about. Among the things you strive for during your high school days, just how important is each of these? (Rank from 1 to 4)

25. pleasing my parents
26. learning as much as possible in school
27. living up to my religious ideals
28. being accepted and liked by other students

Now rank the following four items in terms of their importance for you: (Rank from 1 to 4)

29. groups and activities outside school
30. activities associated with school
31. having a good time
32. a good reputation

Below is a list of items on which some parents have rules for their teenage children, while others don't. Circle each item your parents have a definite rule for.

33. time for being in at night or weekend
34. amount of dating
35. against going steady
36. time spent watching TV
37. time spent on home work
38. against going around with certain boys
39. against going out with certain girls
40. eating dinner with the family
41. no rules for any of the above items

What boys here in school do you go around with most often? (Give both first and last names)

D

What do you and the boys you go around with here at school have most in common--what are the things you do together?

E
Among the popular places around here, which is the one you go to together most often?

F ______________________________________

What boys from school do you go around with most often when you're out with the girls—say at a party or double dates?

G ______________________________________

Among the crowd you go around with, which of the things below are important to do in order to be popular in the group? (Circle number(s) which apply)

42. be a good dancer
43. have sharp clothes
44. have a good reputation
45. stirring up a little excitement
46. have money
47. smoking
48. being up on cars
49. know what's going on in the world of popular singers and movie stars

A Among the crowd you go around with, what are the styles or things that are popular right now—that is, in your group?

Description of style

Clothing____________________________________
Haircuts____________________________________
Cars and accessories__________________________
Anything else?_______________________________

B Of all the boys in your grade, which boy

is the best athlete?___________________________
is the best student?__________________________
do girls go for most?_________________________
would you most like to be friends with?_________
50. Do you date?

1 no
2 yes, about once a month
3 yes, once every 2 or 3 weeks
4 yes, about once a week
5 yes, about twice a week
6 yes, about three or four times a week
7 yes, more than four times a week

51. If yes, do you go steady with one girl?

1 yes
2 no

52. If yes, What is her name?

About how long have you been going steady with her?
1 less than a month
2 1-3 months
3 4-6 months
4 6 months-1 year
5 1 year-2 years
6 more than 2 years

A If no, who are the girls you date most often?

B What girl in school would you most like to date?

C Thinking of all the boys in this school, who would you most want to be like?

53. Suppose the circle below represented the activities that go on here at school. How far out from the center of things are you? (Place a check where you think you are)
54. Now, in the circle below, place a check where you would like to be.

What does it take to get in with the leading crowd in this school? (Circle the number if it applies)

55. Personality 60. Have a car
56. Good reputation 61. Have money
57. Be an athlete 62. Come from right neighborhood
58. Good grades
59. Good looks 63. Good clothes

64. Would you say you are a part of the leading crowd?
   1  yes
   2  no

65. If no, would you like to be part of the leading crowd?
   1  yes
   2  no
   3  don't care

   A  If a fellow came here to school and wanted to get in with the leading crowd, what fellows should he get to be friends with?

66. Where was your father born?
   1  in this town or county
   2  outside this county but in Texas
   3  outside Texas but in the U.S.
   4  outside the U.S.
   5  don't know
67. Where was your mother born?

1 in this town or county
2 outside this county but in Texas
3 outside Texas but in the U.S.
4 outside the U.S.
5 don't know

68. How much formal education did your father have?

1 some grade school
2 finished grade school
3 some high school
4 finished high school
5 some college
6 finished college
7 attended graduate school or professional school after college
8 don't know

69. How much formal education did your mother have?

1 some grade school
2 finished grade school
3 some high school
4 finished high school
5 some college
6 finished college
7 attended graduate school or professional school after college
8 don't know

What is your father's occupation? What does he do? Be as specific as you can. (If he is dead, say what his occupation was.)

In what place, business, or organization does he work?

70. Does your mother have a job outside the home?

1 yes, full-time
2 yes, part-time
3 no
71. Are your parents living?

1 both living
2 only mother living
3 only father living
4 neither living

72. Are your parents divorced or separated?

1 yes
2 no

73. Do you live with

1 mother and father
2 mother and stepfather
3 father and stepmother
4 mother
5 other (Write in)

74. What is your religion?

1 Protestant
2 Catholic
3 Jewish

75. How often do you attend church?

1 every week
2 1 to 3 times a month
3 less than once a month
4 never

76. Do you earn any money by working outside the home? (Not counting summer work)

1 yes
2 no

A If yes, how many hours a week do you work?
B What do you do?
77. Do you get any money from your parents?

1. no
2. I get money when I need some
3. I get a regular allowance
   (How much per week? ________________)

78. If you could be any of these things you wanted, which would you most want to be?

1. jet pilot
2. nationally famous athlete
3. missionary
4. atomic scientist

Rank the following five occupations in terms of their desirability. (Rank from 1 to 5) One most desirable

79. writer or journalist
80. scientist
8. business executive
9. medical doctor
10. chemical engineer

11. Of the following occupations, which is most desirable for a man?

1. member of a commune
2. singer or musician
3. college professor
4. auto mechanic

12. If you had a chance for two similar jobs, one in this town, and one in another town the same size but in another state, which would you take?

1. the job in this town
2. the job in another town

13. If one of the jobs were in this town and the other in a larger city, which would you take?

1. the job in this town
2. the job in a larger city
14. Thinking realistically, do you think you will probably live in this town when you are out of school and have a job?

1 definitely yes
2 probably yes
3 don't know
4 probably no
5 definitely no

15. What kind of work do you plan to go into when you finish your schooling?

16. What do you plan to do about military service

1 enlist after high school
2 wait until drafted
3 go after college
4 get a deferment for reasons other than college
5 don't know

17. Rank the five items below in terms of their importance to you on a job. (Rank from 1 to 5)

____ the security of steady work
____ the opportunity for a rapid rise
____ the enjoyment of the work itself
____ friendly people to work with
____ a high income

18. What is your favorite way of spending your leisure time?

19. When a new clothing style comes out, how soon do you change to the new style?

1 I'm usually one of the first in my group to change
2 I change about the same time that most other people in my group change
3 I usually don't change until most of my friends have changed
4 I don't follow the change at all
5 Clothing styles don't matter to me
20. Suppose you had money to buy a new sport jacket for a special dance. How would you decide what style or fashion to look for?

1. I'd ask a friend my own age for advice
2. I'd ask a friend a little older than I am for advice
3. I'd ask one of the members of my family for advice
4. I'd find out what is in style from a magazine
5. I wouldn't consult anyone or anything

A. What boy around here would be best able to keep you informed about what the latest style is?

21. If you had a hundred dollars, and you were completely free to do with it whatever you wanted, what would you do with it?

1. spend it all
2. spend most of it
3. save most of it
4. save it all

22. If you were going to college, and money were no problem, would you rather go away to college or to a college where you could live at home?

1. away to college
2. live at home

23. If you were going to a college, and had to choose between going to a good small college and a large college or university, which would you choose?

1. small college
2. large college or university
24. Are you planning to go to college after high school?
   1 yes
   2 undecided
   3 no

   A What college or colleges are you considering?
      (In order of preference)

Looking forward to your years in college, how important do you think each of the following will be to you? (Rank from 1 to 4)

25. the stimulation of new ideas
26. preparation for making a living
27. campus activities and social life
28. new friends who share my interests

29. What will you study in college?
   1 undecided
   2 a liberal arts program
   3 a science program
   4 a business program
   5 engineering
   6 agriculture
   7 pre-medicine, pre-dentistry, pre-law
   8 education

   A If you have already decided on a specific field within one of the above categories, what is it?
30. Check the category which comes closest to your feeling about yourself.

1 I don't like myself the way I am; I'd like to change completely
2 There are many things I'd like to change, but not completely
3 I'd like to stay very much the same; there is very little I would change

31. A situation like this might face anyone sooner or later. Suppose your parents planned a special trip to New York to celebrate their wedding anniversary, and they wanted to take the whole family along. But then it happens that this year your basketball team gets to the state tournament. The state finals are the very weekend that your family is going to New York. Your parents can't change their plans, and they leave it up to you: to go with them or to go to the tournament. Which do you think you would do?

1 go with parents
2 go to tournament

32. Suppose you had a chance to go out with either a cheerleader, or a girl who is the best student in class, or the best looking girl in class. Which one would you rather go out with?

1 cheerleader
2 best student
3 best looking

33. A lot of times people make plans and then find that the plans cut into something else. Suppose your family had planned a trip to the West for a vacation in the summer. If you go along with them, it means you can't go camping with your friends, as you've been planning to do. What do you think you would do?

1 go West with parents
2 go camping with friends
34. If you could be remembered here at school for one of the three things below, which one would you want it to be?

1 brilliant student
2 athletic star
3 most popular

35. When you read about sports, which of these three do you prefer to read about?

1 a local athletic team
2 a college professional team in Dallas or elsewhere in Texas
3 college or professional teams throughout the country

36. Suppose school was dismissed an hour early one day for a pep rally down at the athletic field, and the principal urged everyone to go to the rally, although it wasn't compulsory. On the way some of your friends asked you to go riding instead of to the pep rally. What do you think you would do?

1 definitely go to the rally
2 probably go to the rally
3 probably go with friends
4 definitely go with friends

37. Let's say that you had always wanted to belong to a particular club in school, and then finally you were asked to join. But then you found out that your parents didn't approve of the group. Do you think you would

1 definitely join anyway
2 probably join
3 probably not join
4 definitely not join

38. What if your parents approved, but the teacher you like most disapproved of the group. Would you
1 definitely join anyway
2 probably join
3 probably not join
4 definitely not join

39. But what if your parents and teachers approved of the group, but by joining the club you would break with your closest friend, who wasn't asked to join. Would you

1 definitely join anyway
2 probably join
3 probably not join
4 definitely not join

40. Which one of these things would be hardest for you to take—your parents' disapproval, your teacher's disapproval, or breaking with your friend?

1 parents' disapproval
2 teacher's disapproval
3 breaking with friend

A Just suppose you were chosen to join the club which you most wanted to be in here at school. What club would it be?

B Do you already belong to this club?

yes
no

41. Do you belong to any clubs or groups outside of school, such as a neighborhood club, scouts, or a church young people's group?

1 yes
2 no

A If yes: what are the names of the groups?
42. Which of the items below fit most of the girls here at school? (Circle as many as apply)

- friendly
- catty
- hard to get to know
- mad about clothes
- active around school
- boy-crazy
- studious
- out for a good time
- snobbish to girls outside their group

43. Which of the items below fit most of the boys here at school? (Circle as many as apply)

- friendly
- disinterested in school
- hard to get to know
- crazy about cars
- active around school
- girl-crazy
- studious
- out for a good time
- sports-minded

44. Which of the items below fit most of the teachers here at school? (Check as many as apply)

- friendly
- too strict
- too easy with schoolwork
- understand problems of teenagers
- not interested in teenagers
- willing to help out in activities

45. Among the items below, what does it take to get to be important and looked up to by the other boys here at school? (Rank from 1 to 6)

- coming from the right family
- leader in activities
- having a nice car
- high grades, honor roll
- being an athletic star
- being in the leading crowd
47. Which of these items is most important in making a boy popular with the girls around here? That is, among the girls who really rate, which of these things count most? (Rank from 1 to 6)

coming from the right family
leader in activities
having a nice car
high grades, honor roll
being an athletic star
being in the leading crowd

48. Do you agree or disagree that

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49. Do you smoke?

1 yes, regularly
2 yes, occasionally
3 no

50. Do you drink beer?

1 yes, regularly
2 yes, occasionally
3 no
51. Do you drink liquor?

1 yes, regularly
2 yes, occasionally
3 no

52. If you had to register in the next election, how would you register?

1 Republican
2 Democrat
3 Independent

53. If Independent, which party do you think you would prefer most often?

1 Republican
2 Democratic
3 Don't know

54. What make and year is your parents' car or cars?

Make(s)________________________________________
Year(s)________________________________________

55. Do you have a car of your own?

1 yes
2 no

If yes, what make and year is it?

Make_________________________________________Year.__________

When you are finished, please hand your questionnaire to the research worker.
The Girl's Questionnaire is identical to the Boy's Questionnaire with the following modifications for sex differences.

10. Did you go out for any clubs or activities in school as a freshman?
   1. yes
   2. no

11. If yes: what ones? ________________________________

17. About how many evenings a week do you spend out with other girls? (Circle the number of evenings)
   0 1 2 3 4 5 6 7

23. With whom do you go most often?
   1. by myself
   2. with a date
   3. with other girls
   4. with a group of boys and girls
   5. with members of my family

Below is a list of items on which some parents have rules for their teenage children, while others don't. Check each item that your parents have definite rules for.

33. time for being in at night on weekends
34. amount of dating
35. against going steady
36. time spent watching TV
37. time spent on homework
38. against going around with certain girls
39. against going out with certain boys
40. eating dinner with the family
41. no rules for any of the above items
D What girls here in school do you go around with most often? (Give both first and last names.)


E What do you and the girls you go around with here at school have most in common—what are the things you do together?


G What girls from school do you go around with most often when you're out with the boys—say at a party or double dates?


49. A Among the crowd you go around with, what are the styles or things that are popular right now—that is, in your group?

Description of style

Clothing

Jewelry

Hair Style

Anything else?

B Of all the girls in your grade, which girl . . .

is the best dressed?

is the best student?

do boys go for most?

would you most like to be friends with?

51. If yes: Do you go steady with one boy?

1 yes

2 no
52. If yes: What is his name?

A  About how long have you been going steady with him?

1  less than a month
2  1-3 months
3  4-6 months
4  6 months-1 year
5  1 year-2 years
6  more than 2 years

B  If no: Who are the boys you date most often?

C  What boys in school would you most like to date?

D  Thinking of all the girls in this school, who would you most want to be like?

65. A  If a girl came here to school and wanted to get in with the leading crowd, what girls should she get to be friends with?

78. If you could be any of these things you wanted, which would you most want to be?  (Check one)

1  actress or artist
2  nurse
3  model
4  school teacher
Rank the following five occupations in terms of their desirability for a man. (Rank from 1 to 5)

79. writer or journalist
80. scientist
8. business executive
9. medical doctor
10. chemical engineer

11. Of the following occupations which is the most desirable for a woman.

1 housewife
2 singer or musician
3 doctor
4 lawyer
5 member of a commune

15. What would you like to do when you finish your schooling?

1 marry soon after school
2 work for a while, then marry
3 have a career without marriage
4 marry and follow a career
5 undecided

20. A What girl around here would be best able to keep you informed about what the latest style is?

29. What will you study in college?

1 undecided
2 a liberal arts program
3 a science program
4 a business program
5 nursing
6 home economics
7 pre-medicine, pre-dentistry, pre-law
8 education
32. Suppose you had a chance to go out with either a star athlete, or a boy who is the best student in class, or the best looking boy in class. Which one would you rather go out with?

1 star athlete
2 best student
3 best looking

34. If you could be remembered here at school for one of the three things below, which one would you want it to be?

1 brilliant student
2 leader in activities
3 most popular
APPENDIX E

dallas independent school district

August 21, 1972

Nolan Estes
General Superintendent

Mr. Edwin A. Artmann
516 Glen Oaks Blvd.
Dallas, Texas

Dear Mr. Artmann:

The Research Committee of the Dallas Independent School District has reviewed your research proposal entitled "Study of the Attitudes and Interests of the High School Adolescent". The Committee has recommended, and I concur, that your study be approved contingent on the following conditions:

1. that you consult with Mr. Otto Fridia, Assistant Superintendent—Secondary Operations, and the principals involved in order to revise your questionnaire; and

2. that you submit a schedule of testing, including a copy of instruments used and the time and place where they will be administered, and a copy of your findings to Dr. William J. Webster, Deputy Assistant Superintendent—Research and Evaluation.

The members of the Research Committee and I hope that you find your experience in conducting this study to be a valuable orientation to the evaluation process.

Sincerely,

Nolan Estes
General Superintendent

cc: Research Committee
    Otto Fridia
August 10, 1972

Edwin A. Artmann
Hillcrest High School
9924 Hillcrest Avenue
Dallas, Texas 75230

Dear Mr. Artmann:

With reference to your letter of August 4, you may reproduce the questionnaire for use in a replication of *The Adolescent Society*.

You may be interested in Kandel & Lesser, *Youth in Two Worlds* and Andersson, *Studies in Adolescent Behavior*, both critical appraisals of *The Adolescent Society*. Also Richard Rehberg has been doing some research, reported in recent issues of AJS, I think.

I will send the tape to Mrs. Weston shortly.

Good luck with your study.

Sincerely,

Lloyd Ternine, Project Director
Social Accounts Program

LT:ez
APPENDIX D

INSTRUCTION SHEET FOR ALL TEACHERS WHO AIDED
IN THE ADMINISTRATION OF THE QUESTIONNAIRE

To All Second Period Teachers --

All of your students in second period will be asked to participate in a study of high school social climates. Please read over the questionnaire prior to the period of testing (Tuesday, September 26--during second period). Do not pass out any of the materials until after the announcements over the public address system.

There is a male attitude form and a female attitude form and each can be identified by Question 10 on page 1. The boy's questionnaire asks about football and the girl's questionnaire asks about clubs or activities.

If you do not have sufficient questionnaires a research worker will check by to bring additional copies.

Please see that each person receives a questionnaire and returns the questionnaire--do not give out additional questionnaires. It is suggested that a reliable student pass out and collect the questionnaires. Have the student return the questionnaire directly into the envelope provided.

Someone will pick up the envelope before the end of the period.

Please cover the following points with your class.

1. Leave I.D. space blank.
2. Circle M or F (Male or Female)
3. Circle Grade - 10 - 11 - 12
4. Answer questions directly on sheet (pen or pencil--dark as possible).
5. Please reassure the students that the questionnaire is for research purposes only—individual questionnaires will not be seen by anyone except North Texas State University research staff.

6. Last page only—they may omit questions 20-21-22. (Note other pages have questions 20-21-22).

7. System of numbering is so that data can be analyzed by computer.

8. Inform students that a rank of one is most important in all questions that ask students to rank a variety of items.
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Books


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Parsons, Talcott, "The School Class as a Social System: Some of Its Functions in American Society," Harvard Education Review (Special Issue), XXIX, No. 4, 299.


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Publications of Learned Organizations


Unpublished Materials

