TEENAGE MARRIAGE IN RELATION TO
CONTINUANCE IN SCHOOL

by

Marguerite Fryer

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Family Living and Child Development
"IS IT A PRIVILEGE TO BE FORCED TO CHOOSE SOMEONE AS A LIFETIME MATE BEFORE ONE HAS FOUND OUT WHO ONE IS ONESELF?"

MARGARET MEAD
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Marguerite Fryer
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ABSTRACT

Teenage Marriage in Relation to
Continuance in School

by
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Utah State University, 1967

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Department: Family Living and Child Development

This study was a comparison of the teenage married girls in school and the married girls who dropped out of school in the Stockton Unified School District, in Stockton, California during the 1966-67 school year.

The girls who stay in school seem to have a more conducive home environment than the girls who drop out of school. The in school girls had the following advantages: They had more fathers who approved of their marriage; they had a significantly larger number of mothers who approved of their spouses after marriage; they were not running away from parental authority; their parents had handled their sex education better in most cases; they could count on financial help from both their parents and their spouse's parents.

The girls who stayed in school had important social and economical factors which were in their favor in their home and personal relationships with their husband.

The girls who stayed in school had more social, psychological strength, economic resources, and more intellectual ability in their favor which enabled them to continue their school work.

(90 pages)
INTRODUCTION

Purpose

The purpose of this study has been to identify differences between the married teenage girls who stay in high school and the married teenage girls who drop out of high school.

The Need For the Study

Teenage marriages are a concern to school administrators, parents, and society as a whole. Across the country mature people are viewing teenage marriages in different ways with much concern. Among the abundant evidence that changes are taking place are two facts established by the United States Census data. First, the average age of women at marriage has declined two years in the last half century. Second, statistics demonstrate that high-school pregnancy is a significant and rapidly growing problem. Rieger (1963) states that school administrators and Guidance Counselors are concerned about early marriages because it means termination of education for most teenagers, which results in a waste of talent and creates a shortage of marketable skills for the individuals.

Ivins (1960) revealed in his study that the dropout rates of married students in high school were very high. Moss and Gingles (1959) point out that two types of girls are orientated toward early marriage: first, the emotionally insecure girl who feels pushed toward marriage; second, the girl with early physical maturation, a low aspiration level and expectation of marital happiness.
The Present Problem

One of the present problems is lack of knowledge about the married teenage girl. There is need for a study in which teenage girls who marry and stay in school have been compared with the girls who marry and drop out. Knowledge is needed to gain insight into the differences between the two groups in the following areas: (1) What is she like in her family life setting with her parents and her brothers and sisters? (2) How does she see the school? (3) What are the husband-wife relationships of teenage marriages?

This study will attempt to define some factors concerning these vital questions in Stockton School District.
REVIEW OF LITERATURE

Home and Parents

High school marriages have become a vitally current topic of this day concerning parents, teachers, and school administrators. The main reason for this concern appears to be a lessening of control over teenagers.

A review of the literature indicates there is a real need for a study in which teenage marriages are compared with other teenage marriages, as opposed to the common procedure of comparing such marriages to so called mature age marriages.

Why early marriages

Burchinal (1958) approaches the whys of high school marriages by emphasizing the following: (1) the period in which the teenager lives, (2) general prosperity and availability of jobs, (3) wives' contribution to family incomes, (4) health credit and other insurance plans for covering baby costs and other unexpected expenses, (5) economic conditions for a financial success of married life, (6) military service lowers the age of marriage, (7) freedom in dating, (8) a decline in direct parental and community supervision, (9) mass media's ideal of marriage and physical expressions of love, (10) consciousness of adolescents in their sandwiched place between children and adults.

In this setting how does the home and community influence the high school girl's decision to get married? First, a review of studies showing
the age of teenage girls and their husbands.

**Age of couple**

Moss and Gingles (1959), Glick (1957), Womble (1966), and Barrish (1965) showed that a determining stabilizer among high school brides and their grooms may be the fact that the girls tend to marry men on the average of five years their senior. The tendency was toward the groom's age rising as the bride's decreased, which stresses the fact that the male tends to be dominant in American culture. This tendency to marry young is peculiar to the United States.

**Causes for early marriages**

**Dating and going steady.** Rutledge (1959) stated that much concern had been shown about "going steady" as a modern phenomenon. There also was some evidence that going steady represents a return to monogamy by some of the more stable youths.

Moss and Gingles (1961), Burchinal (1959), Barrish (1965), Rieger (1963), and Anderson (1963) point out the facts that interest in the opposite sex develops early in the teens. This development results in early dating for many girls; however, the single girls dated several boys as compared with the early married groups, who tend to date only one boy, and many girls are not yet dating. Early dating means limiting one's personality. However, it gives young people a chance to know each other well. Their studies indicated that never before in history has it been so important to teenagers to reach adulthood as soon as possible. The tendency pointed toward moving from a stage of dependency to independence. This jump appears to be too great for the teenage marriages and,
as a result, problems arise.

Steady dating has a strong appeal for two reasons: first, steady dating provides the love, counseling, advice, understanding and security the teenager desires. Second, many activities are set up for couples. The studies reveal that the earlier a girl starts dating the greater her chances are for an early marriage.

Parton (1958) and Avery (1961) seem to imply that our culture stimulates romantic and sexual interests, and glamorizes marriage through mass media which influences the youngsters.

Lack of sex education in the home. Remmers and Radler (1957), Butterfield (1962), and Pope and Knudsen (1965) reported that the home has failed to assure a high degree of responsibility toward sex information. These studies indicate that the parents gave the students the information too late or failed to do so at any time. The studies also stress the facts that contraceptive techniques in practice are too risky for poorly informed and inexperienced, guilt-ridden couples.

Why are parents failing to give their children information pertaining to sex? Hurlock (1955), Powell (1963), and Rogers (1962) indicate the following reasons: (1) Parents do not know how detailed their responses should be to questions asked by their children. (2) Parents lack words to explain sex or they put it off to a later date and never do bring up the subject for discussion. (3) Time and science have left a gap between the viewpoint held by parents and their children. (4) Parents fail to realize how fast their children are growing up and often misjudge giving the information at the appropriate time. (5) Parents think their children hear enough about sex without their adding to it. (6) The parents are not close enough to their children to bring up the subject to them or to have
the children come to them with questions. (7) The subject is too personal to the parents. They are not able to break down their reserves. (8) Religious background inhibits parents from giving sex information.

Kirkendall (1961) has listed some possible reasons for indulgence in premarital sex relations:

(1) Sexual exploitations. At times it is used to satisfy individual desires. (2) Difficulties in communication, such as internalized taboos, which discourage frank objective discussions of sex. (3) Negative attitudes and values: For males especially sex experience is associated with symbols of success. Females are under pressure, therefore, to develop a steady relationship regardless of cost and the male is motivated to prove his prowess. (4) Sex antagonisms and hostilities: The boy may be driven toward aggressive behavior by reactions against a felt mother domination (woman) at home and school, or by the privileges and expectation of the double standard. (5) Biological and social sex differences. (6) Deficiencies in personal adjustments. (7) An irrational moral code. (8) Inadequate social arrangements. (Kirkendall, 1961, p. 19)

Lawton (1965, p. 13-21) states that apparently many parents are unaware of the extent of unchastity among the youth. Out of 15,000 girls in a certain public high school, 3,750 had sex experiences. The Gilbert Youth Organization, studying teenage vacations in five cities, found that seven youths in ten drank hard liquor, one in five went to sex orgies, half went to "wild parties," 60 per cent necked and petted in groups, over half admitted sex relations. This may in large measure be due to over one-half of the youth being unchaperoned on their vacations.

**Escape unhappy home.** Burchinal (1958) stressed that teenage marriage was for the following reasons: (1) Marriage often is an escape from a broken or unhappy home. (2) Marriage is an escape from an unsatisfactory school experience, or from communities which young people do not like and want to leave. (3) The girls reared in such an atmosphere look for
an escape into a home where they feel they can create happiness. (4) Domesticity looks like an answer to the girls who are failing in school or having problems with their families. (5) Marriage appears to be an answer for girls who lack affection and warmth at home. (6) Marriage appears to be a way of avoiding frustrations caused by growing up too fast or avoiding parental authority.

Moss and Gingles (1959) reported that girls marry early for the following reasons: (1) They tend to have less satisfying relationships with their parental families. (2) There was a socio-economic status factor, evidence of parents' educational level being low. (3) The girls not interested in going on to college.

Burchinal (1960) and Mower (1935) pointed out that historically, high school marriages have been more common among girls of lower social-economic background. Mower also stresses that a one-parent family was indeed a very unfortunate situation. He reports that society doesn't consider the children enough when divorces and separations are granted.

Parents' attitudes

Forcing children to grow up too soon. Rieger (1963) and Bartholomew (1962) blame parents for many teenage marriages because they push their children into activities too early, into private lessons too soon, and into social affairs too soon. Parents are opening doors to adult living too early. They stressed the importance of each parent understanding and talking to his own child about dating, marriage, and premarital sex. They also indicated that parents were not chaperoning parties, or being alert to all situations and in short being a guiding friend to their teenager. Rieger bears upon the point that parents want social success
for their children which in return means status for them as well.

Teenagers need responsibility. Blake (1966) indicated that teenagers get almost no help in learning how to be responsible after having been encouraged to be non-responsible for years.

Womble (1966) stresses that in order to be marriageable a person must also be able to adapt to many changes. He enhances the interpersonal relationships with favorable conditions which contribute toward adaptability such as childhood happiness, superior happiness of parents in their marriage, lack of conflict with mother, some discipline, strong attachment for mother, lack of conflict with father, parental frankness about matters of sex, infrequency and mildness of childhood punishment, premarital attitudes free from disgust toward sex, and a strong attachment to father.

Lack of control. Landman (1961) quoted Lena Levine, a psychiatrist, many times in regard to teenagers marrying to defy their parents, and their need for showing independence.

Hankins (1961) points out that parental control has had quite an effect on teenagers in their attitudes toward marriage. He indicated that most parents encourage dating without realizing what they have started or the advanced situation they have put their children in without mature knowledge to help them.

Parents do not have strict controls on their children. More freedom calls for more responsibilities which parents have not added, according to Hankins.

Burt (1957, p. 44) quotes Dr. George Harkness, "The young person of today, growing up as they have had to in the midst of an adult genera-
tion in turmoil and with a war and military service in the offering, can hardly be blamed for the consistent moral ideals and a settled purpose."

Burchinal found some evidence that the following list contributes toward youthful marriages:

(1) A reflection of our times and the need of young people to find someone from whom they can have unquestionable loyalty, affection and warmth. (2) A reflection of the pursuit of the personal happiness in which marriage and the acceptances of family obligations are not seen as burdens, but as providing for immediate satisfactions. (3) Encouragement from the contemporary romantic and glamorous image of marriage and unrealistic over-evaluation of marriage. (4) The band-wagon effect; one marriage contributes to another and soon "everybody is doing it." (5) The impact of World War II, the Korean War, and the continuation of the draft in fostering and sustaining youthful marriage. (6) Acceleration of the adult status as reflected in advanced levels of heterosexual behavior at younger years. (7) Stimulation of sexual dress by sex appeals and the intense physical expression of love in our mass media leading to difficulties in handling sexual arousal and increased "forced" marriages as the result of the inability or unwillingness to postpone sexual gratification until after marriage. (8) An escape from unhappy homes, school or community situation. (9) Cross-religious marriage rates. (10) Younger girls and slightly older husbands. (11) Girls who marry while in school are generally in their junior or senior year. (12) Premarital pregnancy is highest among couples in which both parties are still of school age. (13) Young marriages are not elopements, but reflect the characteristics of conventional weddings. (14) Young marriages disproportionately involve persons with lower or working class background. (Burchinal, 1960, p. 6-24)

Spicer (1960) indicated that teenagers are sometimes anxious to get married because their parents are so strict and they are fed up with living at home; also to be considered are the growing restlessness of the younger generation, lack of discipline, and lessened contact with their parents.

Anderson (1963) reported similar findings such as: children were not being discouraged in their early dating patterns, adults were pushing their children into adult-type parties and, most important, parents were
not taking time for their children's social problems or take them as being serious, which results in losing the children's confidence.

Moss and Gingles (1959) have shown that the girls' parental families and their communities seem to be accepting young couples once the marriage occurs.

Marital Relationships

Teenage girls who marry early are faced with many crucial marriage adjustments. They are challenged mainly with the complex problems of employment, money, credit, immaturity, and sexual adjustment. They are also forced to make a decision on long term educational objectives that will eventually enhance security and stability or to take a less skilled job and do the best they can without completing their high school education.

Changing Times (June 1964) states that girls marry earlier than they used to, and that they are more money minded than the generation before them. There are about 73,000 newlywed girls still in high school. However, a study reported by PTA Magazine, covering 3,499 teenagers, found that teenagers do not take marriage lightly. Ninety per cent of the girls and eighty per cent of the boys were sure it should be forever. Only about one out of ten felt that "only love" should matter in choosing a mate.

Employment

Burchinal (1959) points out that among high school marriages, 12 per cent of the husbands were high school students, 7 per cent were in college and another 4 per cent were unemployed. So 23 per cent of the
husbands did not have a steady job at the time of their marriage, the largest single group, about 30 per cent, were unskilled workers.

Changing Times (June 1964) reports that for thousands of new brides, the end of the honeymoon signals a return to work as well as assumption of wifely chores. At the present rate, between one-third and one-half of the new brides can expect to take on outside jobs during their married life.

**Money and credit**

Herrmann (1965) points out that the youthful marriages usually have a low income even if they both work. Parents often are willing to help, but that in many cases can cause problems. For newlyweds very often the biggest is one of learning to stand on their own feet and not asking for financial help or support in marital problems from either of their parents.

Changing Times (1965) states that young married couples are quick to acquire things. They start out in an apartment, but expect to move up the ladder very rapidly. Their savings were almost nil, and they have a net worth of less than $250.

Burchinal (1959) found that the incomes ranged from nothing per week for two couples to $110 a week for one couple. The average was about $57 a week or $3,000 per year. The parents often helped in many different ways such as making the down payment on furniture or a car, buying groceries, providing extra money or signing with them on buying a home.

Rieger (1963) pointed out that economic factors favor earlier marriage because money was freer, and young people were used to handling
money without accounting for it.

Emotions

Moss and Gingles (1959) findings were reported as follows: (1) Girls who marry early are emotionally less stable than those who marry later. (2) Girls by their own criteria have a readiness for marriage. (3) Leisure time activities and interest areas of these young couples seem to emphasize the separate man and woman world in which they have been conditioned. (4) The teenagers did not see sexual relations as a problem, however, a large number felt that it had been a problem. Physically, teens are adults but seldom are they emotionally mature.

Negative side of teenage marriages

Sex as a problem. Parton (1958) believes there has been a change in sexual attitudes. Many high school girls get married because they have to get married, and an equal number of girls in school get pregnant every year but do not get married. They just disappear for a semester and then come back without any baby.

Sugarman (1965) stresses that sexual desires come to boys in a great rush of emotion--an immediate, specific desire, quite apart from the deeper emotions of love and tenderness of the girls. A girl's sexual drives and her heart work together; however, a boy's emotions do not always work this way.

Often girls realize that their actions are rebellion against parental authority or a desperate search rather than a response to normal sexual appetites.

Sugarman states that the psychological dangers of sexual relations are: (1) the letdown when the girl realizes that sexual compatibility
takes months to achieve, (2) her fear of being pregnant, (3) the feeling of guilt about the whole thing, (4) her fears are well founded because studies show that twice as many engagements are broken among couples who have had intercourse.

Silberman (1966) indicates that one bride out of every five is pregnant. Among teenagers the rate is probably closer to two out of five, and may be considerably higher.

A change in sexual attitude. A generation ago the best solution to a premarital pregnancy was to get the couple married if the boy was willing. Now social and church agencies, and even parents, realize that two wrongs do not make a right. Forced weddings need a second look. If the couple have neither the desire nor the maturity to marry they should realize that the chances for survival are small and the very thing they were trying to prevent would in the end still mean a fatherless baby.

Silberman (1966) quotes a premarital pregnant bride:

At least now some people think premarital sex is all right, but everybody still thinks that premarital pregnancy is all wrong. People talk about the sexual revolution, but ask any girl who got pregnant just how emancipated she and her boyfriend felt. Ask her just how modern their parents were. Chances are you won't hear much talk about the big change in sex codes. You'll hear the same old puritanism. (Silberman, 1966, p. 146)

Finck's (1966) study in which he studied 42 women who were pregnant at the time of their marriage, found one generalization that held true 80 per cent of the time. Four out of every five women had not known the influence of their fathers during their growing years. Thirty-four of the women had suffered either the actual or the emotional absence of their father. As divorce becomes increasingly commonplace and as our culture moves away from producing the autocratic, Victorian father, the
mother becomes the dominant figure in many families. Dr. Finck speculates that a wistful longing for a father may lead the girl into an intimate relationship with a man who serves as his emotional replacement.

Divorce as a problem. Burchinal (1959a) points out that marriages of couples who are less than 19 years of age run the risk of greater marital discord than those who marry at a later age.

Gladden and Whitt (1966) reported that annulment and divorce rates and the probability of second and third marriages is greatest among women married for the first time at age 19 or younger.

Harold Christenson's (1953) study of Utah and Indiana Counties found that one-fifth of the pregnancy marriages had ended in divorce, as compared with half that proportion of other marriages with children. They also quarreled more and although the differences were not great, they nevertheless existed.

Newsweek (1967) pointed out that the children that are caught in the midst of this turmoil never know what it is like to have two happy parents, living with them all of the time to guide and love them. These children often obtain a warped outlook on marriage and often are found to follow the same pattern as their parents that are divorced.

Mower (1935) bears upon this point by adding that the act of desertion or divorce is merely the informal or formal recognition of conflicts that have been and still are existing in the home. The conflicts and tensions that precede these actions in the family living pattern are the actual causes.

The solid economical needs for getting married that existed in early America have vanished and because of this change teenagers see
romantic reasons in place of companionship in choosing a mate. This results in many problems.

Debate (1966) stresses the point that one out of three marriages made by people under the age of twenty-two end in divorce. Although one of the striking developments in American marriages today is this increased stress on companionship, even now family economics seems to loom larger than companionship.

Teenagers who have a satisfying sense of self, and who anticipate open doors to future education and jobs, are less likely to fall in love and get married earlier than those who have no great expectation of future success.

Changing Times (1965) stresses the point that the odds against success for teenage marriages were one out of two that they will end up in separation in the divorce courts. The chances for the success of teenage marriages in the United States were only about a third as good as those couples marrying in their twenties.

The Family Service Association reported that teenagers are not so sure about their marriage. An attitude frequently encountered was that "If it doesn't work, I can always get a divorce."

And divorce they do, as the figures show an upward swing of 70,000 teenagers who have married regrettingly. The reasons were money and immaturity (Changing Times, p. 9).

Rutledge (1959), in a lecture to the American Association of Marriage Counselors, stated that there has been an accusing finger pointed at youthful marriages as a primary cause for the rampant divorce rate; however, the studies often overlook the facts that these early marriages
represented a rebellion against insecure parentage which tried to find lost satisfactions through their children. On the positive side, youth who married early were trying to find a healthier family than the one they had known, one in which love would pervade the daily atmosphere. In retrospect, was youth in the chronological sense the ones that destroyed the marriages, or were they the victims of an era of cultural evolution?

Avery (1961), in the same view, adds that instead of saying more than 20 per cent of the early marriages are failures, can't one say that at least 80 per cent of the early marriages in our society are successful.

To this society might add, "What makes them succeed?" The answers are issues which were made by the older generation such as: (1) installment buying, (2) war and military service, (3) increasing income, (4) employment of women, (5) easier divorce, (6) influence of the romantic conception.

Most of these changes which result in influencing early marriage were impressed upon a happy society. Advertisements illustrate great emphases on the traditional values of the home, the family and woman's place therein. Also the breakdown of sex taboos and a corresponding increase in premarital sexual intercourse, especially for females, has left its effect upon society.

Lack of interest in going to college. Heiss (1960) states that students who do not expect to go to college should reveal considerable marriage orientation.
Positive side of teenage marriage

Making marriage work. Moss and Gingles (1959) Nebraska study found that marriage could work if the couples involved were precociously mature, well aware of what they were getting into, and stubborn about achieving joint goals together. Their background shows solid individuals with experiences in personal responsibility. They had the ability to think of the future, to understand what life is about, and above all, to understand and respect each other's needs.

School

The school has a unique position. First, it has the state, government, home and church influencing what it must and must not teach, and in several ways it is a catch-all for duties which both the home and churches have not been supplying to some of the students. Again, it is because of the school's unique position that they are sometimes able to replace family living.

The school has at least two jobs: First, they need the school to run as smoothly as possible; and second most important, they are charged with developing a well-rounded individual. The school has the children during about half of their waking hours and in some cases have the children more than their working parents. The school must try to fill in the gaps or overlap the children's needs among the four big societies of their lives which are the home, community, church and school.

Legal action

Garber (1960) and Sperry and Thompson (1961) pointed out the court decisions on married students in high school over the years. The problems
became interwoven with school policies and marital problems. Principals viewed married students as a problem and, looking only at their first duty of running a smooth school, the felt married students should be home. However, as more and more students married and wished to stay in school, principals were forced to change or view the picture in a different light.

**Married students viewed as a problem**

Cavan and Beling (1958), Sperry and Thompson (1960), Ivins (1960), and Landis (1956) found that students had been viewed as problems by more than half of the principals in their studies. Also the most recent studies of Inselberg (1962), Gladden and Whitt (1966), and Gilbert (1965) are finding the same trend.

The reasons given by the studies were: (1) influence on other students to marry, (2) discuss personal marital experiences with other students, (3) unfavorable influences with other students, (4) they just don't fit in, (5) they expect special privileges, (6) poor attendance and dropout, (7) they are immature, (8) poor scholastic achievement, (9) lack of participation in school activities, (10) financial problems, (11) pregnancy or rumors of pregnancy, (12) criticism from citizens in the community.

**Family life (with sex education included) program**

pointed out the lack of family life education in the high schools and the great need for it. They also stressed the fact that schools which did offer family living classes did so at the junior or senior high level, and that this instruction may come too late for many boys and girls. They emphasized the ironic lack of insight into the problem by administrators and parents by pointing out that we help our young people acquire skills for their life careers and then assume they just naturally will be ready for a satisfactory marriage.

The programs should include a sound philosophy which was supported by the local community, and competent teachers were needed. Other needs for the program named were: (1) to help prepare students to understand the adult society; (2) to give physiological information; (3) to explain facts about legal and moral attitudes toward sex, marriage, birth control, abortion and divorce; (4) to encourage young people to evaluate the possible consequences of an early steady dating; (5) to help students gain insight into the problems of an early marriage; (6) to help students establish satisfactory values for their motivations, needs, and degree of maturity; (7) to promote an understanding of what marriage entails and of the family development tasks; (8) to insure the survival of the family by building a solid understanding of marriage.

Opposition for sex education in the school. Some of the oppositions against sex education in the school were listed as follows: (1) religious beliefs of parents and patrons are not in favor of the school teaching sex education; (2) teachers believe sex education is difficult to teach properly and their fear of reprimand prevents them from wanting to teach it; (3) conservatives and traditionalists hold viewpoints that the schools have already assumed too many of the obligations of the home and other
social agencies; (4) the vociferous minority against sex education in the schools has intimidated school administrators.

Fink (1951), Stain and Eggert (1955), and Kirkendall (1953) have found in their studies that four out of five adults believed the school should offer instruction, that only small minorities opposed sex education in the schools, and that youngsters didn't have authentic information about sex and family living insight to help them in their own home.

Bennefiel and Zimnavoda (1962) found that over 90 per cent of the people indicated such instruction was helpful.

Drop-outs

Age and grade dropped out. Gladden and Whitt (1966), Inselberg (1962), Gilbert (1965), Ivins (1960), Burchinal (1960), and Sandison (1966) found the highest drop-outs to be among the pregnant sophomore girls, and next the junior pregnant girls, except Sandison's study where the eleventh grade was the most vulnerable grade. On a national scale the tenth grade was also the final grade for the majority of drop-outs. In a large number of cases the pattern for dropout among girls was as follows: (1) They were pregnant. (2) They were not active in extra curricular activities. (3) They were critical of teachers' attitudes, and students' attitudes toward the teacher. (4) They lacked money. (5) They enjoyed the role of homemaker.

Guidance and counseling

Sperry and Thompson (1961), Cavan and Beling (1958), Hobart (1962), Landis (1956), Ivins (1960), and Iselberg (1962) pointed out the need for counseling and guidance among the high school students. A large
number of the schools did not have counselors as such or the schools that did have counselors reported their need for more. The married students were in need of counseling and help in accepting their new status, as would be expected when an adolescent prematurely enters adult status. Pregnancy undoubtedly was considered the most serious problem the counselors had to deal with among the married girls.

**Facts and figures as reported**

**by schools**

Gilbert's Mississippi study (1965) showed: the quality of work done by the married students was rated by over 12 per cent of the principals as excellent; 14 per cent above average; 46 per cent average; 20 per cent below average; and 4 per cent failing.

Burchinal (1960) shows that more girls married during their senior year; that the average age of marriage was approximately 17; their husbands' average age was 19.5; their husbands' average educational level was the eleventh grade.

Cavan and Beling (1958) reported that in the year 1956-1957 1.4 per cent of the sophomores, 1.8 per cent of the juniors, and 4.1 per cent of the seniors were married.

Ivins (1960) reported from New Mexico the following facts and figures: In 1957-58 the rate of student marriage was 1.3 per cent. (2) The dropout rate for married students was very high. (3) Seventy-one out of 450 marriages, or 15.7 per cent, were attributed directly to pregnancies.

Moss and Gingles' (1959) Nebraska study reveals the following: (1) Adjustment difficulties of girls who marry early are more related to their personal than to their social adjustment because there were no signi-
significant differences between the girls who were married and the non-married girls. (2) Girls who marry early tend to have less satisfying relationships with their families. (3) Twice as many non-married girls had plans for college. (4) The early married girls' mothers' education mean was 10.6 and 9.4 for her father. (5) Ninety-five per cent of the married girls indicated they were ready for marriage. (6) The husband on the average is 5.4 years older than the high school wife. (7) 31 per cent of the girls reported that they were pregnant at the time of their marriage. (8) Girls who marry early are emotionally less stable. (9) Early dating practices are associated with early marriages.

Inselberg (1962) reported the following from her Ohio study: (1) The mean age of the married high school girl was 16.4 and 19.9 years for her husband. (2) The husbands' occupations were mainly skilled craftsmen, semi-skilled and unskilled workers. (3) The couples reported financial difficulties and they had considerably less money with which to conduct their married life. (4) The mean income was $3,776. (5) Forty per cent of the high school birds said if they had the chance to go back they would postpone marriage. (6) They complained of their husbands running around too much. (7) Husbands reported the high school bride to be unduly jealous. (8) Sex adjustment didn't seem to be a concern to either group.

Gladden and Whitt (1966) reported from Kentucky with the following findings: (1) Both teachers and students appeared to disapprove of their married classmates continuing to attend school. (2) Most of the principals stated that their married students have about the same or somewhat better academic records after their marriage. (3) A high percentage of
the youngsters who marry while attending school are from families whose annual income is over $5,000. (4) Early marriage does tend to result in lower social class. (5) The married students are a "problem." (6) They recommend more counseling, more programs and units in family life education, and an increase in the number of vocational schools. (7) They felt that schools that adjusted to the presence of married students became less concerned about the "moral" problems. (8) The focus was on the improvement of the chances of all students to complete high school and to become better prepared for adult life. (9) Of the schools answering the questionnaire, only 28 reported co-sexual education.

Ivins (1960) concludes the following reasons for teenage marriages: (1) pregnancy, (2) influences of previously married students or influence of a fad among the studentbody, (3) escapades in which marriages are inspired by "dares," drinking, bravado, or similar circumstances, (4) a combination of any of the previously named factors.

A paper by Bartz and Nye (1966), which was read at a national meeting of the American Sociological Association at Miami Beach, Florida (August 1966) offered these additional hypotheses which have considerable support in the literature on the phenomenon of early marriage: (1) The earlier a girl begins to date steadily, the more likely early marriage will occur. (2) The more steady boyfriends a girl has in high school, the more likely early marriage will occur. (3) If a girl becomes pre-maritally pregnant at an early age it is more likely early marriage will occur. (4) The less socially adjusted and the less emotionally adjusted either the boy or girl is, the more likely an early marriage will occur. (5) The more satisfactions anticipated by the girl and the more optimistic
the girl is that her anticipations will be fulfilled, the more likely an early marriage will occur. (6) The less interest or ability a boy or girl has in pursuing formal education, the more likely an early marriage will occur.

The girl's reaction to premarital pregnancy. Hobart (1962) indicates that in most cases the pregnant high school girl reacts at least initially to her pregnancy by anticipating a confinement which she hates, a delivery which she fears, and a child which she does not want. Further, when the girl is married there is a tendency for the father to blame the girl for her carelessness with resultant difficulties for the youthful marriage.

The pregnancy often brings rejection from both parents and in-laws, it disrupts relations with the girl and her peers, it can cause a neat girl to become sloppy, it is a tragic waste of school time, it is costly, and brings unhappiness.
METHOD OF THE STUDY

Hypotheses

In order to meet the objectives, study and research were designed to test the following hypotheses:

1. Married teenage girls who stay in high school have a better home environment.
2. Married teenage girls who stay in high school have a closer companion relationship with their husbands.
3. Married teenage girls who stay in high school have a higher self value and more insight into their school work.

Background Information

Stockton Unified School District in Stockton, California, was chosen to make this study for the following reasons:

(1) There exists a wide range of nationalities and diversified cultures. An example of this is in Michael Harrington's book *The Other America*.

One of the most distinctive things about most American cities is that it is not easy to distinguish social class on the streets. . . . But when you enter Stockton, California, a center of migrant labor, this generalization fails. The field hands are obvious. They all wear broad-brimmed hats; all are tanned, sometimes to a mahogany color; and all are in "Levi's" and working clothes. . . . The migrants around Stockton are heavily "Anglo" (both white and non Mexican), yet it is almost as if one were looking at two different races. The field hands wear their calling like a skin.

Stockton is a town of about 90,000 permanent residents. At high tide of the migrant invasion, there are more pickers
than regular inhabitants. Almost a hundred thousand of them are in the area. (Harrington, 1963, p. 52)

The California State Department of Education defines a racially balanced school as one that comes within 15 per cent of matching the proportion of minority students in the school district as a whole.

Franklin High School, with 1,766 students, has 19.8 per cent with Spanish surnames, 67.6 per cent other Caucasians, 10.9 per cent Negroes, .9 of one per cent Orientals.

Edison High School, with 1,618 students, has 34.6 per cent Spanish surnames, 17.7 per cent other Caucasians, 27.6 per cent Negroes, 12.1 per cent Orientals.

Stagg High School, with 2,739 students, has 6.7 per cent Spanish surnames, 88.8 per cent other Caucasians, 0.3 per cent Negroes, and 4.5 per cent Orientals.

The racial mixture of Stockton Schools is determined by geographical location. A survey of the minority school population showed that the school population in Stockton, as elsewhere, is a reflection of the residential pattern, and the schools themselves do not choose their own students. The high school coming the closest to the over-all district percentage of minority groups is Franklin High School.

(2) Married students are encouraged to remain in high school.

(3) Home instruction is given in case of illness or pregnancy after four months of conception.

Procedures

Approval of the project and assurance of support was obtained from the Stockton Unified School District Superintendent, the School Board,
Sample

The subjects for this study were 25 teenage girls who were married and attending one of the three high schools in the district, except one girl who was on home instruction, between September 1966 and January 1967, and 15 married girls who dropped out of school during the same period.

How the Names Were Obtained

In December of 1966 the Dean of Girls at each of the three high schools gave the investigator a list of their married girls in school, and a list of girls who had married and dropped out of school during the school year.

Edison High had eight married girls in school and thirteen who had dropped out. Franklin had twelve girls in school and ten girls who had dropped out. Stagg had six girls in school, and five girls who had dropped out. This made a total of 26 married girls in school and 28 who had dropped out of school.

Sources of Data

Questionnaire

The questionnaire was used to secure such information as follows: birthdates of the interviewee, her spouse, father, mother, her children, date of marriage, length of engagement, and other general information. The subject was requested to rate her parental home life, her church attendance, husband-wife interpersonal relationship, and other aspects of
their background. The subject was also requested to give information about her school attendance, if she received encouragement from parents, teachers, her counselor, and other pertinent questions concerning her school life. A copy of the questionnaire is included in this study as Appendix A.

School data

The girls' stanine scores in reading, language, non-language, T scores, and IQ stanine scores were obtained. The girls' cumulative records, and the Dean of Girls' comments about the girls' behavior, were checked.

Limitations

This study covers the period from September, 1966, to January, 1967, which is a limited amount of time. The study was limited to what the students were willing to say about their parents and husband-wife relationship, also their accuracy and completeness of information. The study was limited by the small return from the out-of-school teenage group.

Eight girls in the out-of-school group refused to fill out the questionnaire for the following reasons: First, they feel rejected by so many groups such as: parents, friends, school. Being asked to fill out a questionnaire was another way of being rejected because they had married in their teens. Second, they felt that the questionnaire was too personal. Third, five of the newlyweds moved about so much that after the researcher had traced the girls to two new addresses which lead to a dead end, the search was given up.
Method Used in Analyzing the Data

A two-way independent Chi-Square analysis was run on the computer to test all the non-parametric statistical data used in comparing the in-school group and the out-of-school group. Analysis of variances was used to compare the parametric statistical data on the test scores in Language, Non-language, Reading, Mathematics, and IQ tests.

Definition of Terms

1. Legal-age of marriage with parental consent, twenty-one for males and eighteen for females.
2. Teenage marriage, the girl was nineteen years of age or less at the time of the marriage.
3. Home instruction, subject matter taught in the student's home by a certificated teacher.
4. Whole-homes, families in which both biological parents of the girl were living together.
5. Provisional, a form notice sent to the parents to let them know that their daughter or son is failing at school in the subject in which the notice was sent. These are sent with the hope that the parents will have the student study at home, or that the parent will call at school to talk with the teacher so that together something can be worked out to induce progress for the student.
FINDINGS AND DISCUSSION

Hypothesis No. 1--Better

Home Environment

Married teenage girls who stay in high school have a better home environment.

The findings and analysis of data in this study established many points in favor of the teenage girls who married and stayed in high school. The discussion and tables that follow point out the dichotomies and findings that influenced the in-school girls to continue their educational objectives, and the factors that were brought to bear on the out-of-school girls that seemed to have caused their discontinuance of a high school education.

Background of parents

Table 1 gives the characteristics and vital information about the girl's parents at the time of the survey and the age of the parents at their own marriage.

Table 12 in the appendix gives the mean number of parents' churches represented. Table 2 gives the mean number of times the parents attended church per month.

Table 13 in the appendix gives the nationalities and races (as given by the girls) of their parents. Tables 14, 15 and 16 in the appendix give additional background information. Table 1 indicates that parents of the in-school girls had more education, higher income and fewer children at home.
Table 1. Characteristics of parents of the in-school girls and the out-of-school girls

<table>
<thead>
<tr>
<th></th>
<th>In-school girl</th>
<th>Out-of-school girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's mean years of education</td>
<td>10.12</td>
<td>8.8</td>
</tr>
<tr>
<td>Mother's mean years of education</td>
<td>10.4</td>
<td>9.4</td>
</tr>
<tr>
<td>Mean number of children in family</td>
<td>3.04</td>
<td>4.9</td>
</tr>
<tr>
<td>The girl's parents' annual income</td>
<td>$7,931.26</td>
<td>$4,870.00</td>
</tr>
<tr>
<td>Father's mean age now</td>
<td>42.32</td>
<td>50.4</td>
</tr>
<tr>
<td>Father's mean age when he was married</td>
<td>18.4</td>
<td>22.4</td>
</tr>
<tr>
<td>Mother's mean age now</td>
<td>41.2</td>
<td>44.5</td>
</tr>
<tr>
<td>Mother's mean age when she was married</td>
<td>16.64</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Table 2. Church attendance of girl's parents

<table>
<thead>
<tr>
<th></th>
<th>Monthly attendance</th>
<th>Monthly attendance</th>
<th>Monthly attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Once-twice</td>
<td>Three-four</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In school</td>
<td>19</td>
<td>76</td>
<td>2</td>
</tr>
<tr>
<td>Out of school</td>
<td>14</td>
<td>93</td>
<td>1</td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In school</td>
<td>16</td>
<td>64</td>
<td>2</td>
</tr>
<tr>
<td>Out of school</td>
<td>11</td>
<td>73</td>
<td>1</td>
</tr>
</tbody>
</table>
Factors associated with continuance in school

Girl's parents' income. The in-school group's parents had incomes as follows: 28 per cent from $2,000 to $5,000; 36 per cent from $6,000 to $8,000; 12 per cent from $10,000 to $12,000; and 24 per cent didn't know. The out-of-school group had incomes as follows: 67 per cent from $2,000 to $5,000; 7 per cent from $6,000 to $8,000; and 26 per cent didn't know.

The in-school group had parents within the very low income range. However, there was a scattered range of income and most of the parents in this group were not concentrated at the low end of the scale. The more money the parents had the more they were able to help the girls financially in such ways as caring for their children while they were in school and buying clothing for them.

Spouse's parents' income. The in-school group's parents had incomes as follows: 28 per cent from $2,000 to $5,000; 60 per cent from $6,000 to $8,000; 8 per cent from $10,000 to $18,000; 16 per cent didn't know. The out-of-school group had incomes as follows: 68 per cent from $2,000 to $5,000; 7 per cent from $6,000 to $8,000; 25 per cent didn't know. The out-of-school girl's spouse's parents had a larger concentration in the lower income bracket.

Table 3 shows that the in-school girls have more parents living together or more whole families. They have fewer parents divorced; however, they did have a larger number of parents separated than did the out-of-school group.

Girl's father's occupation. The in-school group had 28 per cent of their fathers owning their own businesses; 8 per cent were in white collar
Table 3. Marital status of parents of the married girls

<table>
<thead>
<tr>
<th></th>
<th>Parents living together</th>
<th>Parents separated</th>
<th>Parents divorced</th>
<th>Widowed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>In-school</td>
<td>60</td>
<td>8</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>40</td>
<td>7</td>
<td>53</td>
<td>-</td>
</tr>
</tbody>
</table>

jobs; 16 per cent skilled labor; 40 per cent were non-skilled labor; 4 per cent were professional and ministry; 16 per cent of the girls were not in contact with their father so didn't know what he was doing. The out-of-school group had 67 per cent in non-skilled jobs; 7 per cent in professional or ministry, 26 per cent of the girls were not in contact with their fathers so didn't know what they were doing.

Parent-daughter relationship

How do you feel about the relationship with your father? The in-school girls all rated their relationship with their mother higher than with their father. Some of the positive statements were as follows:

1. "We get along fine but with mother it is better."
2. "I love him, I love mother a little bit more."

Some of the statements on the negative side were:

1. "He is hard to confide in."
2. "I never could get along with him."
3. "I would forgive him if he wants to be forgiven. I ask for his forgiveness."
4. "He is okay, except he lies a lot."
5. "He is hard to understand and he is rather mean."
6. "We never were close but he is taking some interest now."

The out-of-school married teenage girls had one girl who rated her relationship to her father as better than it was with her mother. On the positive side were such remarks as:

1. "We are close. I love him."
2. "It is a good relationship."

On the negative side were such remarks as:

1. "No hate, no love, he is and always will be a stranger."
2. "He is not very good."
3. "I dislike him."
4. "He left us, and I have never known him."
5. "He doesn't understand and he is hard to live with."
6. "He has the last word."

How do you feel about the relationship with your mother? The in-school girls had twenty girls or 80 per cent with a good relationship and the out-of-school girls had seven girls or 48 per cent of the girls with a good relationship. This difference was significant at the .05 level.

Some of the remarks from the in-school group were as follows:

1. "I love her very much. She had no favorites, and she cared for us all."
2. "I miss her now. I realize how important she was."

This group didn't have any negative remarks.

Some of the remarks from the out-of-school group were as follows:

1. "We are very close."
2. "It is better with mother than with father."
3. "She was always helpful."
On the negative side were the following remarks:

1. "She never let us get close to her."
2. "She never seemed to have time for us but she is better now."
3. "I dislike my mother."
4. "We have our problems."

What do you feel your parents could have done to have helped you prepare yourself for marriage? The in-school girls made many statements in favor of the effort their parents had put forth. Some of the girls' positive remarks were as follows:

1. "They did all they could do."
2. "They didn't have time to finish what they started because I got married."

The following items were things they wished they had been taught:

(1) "How to cook and clean house;" (2) "Set a good example in their marriage which I could have used once in a while;" (3) "They did too much for me and didn't let me have any responsibilities;" (4) "Told me about money problems;" (5) "Explained the facts of life to me."

The following items were things the out-of-school girls wished they had been taught: (1) "How to cook and keep a budget;" (2) "I didn't know enough about sex and its adjustment problems;" (3) "Advised me not to get married;" (4) "How to get along with others and taken better care of me."

The study found that 14 per cent of the out-of-school girls were in the process of getting a divorce.
Significant findings

Did mother approve of your spouse after marriage? The in-school group had 100 per cent of the mothers approving of the girl's spouse after marriage. The out-of-school group had ten mothers or 67 per cent of the mothers approving of the girl's spouse after marriage. However, 33 per cent of the mothers still disapproved of their new son-in-law. This difference was significant at the .01 level.

After the marriage did your father approve of your marriage? The in-school group had twenty fathers which was 80 per cent of the fathers approving their marriage after the wedding ceremony had taken place. The out-of-school group had six fathers or 40 per cent of them approving their marriage after the wedding had taken place. This difference was significant at the .01 level.

Did your father approve your marriage? The in-school group had thirteen fathers or 52 per cent of their fathers approving their marriage and 48 per cent disapproving of their marriage when the wedding took place. The out-of-school group had 100 per cent disapproval from their fathers when they married. This difference was significant at the .01 level.

Was getting away from parental authority one of your reasons for getting married? The in-school group had seven girls or 28 per cent who felt this was a reason for getting married, and eighteen girls or 72 per cent who didn't feel this was a reason. The out-of-school group had ten girls or 67 per cent who felt this was a reason for getting married. Five girls or 33 per cent didn't feel this was a reason for marriage. This difference was significant at the .02 level.
How did your parents handle your sex education? The in-school group had 60 per cent handled well, 20 per cent poorly, and 20 per cent neglected it altogether. The out-of-school group had 15 per cent well, 40 per cent poorly, and 46 per cent neglected it altogether. This difference was significant at the .02 level.

Do you get along with your brothers and sisters? The in-school group reported 48 per cent got along very well, 44 per cent well, and 8 per cent some. The out-of-school group reported 20 per cent very well, 34 per cent as well, and 46 per cent as some. This difference was significant at the .02 level.

Can you count on financial help in an emergency from your spouse's parents? The in-school group had 80 per cent of the spouse's parents willing to help in an emergency. They have five sets of parents or 20 per cent unable or not willing to help in an emergency. The out-of-school group had 46 per cent willing and able to help and 54 per cent were not able nor willing to help. This difference was significant at the .05 level.

Can you count on financial help in an emergency from your parents? The in-school group had 21 or 84 per cent of the parents who would help in case of an emergency. Sixteen per cent of the parents couldn't be counted on for help. The out-of-school group had seven parents or 54 per cent that could be counted on for help. Forty-six per cent or seven parents couldn't be counted on for help in this group. This difference was significant at the .05 level.

Was getting married an escape from a broken home? The in-school group had 20 per cent answer "yes" and 80 per cent answer "no." The
out-of-school group had 53 per cent "yes" and 47 per cent "no." This difference was significant at the .05 level.

Were you looking for an escape from a home with very little money? The in-school group had eight per cent answering "yes" and 92 per cent answered "no." The out-of-school group had 33 per cent "yes" and 67 per cent "no." This difference was significant at the .05 level.

Do you get along with your parents? The in-school group had 48 per cent rated very well, 40 per cent well, 12 per cent very little. The out-of-school group had 14 per cent rated as getting along very well, 20 per cent as well, 33 per cent as some and 33 per cent as very little. These differences were significant at the .05 level.

How do you rate your childhood? The in-school group had 32 per cent rated as very happy, 56 per cent happy, 12 per cent unhappy. The out-of-school group had 20 per cent rated as very happy, 33 per cent happy, 46 per cent unhappy. This difference was significant at the .05 level.

Discussion of Home and Parents

The married girls who stayed in high school had a better home environment. The acceptance of this hypothesis appears to be brought out in the following: First, the in-school girls have a better relationship with both of their parents. She was closer to her mother than she was to her father. The study indicates that the fathers didn't take an interest in the girl's social life nor in her school work or her school activities. Second, the in-school group had more fathers approve their marriage, and more fathers approve their marriage after it had taken place than the out-of-school group. The study indicated that the girls need a close emotional tie with
their fathers. Third, parents of the in-school group had a larger income, had jobs which required more responsibility, and as a result they were able to help the young couple if the need arose. Fourth, besides financial help, the parents of the in-school group were able to give their daughter more emotional security so she did not have to look for security in other places. There were fewer broken homes and fewer homes with very little money. Home security was also shown in her ability to get along with her brothers and sisters. Fifth, the in-school girl appeared to have had a happier childhood.

The findings indicate that the in-school girl had more items in favor of a better home environment for her. It is believed that the extra benefits she received added in building self esteem which encourage her continuance in high school.

Hypothesis No. 2--Better Relationship with Husband

The married teenage girls who stay in high school have a closer companion relationship with their husbands.

Background of couple

Table 4 gives the characteristics of the nuclear families of the girls.

Table 5 gives nationalities or races of the girls (as listed by the girls). Table 17 in the appendix gives the different churches to which the girls belong. Tables 18, 19, and 20 in the appendix give additional background information.
### Table 4. Characteristics of nuclear family of the in-school girls and the out-of-school girls

<table>
<thead>
<tr>
<th></th>
<th>In-school girls</th>
<th>Out-of-school girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls mean age now</td>
<td>17.08</td>
<td>16.73</td>
</tr>
<tr>
<td>Girls mean age when married</td>
<td>16.56</td>
<td>15.8</td>
</tr>
<tr>
<td>Girls average grade in school</td>
<td>11.60</td>
<td>10.7</td>
</tr>
<tr>
<td>Girls mean number of times attended church per month</td>
<td>1.36</td>
<td>.26</td>
</tr>
<tr>
<td>Number of children the couple have</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Husband's mean age</td>
<td>19.76</td>
<td>20.07</td>
</tr>
<tr>
<td>Husband's mean number of grades completed in school</td>
<td>11.56</td>
<td>10.4</td>
</tr>
<tr>
<td>Husband's mean monthly income</td>
<td>$326.00</td>
<td>$222.07</td>
</tr>
<tr>
<td>Girls mean age when started dating</td>
<td>14.44</td>
<td>13.4</td>
</tr>
<tr>
<td>Girls mean number of boys dated</td>
<td>11.6</td>
<td>9.2</td>
</tr>
<tr>
<td>The mean number of times the girls went steady</td>
<td>3.2</td>
<td>3.4</td>
</tr>
</tbody>
</table>

### Table 5. The nationalities or races of the girls (as listed by the girls)

<table>
<thead>
<tr>
<th></th>
<th>Caucasians</th>
<th>Mexican</th>
<th>Negro</th>
<th>Mixtures</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-school</td>
<td>16</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
The number of children. Fifty-two per cent of the in-school girls had children. However, it should be noted that of this group approximately 80 per cent are expecting a baby. Forty-four per cent had one child, and 8 per cent had two children. Twenty-seven per cent of the out-of-school girls had children. However, about 80 per cent of these girls are expecting. Twenty per cent had one child and 7 per cent had two children.

This shows a number of the young mothers are returning to high school or never left high school. The children were being tended by the girl's mother which may indicate a close relationship and willingness to work for a purpose or goal which the girls had set up for themselves, namely graduation from high school.

Factors associated with continuance in school

Monthly income of the couple. The in-school group has 16 per cent without an income, 16 per cent with $100 to $150 per month, 8 per cent with $200 to $250, 16 per cent with $300 to $350, and 16 per cent with $400 to $450, 28 per cent with $550 to $600 per month. The out-of-school group had 40 per cent without an income, 7 per cent with $100 to $150, 7 per cent with $200 to $250, 13 per cent with $300 to $350 per month, 20 per cent with $400 to $450, 13 per cent with $550 to $600 per month.

Husband's occupation. The in-school group's husbands had 28 per cent with a white collar job, 24 per cent with skilled-labor jobs, 32 per cent with unskilled labor jobs, and 16 per cent were unemployed. The out-of-school group had 21 per cent in skilled labor jobs, 32 per
cent in non-skilled labor jobs, 7 per cent in the armed services, and 40 per cent were unemployed.

**How the couples met.** There was no noted differences between the in-school and the out-of-school groups in how they met each other. They will be discussed together. A friendship which developed into marriage was started in 35 per cent of the cases by being introduced by friends, 29 by meeting at places of entertainment or planned entertainment, 16 per cent at school, 6 per cent by relatives, 6 per cent at church, 6 per cent were neighborhood acquaintances, and 2 per cent by telephone.

The most common place of entertainment was private parties in the homes of friends. These parties were unchaperoned. Parties were also held in homes of adults who let a teenager use their home while they were away on weekends. They also reported that adults often let them use an occupied home for their parties.

**Making the decision to get married.** The girls' reasons, in both groups, for getting married fell into seven different categories. They were as follows: personality qualities, mature reasons, parents' influence in making the decision, sex was a problem, selfish and insecure reasons, money and security, nurturing or nesting desires.

**Going steady.** All the girls in both groups were going steady at the time they decided to get married.

**How long were you engaged?** The in-school girls had a mean engagement of six months and the out-of-school girls had a mean of 3.2 months. Both groups had a very short engagement period which indicated that the couples were not very well acquainted.

Most of the weddings took place at home or close to the home which indicates that the girl's parents were included in her plans to be married. This is shown in Table 6.
Table 6. Where the couples were married

<table>
<thead>
<tr>
<th></th>
<th>Church</th>
<th>Rented hall</th>
<th>At home</th>
<th>Judge</th>
<th>Lodi</th>
<th>Reno</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-school</td>
<td>20</td>
<td>8</td>
<td>32</td>
<td>16</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>16</td>
<td>17</td>
<td>33</td>
<td>20</td>
<td>-</td>
<td>14</td>
</tr>
</tbody>
</table>

Did you have a honeymoon? The in-school group had 64 per cent "yes" and 36 per cent "no." The out-of-school group had 33 per cent "yes."
The mean number of days for a honeymoon was 2.24 for the in-school group and 1.13 for the out-of-school group.

A few of the in-school group had already moved toward ownership and an equal amount are still living with their parents. The largest percentage are living in an apartment. Table 7 shows the living accommodations of the couples.

If you could turn the clock back would you? The in-school group had 60 per cent that said they would do the same thing again, and 12 per cent said they would not get married while in high school, 16 per cent said they would wait until they had some college, and 12 per cent said they would work for a few years first. The out-of-school group had 34 per cent

Table 7. The couples' living accommodations

<table>
<thead>
<tr>
<th></th>
<th>Living with parents</th>
<th>Renting an apartment</th>
<th>Renting a house</th>
<th>Buying a house</th>
<th>Buying a trailer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-school</td>
<td>4 (16%)</td>
<td>10 (40%)</td>
<td>7 (20%)</td>
<td>2 (8%)</td>
<td>2 (8%)</td>
<td>25</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>3 (20%)</td>
<td>10 (67%)</td>
<td>2 (13%)</td>
<td>-</td>
<td>2 (13%)</td>
<td>15</td>
</tr>
</tbody>
</table>
saying "I would do the same thing again." Twenty per cent said, "I would not get married while in high school." Seven per cent said, "Wait until they had some college." Thirty-nine per cent said, "I would work for a few years first."

**Significant findings**

**Do you use some form of birth control?** Sixty-four per cent of the in-school group reported that they used some form of birth control; while the out-of-school group had 7 per cent who were using some form of birth control. This difference was significant at the .01 level. However, it should be noted that most of these girls were pregnant.

**Do you and your husband attend church and church activities?** The in-school group had ten girls out of 25 or 40 per cent who did attend church and its activities. The out-of-school group had two girls or 13 per cent who attended church and church activities. This difference was significant at the .01 level.

**Do you and your husband agree on sex relations?** Ninety-two per cent of the in-school group and 60 per cent of the out-of-school group reported that they were in agreement with their husbands in regards to sexual relations. This difference was significant at the .02 level. However, it should be noted that most of the complaints from the out-of-school group were: "I don't feel very well," and "I am pregnant and this may have something to do with my attitude."

**Were you pregnant when you married?** The in-school groups had 48 per cent answering "yes," and 52 per cent answering "no." The out-of-school group had 87 per cent answering "yes" and 13 per cent answering "no." This finding was significant at the .02 level. This points out
that the girls in the out-of-school group may be more discouraged with school or felt they had too many years between now and graduation. The school district has a home instruction program for pregnant girls after the fourth month, which indicates they left school because it didn't fit in with their new life's role.

Premarital sex among church attenders and non-church attenders. Table 20 in the Appendix shows the relationship between the in-school and out-of-school groups on the following: didn't indulge, the number who were pregnant before marriage, the number who indulged but didn't get pregnant. This difference was significant at the .02 level. See Table 20 in Appendix B.

Do you practice "fair play"--do you deal with facts--for example: on such issues as what the money was spent on, what bills were paid, what was charged and so on? The in-school group had 60 per cent answering that they did all the time, 32 per cent most of the time, and 8 per cent sometimes. The out-of-school group had 20 per cent responding that they did all the time, 66 per cent reported that they did most of the time, and 14 per cent said sometimes. This difference was significant at the .05 level.

Are you tolerant with your husband? The in-school group had 20 per cent report that they were all the time, 48 per cent reported they did most of the time, and 32 per cent said they did sometimes. The out-of-school group had 33 per cent report they did most of the time, and 67 per cent said they were sometimes. This difference was significant at the .05 level.

Is your husband tolerant with you? The in-school group had 20 per cent report that they were all of the time, 44 per cent said they did most
of the time, and 24 per cent reported that sometimes they were. The out-of-school group reported 33 per cent did most of the time and 67 per cent did sometimes. This difference was significant at the .05 level. Note: there was very little difference between the way the wives saw themselves and the way they saw their husbands.

**Did you need consolation and sympathy which your mate was able to give you?** The in-school group had 84 per cent of their group feeling they didn't use this need in selecting their partner nor for getting married. The out-of-school group had eight girls or 54 per cent who felt they didn't have a drive to have this need filled. This difference was significant at the .05 level.

**Did anyone encourage you to get married?** The in-school group had seven girls or 28 per cent reported that they were encouraged to get married. The out-of-school group had nine girls or sixty per cent of their group reported that they were encouraged to get married. This difference was significant at the .05 level.

The in-school group reported that 24 per cent were influenced by friends and 4 per cent by their mothers. The out-of-school group had 47 per cent who were influenced by their friends and 13 per cent influenced by their mothers. This finding was significant at the .05 level. However, it should be noted that some of this encouragement came from both the girls' mothers and friends after they learned that the girls were pregnant.

**Do you feel you were mature enough to have married? Do you feel the same now?** The in-school group had 76 per cent "yes" and 24 per cent "no." Later they had 80 per cent "yes" and 20 per cent "no." The out-
of-school group had 67 per cent "yes" and 33 per cent "no." Later they had 60 per cent "yes" and 40 per cent "no." This difference was significant at the .05 level.

Discussion of Marital Relationships

Married teenage girls who stay in high school have a closer companion relationship with their husbands. This hypothesis appears to be sustained in the following: First, the in-school couples have better jobs and less unemployment. This means they have more money. They were more independent and were buying more homes. Second, the in-school girls had a healthier attitude toward sex. However, most of the out-of-school girls were pregnant and this was listed as a factor in their feelings. After the birth of their babies, the girls may not feel as strongly about their negative sexual reactions with their husbands. The in-school girls had a larger number using some form of birth control. Although this finding was significant at the .01 level, again it should be noted that most of the girls were pregnant at the time of the survey so use of birth control methods was ineffective.

Third, the in-school girls appeared to have a more open and fair-play attitude about handling of money. They were more tolerant with each other and shared more domestic duties. Fourth, the in-school girls revealed more self-assertion. They felt capable of going to school and managing their own home as well. They also felt they were mature enough to get married and handle the problems. Fifth, in-school girls revealed they were not as influenced by friends, parents, and relatives to get married. Sixth, in-school girls appeared to have had a better relationship with their husbands before marriage. They did not use needing consola-
tion and sympathy from their mates as a reason for marriage.

The married teenage girls who stayed in high school had a more satisfactory relationship with their husbands.

Hypothesis No. 3--Higher Self Value and Insight Into School Work

Married teenage girls who stay in high school have a higher self value and more insight into their school work.

Background of school students

Table 4 shows that the in-school group are older than the out-of-school group. It also point out that husbands are younger in the in-school group. This suggests that married girls are staying in school or they are returning to complete their education. If this is the trend, the age level for the in-school group may rise.

Class standing. The in-school girls had 76 per cent of the married girls in the senior class, 12 per cent in the junior class, and 12 per cent in the sophomore class.

Factors associated with continuance in school

How many hours did you study per week? The in-school group had a mean of 3.44 and the out-of-school group had a mean of 1.3 hours a week.

This suggests that many girls need guidance and help in finding school worth the extra effort. It also points out the fact that Stockton may need more community centers where the students may go to study. Most of the girls in both groups studied on the kitchen table. Stockton does have some centers where the students may go, and volunteer parents and
teachers help the students when problems arise.

What do you feel the school should have done which could have better prepared you for marriage? The in-school girls had 68 per cent of the girls feeling the school had done a good job, and the out-of-school group had 53 per cent. There was no significant differences between the request for help in the two groups, so they will be listed together. First, a very large number of girls felt the need for a family life education class. Second, they felt the need for more home economics classes. Third, a request to stop making sex before marriage sound so bad. Fourth, a request to help the married girls more in school. Fifth, a request for a family living class in the tenth grade. Sixth, a request to make school more fun.

These responses suggest a great need for Family Life Education and that it should be not later than the tenth grade. The tenth grade appeared to be the most vulnerable one for girls.

How the schools view the married girls in school. The cumulative records were checked in the Dean of Girls office and with the exception of one girl being reported for looking on another person's paper during a test, the married girls who stay in school are considered very good students. The Dean at one of the high schools said, "We do not have problems with our married girls. They are interested in their school work, and they are here for a purpose. They are more mature in their thinking and as soon as school is over they are gone. They have another busy role at home. They all seem to be settled and working for what they want."
Significant findings

The nationalities or races of the girls (as listed by the girls). The in-school group had sixteen or 64 per cent of their group listed as Caucasians. There were five or 20 per cent Negroes, and four or 16 per cent were listed as mixed nationalities. The out-of-school group had 26 per cent or four girls who were Caucasians, six girls or 40 per cent were Mexican, three girls or 20 per cent were Negroes, and two girls or 13 per cent were mixtures. This difference was significant at the .01 level. (See Table 5)

Did school seem worthwhile to you? The in-school group had 100 per cent backing this issue, and the out-of-school group had 67 per cent feeling it was worthwhile. This difference was significant at the .01 level.

School test scores. Analysis of variance test was used to compare the data on the test scores in Language, Non-Language, Reading, Mathematics, the T Score, and IQ score. This difference was significant on all tests except the IQ at the .01 level. The IQ score was significant at the .05 level.

This finding shows the dropouts do not view school as worthwhile. The study appears to indicate a great need for a vocational school which would meet the needs of these students.

Do you plan on going to college? Forty-eight per cent of the in-school group said "yes" and 29 per cent thought maybe they would be going. The out-of-school group had 13 per cent who said they were hoping to go on to college. This difference was significant at the .01 level.

Do you plan on graduating from high school? Ninety-six per cent said "yes" and 4 per cent were not sure. Of the out-of-school group 34
per cent hoped to graduate and 66 per cent felt it was too late. This difference was significant at the .01 level.

**Are you taking a college preparation course?** Sixty-eight per cent of the in-school girls were, and 7 per cent of the out-of-school. This difference was significant at the .01 level.

**Have you ever received a provisional?** Fifty-six per cent of the in-school group had, as compared with 100 per cent of the out-of-school group. This difference was significant at the .01 level.

**Do or did your parents take an interest in your school work?** Seventy-two per cent of the in-school group said "yes" and 33 per cent of the out-of-school group said "yes." This difference was significant at the .02 level.

**Did your parents have any idea about what you were doing (school work and activities) in school?** Eighty per cent of the in-school groups' parents did know and 40 per cent of the out-of-school groups' parents knew. This difference was significant at the .02 level.

**Do or did you do just what you had to do in class and never worried about school studies outside of the classroom?** Sixteen per cent of the in-school group said "yes." Sixty-six per cent of the out-of-school group also said "yes." This points out the value placed on school work by the in-school group which made graduation from high school important to them. This difference was significant at the .05 level.

**Do or did you study?** Ninety-six per cent of the in-school group did and 67 per cent of the out-of-school group studied. This difference was significant at the .05 level.
Did your husband go to junior college? The in-school group reported six husbands had gone to Junior College or 24 per cent. Two are attending at the present or 8 per cent. The out-of-school group did not have any husbands who had attended college. This difference was significant at the .05 level.

Did your husband graduate from high school? See Table 4. The in-school group reported ten had graduated, or 40 per cent; three or 12 per cent were attending high school at the present; and twelve had dropped out, or 48 per cent. The out-of-school girls reported three or 20 per cent had graduated, twelve or 80 per cent had dropped out. This difference was significant at the .05 level.

Do or did your parents take an interest in your grades? Ninety-six per cent of the in-school group said "yes" and 67 per cent of the out-of-school group's parents took an interest. This difference was significant at the .05 level.

Did your parents encourage you to remain in school? The in-school group had 100 per cent backing from their parents. The out-of-school group had 80 per cent encouraged by their parents. This difference was not significant at the specified .05 level.

Did your counselor encourage you to stay in school? The in-school group had 84 per cent encouragement and the out-of-school group had 60 per cent encouragement. This difference was not significant at the specified .05 level.
Discussion on School Adjustment

Married teenage girls who stay in high school had a higher self value and more insight into their school work. This hypothesis appears to be sustained in the following: First, race and nationality appeared to be a factor which encouraged the in-school group to stay in school. More Caucasians stayed in school, then Negroes, next mixed nationalities, and last Mexicans. Second, the in-school group felt school was worthwhile. They spent more time studying and completing assignments. Third, a high school diploma was not the end goal for a large number of the in-school group. Their plans were to go on to Junior College.

Fourth, the in-school girls had a larger number of girls taking a college preparation course. This seems to indicate that the girls had planned higher education when they entered high school. This points out that many items had been germinating from an earlier period such as:

(1) Parents had been interested in their daughter taking a college preparation course and the daughters had also felt the same way.

(2) The parents had encouraged the girls to remain in high school. In fact, in many cases the parents had agreed to the marriage with the understanding that the girl would complete her high school education.

(3) The girls felt by continuing their education they could prove to their parents that they were mature and could handle married life.

(4) The in-school girls had higher aspirations for themselves. This was pointed out in their desire to graduate from high school, in their desire to go to college, and in their decision to come back to school if they had dropped out of school. This study pointed out that many married girls are returning to high school to complete their educa-
tion. How many could not be pinpointed because the girls can go on home instruction if they choose after four months. Two girls in this group had a baby out of wedlock and had continued their education while in a home for unwed mothers. One girl who was placed on the drop out list by her school was on home instruction. She was the only girl in the group. Girls on home instruction have their records transferred to the Central Educational office and for this reason the schools do not count them as married girls in their school which, of course, they are not. In one case a girl had dropped out of school and then gone on home instruction from the central office and the Dean of Girls had no way of knowing.

(5) The in-school girls had more ability. This was pointed out by the differences in the two groups' IQ scores, language, reading, mathematics, and non-language scores; they also had received fewer provisionals which indicates they had found school more worthwhile and easier for them.

(6) The in-school group indicated that their mothers took an interest in their school work. They discussed problems and talked about school work and activities. The girls indicated this was one area in which their fathers didn't help and also this lack of interest and involvement was felt by the girls. This lack of contact with father or lack of satisfaction of feeling close may be why many of the girls go searching for male companionship at an early age.

(7) Besides the parents' encouragement, the in-school girls had more husbands who had graduated from high school so they could see value in their wives completing their high school education. This group had five husbands who were attending school. This factor also
encouraged the girls to continue their education.

(8) The in-school girls were encouraged more by their counselors to stay in school. However, many girls stated that they didn't give their counselor a chance to encourage them to remain in school. They simply told the counselor they were leaving, or they didn't see the counselor at all.

(9) Most of the girls in both groups indicated that most of their teachers had encouraged them to stay in school. The study indicated that both teachers and counselors have a great responsibility in helping the girls feel they should remain in school. An example: this married dropout had been in an accident and been out of school for some time. When she returned to school she was behind. She felt lost and confused; besides she was still shook up over the accident. In this confused state she called on her counselor. He simply told her that if she couldn't keep up she had better drop out. The girl went on to say that in the confused state she was in that remark was all she needed and she checked out. It is believed that this decision making time was very important and should have been handled with greater care.

(10) The administration staff in each school was proud of the efforts, behavior, and general accomplishment of this group. They felt the girls were doing a good job. They were not a behavior problem. In fact, they took a sincere interest in their school work and then left for other duties at home.

(11) The girls in both groups felt let down by their parents and the school because they had short-changed them on their family life education. The study indicated a great need for family life education.
At the present time only a limited number can take the course. The study also indicates that a broad course in family life which includes a complete working knowledge of sex, should be taught before or not later than the tenth grade.

The girls who dropped out of school had a more complexed pattern to adjust to in their parents' home before marriage, in their marriage relationships and in the school setting. They had more problems, burdens, crises, and less economical resources and encouragement to face them with.

The married girls who stayed in high school had higher self esteem and more motivation to continue their schooling.
SUMMARY

A comparison of the teenage marriage in-school and out-of-school groups was the purpose of this study. The attitudes, antagonisms and advantages of this phenomena present a complex problem which faces society today. The differences in the following summary seemed appropriate.

Home and Parents

Girls who stay in school seem to have a more conducive home environment than the girl who drops out of school. The following items were found to be significant. First, the girls who stayed in school, to a greater degree, had a father who approved of their marriage. Also they had a father who learned to approve of their marriage after it had taken place. Second, they had a significantly larger number of mothers who approved of their spouses after marriage. Third, on the whole they were not running away from parental authority. Fourth, their parents had handled their sex education better in most cases. Fifth, they got along better with their brothers and sisters. Sixth, they had not married to escape from a home with very little money, nor a broken home. Seventh, they could count on financial help from both their parents and their spouse's parents. Eighth, they got along better with their parents. Ninth, they had a happier childhood. These nine significant reasons helped the girls stay in school after marriage.
Marital Relationships

The girls who stayed in school had important social and economical factors which were in their favor in their home and personal relationships with their husband. The study pointed out the following findings to be significantly in favor of the in-school girl.

First, fewer girls who were in-school were pregnant when they married, and more of the couples used some form of birth control.

Second, on the whole, they had a healthier agreement on sexual relations.

Third, the in-school couples had built up a satisfactory relationship on such items as fair-play in their dealing with money and paying of bills. They were more tolerant of each other.

Fourth, the couples had a greater attendance at church and church activities. This interest also indicated that the couples had more self control which lead to less pre-marital sex relations.

Fifth, the in-school group had more self confidence in themselves. This was illustrated in their positive feeling about not needing consolation and sympathy from their spouse as a reason which lead to their marriage.

Sixth, the in-school group appeared to be more mature in their feeling of being ready for marriage and also by not only running a home but undertaking their school work as well.

Seventh, the couples had more money coming in. This meant there was less doubling up with in-laws. More couples had already started to buy homes and trailer homes.

Eighth, more husbands had jobs which required more education.

Ninth, there were fewer husbands unemployed.
School

The girls who stayed in school had more social, psychological strengths, economic resources, and more intellectual abilities in their favor which enabled them to continue their school work. First, on the whole they had the advantage of being a senior which meant they had a shorter length of time to remain in high school. This appeared to be a very important factor if the girls were pregnant. Second, the girls who stay in school appeared to have more insight into the values and worthwhileness of school. This is also shown in their determination to graduate. Third, Caucasians are more likely to stay in school than Mexicans, Negroes, and mixed nationalities. Fourth, the in-school girls appeared to have more ability. This was indicated by the test scores in Reading, Language scores, non-language scores, mathematics, and IQ scores. It was also reinforced by the girls' indications that they intended to go on to college, as well as the fact that fewer girls had not received a provisional. Fifth, more girls in school had received encouragement from their parents to continue on with their education. Their mothers had encouraged them by being interested in their daughter's school work and her grades. They were also encouraged by their mothers' knowing what they were doing in school and activities. Sixth, more girls in school were encouraged by their counselors to remain in school.

Seventh, the in-school girls showed more mature attitudes toward school by doing more school work than just what was expected in the classroom. They were motivated toward higher grades. They also studied more.

Eighth, the in-school girls were more likely to have husbands who had graduated from high school so their attitude favored their wife's
graduation from high school. They may often have husbands attending school at the present time which meant they have more in common, and were more understanding toward each other's desires to complete their established goal. Ninth, the in-school group studied more hours per week. Tenth, they had a better attitude toward what the school was doing for them and they seemed to have been helped more in such ways as feeling the school had helped in preparing them to be successful in meeting their needs in married life; more girls had taken family life classes or were taking them. Eleventh, more mothers of the in-school group had encouraged the girls to do their home work. Twelfth, the administration considered the in-school girls to be more mature. They felt they had demonstrated this by being conscientious about their school work and activities, but perhaps most of all because they were not discipline problems.
CONCLUSIONS

The conclusion, in this study, is based on an analysis of the following three findings:

1. The married girls in high school had a better home environment than the high school girls who dropped out.

2. The married teenage girls who stayed in high school had a more satisfactory relationship with their husbands.

3. The married girls who stayed in high school had higher self esteem and more motivation to continue their schooling.

The writer concludes that the teenage married girls who stay in school had a more favorable living pattern than the teenage married girls who dropped out of school.
SUGGESTIONS FOR FURTHER STUDIES

1. A study combining the research studies written on teenage marriages.
2. A longitudinal study of teenage marriages to determine how many girls return to high school and graduate.
3. A geographic study of teenage married girls in high school across the United States who have similar ecological, social, and economical factors.
4. A study of the personality characteristics of husbands who marry high school teenage girls.
5. A study of the interpersonal relationship between the married teenage girls and their parents.
6. Studies in other school districts comparing the in-school married girls with the girls who marry and drop out of school.
7. The pregnant and non-pregnant married high school girls in relation to continuence in high school.
8. A study of the characteristics and interpersonal relationship of husband and wife.
LITERATURE CITED


Finck, George H. 1966. Study of 42 women who were pregnant at the time of their marriage (as quoted in Silberman's article in Redbook 128(1):147, November).


Gilbert, Robert I. 1965. High school marriages in Mississippi. A summary of a 1965 study which was sent to the University. (Unpublished)


Levine, Lena. 1961. (As quoted by Landman above in the tragic trap of teenage marriage), p. 120.


APPENDIXES
Appendix A. Questionnaire

This study is being made in the interest of securing an understanding of how teen-age students in high school feel about their early marriages. You have been selected as part of the sample, and your cooperation will make the study possible.

The information will be kept as confidential as possible and no place will your name be used.

I. Background information
1. Birthdate age grade in school
2. Religious (denominational) preference:
   In childhood Now Monthly attendance
3. Date married Number of previous engagements
   How long were you engaged? Where married
   Have you had a previous marriage
4. Children by present marriage Children by former marriage
   Name age Name age
   Children born out of wedlock
   Name age

5. Husbands age His occupation Education
   Now training for Religion
6. Your occupation at present Now training for
7. Your income before deductions (monthly) Your spouse's income
8. Where are you living:
   Renting a house for $ monthly
   Renting an apartment for $ monthly
   Buying a home for $ monthly
   Are you living with your parents If yes, do you pay rent If yes, amount $ (monthly)
   Are you living with spouse's parents If yes, do you pay rent If yes, amount $ 
9. Your parents income per year Your spouse's parents income per year
10. Can you count on financial help in an emergency from your parents from your spouse's parents

II. Home and Parents
1. You started dating at the age of
2. How many boys have you dated?
3. How many times did you go steady?
4. Did you go steady with the man you married?
5. My mother encourage me to date ______ was against my dating ______ other ____________
6. My father encourage me to date ______ was against my dating ______ other ____________
Explain both
________________________________________________________
________________________________________________________

7. My parents
a. age now
b. age at marriage
c. Nationality and/or background
d. Religious preference
   In childhood-----
e. Church attendance
   monthly------
f. Education completed
g. Occupation
h. Number of children in my parents family
i. Is your father living? ______ Your age at his death ______ following his death you lived with
j. Is your mother living? ______ Your age at her death ______ following her death you lived with
k. Do your parents live together? ______ Separated? ______ Your age when they separated ______ Divorced? ______ Your age when divorced ______
l. Do you feel closer to your Mother ______ Father ______ both ______
   neither ______ Other ______
m. Rate your parents' marriage....very happy_______ happy_______
   very unhappy_______ unhappy_______

n. Did your parents approve your marriage? Father: before_____ later_____
   Mother: before_____ later_____
Explain:
________________________________________________________
________________________________________________________

o. Did any of your brothers or sisters have any children from their marriages? ______ Which one ______ How many ______ (number)
p. Describe other persons who lived in your parental home, and their relationship to you:
________________________________________________________
________________________________________________________

q. How do you feel about your relationship with your parents?
   Father
   __________________________________________
   Mother
   __________________________________________

r. Rate your childhood.
   Very happy_______ happy_______ unhappy_______ very unhappy_______

s. Do you get along with your parents
   very well_______ well_______ some_______ very little_______ not at all_______
### t. Do you get along with your brothers and sisters?

<table>
<thead>
<tr>
<th></th>
<th>very well</th>
<th>well</th>
<th>some</th>
<th>very little</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain  

### u. Did your parents handle your sex education?

<table>
<thead>
<tr>
<th></th>
<th>well</th>
<th>poorly</th>
<th>neglected it altogether</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### III. School

1. **Did your parents encourage you to remain in school?**

   Remarks  

2. **Did your counselor encourage you to stay in school?**

   Remarks  

3. **Did your teachers encourage you to stay in school?**

   Remarks  

4. **Do or did you attend school regularly?**

   Why?  

5. **Does or did school seem worthwhile to you?**

   Yes  

   No  

   Why?  

6. **Do or did you study?**

   Why?  

7. **Did or do you just do what you had to do in class and never worried about school studies outside of the classroom?**

   Why?  

8. **Did your parents encourage you to do your homework?**

   Very little  

   some  

   not at all  

   a great deal  

9. **Did your parents have any idea what you were doing in school?**

   Explain  

10. **Do your parents take an interest in your grades?**

    Explain  

11. **Do or did your parents take an interest in your school work?**

    Explain  

12. **Do you take your provisional home for them to sign?**

    Have you ever received a provisional?  

    Explain  

13. **Do you have a set place to study?**

    Explain  

14. **Do you study every week night?**

    Yes  

    No  

15. **About how much time is spent studying at home during the week?**
16. If you dropped out of school, were you glad to get away from school? Yes ____ No ____ Explain ____________________________

17. Are you taking a college preparation course? Yes ____ No ____

18. If you dropped out of school why did you drop out? _______________________

19. If you stayed in school, what were your reasons for doing so? _______________________

20. Do you plan on going on to school (high school)?

21. Do you plan on graduating from high school? ____ Explain ____________________________

22. Do you feel the school did a good job on giving you sexual information? ____ Explain ____________________________

23. Do you plan on going on to college? ____________________________

24. Did your husband graduate from high school? ____________________________

25. Did your husband go to junior college? ____ No. of years ______

26. Is your husband in school now? ______ Year ______

Marital Relationships

1. Have you developed a habit of cheerfulness with your husband? 
   all of the time ____ Most of the time ____ sometimes ____ very little 
   Not at all ______

2. Do you practice "fair play"--do you deal with facts--for example: on such issues as what the money was spent on, what bills were paid, what was charged and so on. 
   All of the time ____ most of the time ____ sometimes ____ very little 
   not at all ______

3. Do you rate yourself selfish? 
   All of the time ____ most of the time ____ sometimes ____ very little 
   not at all ______

4. Do you rate your husband selfish? 
   All of the time ____ most of the time ____ sometimes ____ very little 
   not at all ______

5. Are you tolerant with your husband? 
   All of the time ____ most of the time ____ sometimes ____ very little 
   not at all ______

6. Is your husband tolerant with you? 
   All of the time ____ most of the time ____ sometimes ____ very little 
   not at all ______
7. Do you and your husband have the same nationality or race?__________
   If no, husband's_____________ yours

8. Have you and your husband reached an agreement on birth control?
   __________ Are you against birth control?

9. Are you now using some kind of birth control?__________ What type?

10. Do you and your husband attend church and church activities?
    Yes______ No______ Other______________________________

11. Do you and your husband have mutual friends with whom you associate
    or spend evenings with?_______ Remarks__________________

12. Do you and your husband agree on how the family income is spent?
    __________ How do you handle it?

13. Do you and your husband agree on sex relations?__________
    How do you handle this situation_________________________

14. Are you adjusted to your in-laws?__________ Remarks

15. What social activities do you and your husband engage in?

16. What do you feel your parents could have done to help you pre-
    pare yourself for marriage?______________________________

17. What do you feel the school should have done which could have
    better prepared you for marriage?

18. List four factors which determined your decision to get married.
    (Do not use "I was in love.")______________________________

19. What do you feel you contributed toward your marriage? (list
    four)_________________________________________________

20. Do you feel you were mature enough to get married?__________

21. Do you now feel you are mature enough to be married?__________

22. If you could turn the clock back would you (circle one)
    do the same thing again          not get married while in high school
    wait until I had some college    work for a few years first
23. Is marriage built up to be more glamorous than it really is? ______
   Explain ____________________________________________________________

24. Did anyone encourage you to get married? ______ Who? (circle one)
girl friends mother father other ____________________________

25. How and where did you first meet your husband?____________________

26. How long were you engaged? _____________________________________

27. How long did you know your mate before being married? ______

28. Did you have a honeymoon? ______ If yes, for how many days? ______

29. Were you pregnant when you married? _____________________________

30. Did you get married because of pregnancy? _________________________

31. Was getting away from parental authority one of your reasons for
getting married? _________________________________________________

32. Did you need consolation and sympathy which your mate was able
to give you? __________________________________________________

33. Were you looking for an escape from a home with very little money?

34. Did you have sexual relations with your mate before marriage?

35. Was getting married an escape from a broken home? Yes____ No______
Appendix B. Tables of Significant and Non-Significant Data Differences Between the Two Groups of Girls

Table 8. Home characteristics of the girls and their parents. The number indicates the "yes" answers

<table>
<thead>
<tr>
<th>Items or questions</th>
<th>In-school girls</th>
<th></th>
<th>Out-of-school girls</th>
<th></th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Parents had a good marriage</td>
<td>15</td>
<td>60</td>
<td>7</td>
<td>46</td>
<td>n.s.</td>
</tr>
<tr>
<td>Parents living together</td>
<td>15</td>
<td>60</td>
<td>7</td>
<td>40</td>
<td>n.s.</td>
</tr>
<tr>
<td>Feels closer to mother</td>
<td>17</td>
<td>68</td>
<td>10</td>
<td>67</td>
<td>n.s.</td>
</tr>
<tr>
<td>Feels closer to father</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>n.s.</td>
</tr>
<tr>
<td>Mother encourage girl to date</td>
<td>10</td>
<td>40</td>
<td>5</td>
<td>34</td>
<td>n.s.</td>
</tr>
<tr>
<td>Father encourage girl to date</td>
<td>11</td>
<td>44</td>
<td>5</td>
<td>34</td>
<td>n.s.</td>
</tr>
<tr>
<td>Went steady with spouse</td>
<td>24</td>
<td>96</td>
<td>15</td>
<td>100</td>
<td>n.s.</td>
</tr>
<tr>
<td>Were engaged</td>
<td>18</td>
<td>72</td>
<td>8</td>
<td>56</td>
<td>n.s.</td>
</tr>
<tr>
<td>Later mother approved of marriage</td>
<td>22</td>
<td>88</td>
<td>11</td>
<td>75</td>
<td>n.s.</td>
</tr>
<tr>
<td>Now father likes spouse</td>
<td>20</td>
<td>80</td>
<td>9</td>
<td>60</td>
<td>n.s.</td>
</tr>
<tr>
<td>Wanted to get away from parental authority</td>
<td>7</td>
<td>28</td>
<td>10</td>
<td>67</td>
<td>.05</td>
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<tr>
<td>Got along with parents</td>
<td>22</td>
<td>88</td>
<td>5</td>
<td>34</td>
<td>.05</td>
</tr>
<tr>
<td>Good relationship with mother</td>
<td>20</td>
<td>80</td>
<td>7</td>
<td>48</td>
<td>.05</td>
</tr>
<tr>
<td>Had a happy childhood</td>
<td>22</td>
<td>88</td>
<td>8</td>
<td>53</td>
<td>.05</td>
</tr>
<tr>
<td>Was escaping from a home with very little money</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>33</td>
<td>.05</td>
</tr>
<tr>
<td>Was escaping from a broken home</td>
<td>5</td>
<td>20</td>
<td>8</td>
<td>53</td>
<td>.05</td>
</tr>
<tr>
<td>Got along well with brothers and sisters</td>
<td>12</td>
<td>48</td>
<td>3</td>
<td>20</td>
<td>.02</td>
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<tr>
<td>Parents handled sex education</td>
<td>15</td>
<td>60</td>
<td>2</td>
<td>14</td>
<td>.02</td>
</tr>
<tr>
<td>Premarital sex among non-church members (girls)</td>
<td>11</td>
<td>44</td>
<td>13</td>
<td>87</td>
<td>.02</td>
</tr>
<tr>
<td>Father approved of marriage</td>
<td>13</td>
<td>52</td>
<td>0</td>
<td>0</td>
<td>.01</td>
</tr>
<tr>
<td>After marriage father approved</td>
<td>20</td>
<td>80</td>
<td>6</td>
<td>40</td>
<td>.01</td>
</tr>
<tr>
<td>After marriage mother approved of spouse</td>
<td>25</td>
<td>100</td>
<td>10</td>
<td>67</td>
<td>.01</td>
</tr>
</tbody>
</table>
Table 9. Characteristics of the two groups in husband and wife relationships. The number indicates the "yes" answers.

<table>
<thead>
<tr>
<th>Items or questions</th>
<th>In-school girls</th>
<th>Out-of-school girls</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Habits of cheerfulness with husband</td>
<td>7</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Doesn't rate herself selfish</td>
<td>6</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Husband and wife of the same nationality or race</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Doesn't rate her husband selfish</td>
<td>5</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Agree on birth control</td>
<td>21</td>
<td>84</td>
<td>9</td>
</tr>
<tr>
<td>Against birth control</td>
<td>3</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Married because of pregnancy</td>
<td>5</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Married for sex thrill</td>
<td>3</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Sexual relationship with mate before marriage</td>
<td>20</td>
<td>80</td>
<td>14</td>
</tr>
<tr>
<td>Sexual relations with other boys before marriage</td>
<td>3</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Couples have mutual friends</td>
<td>19</td>
<td>76</td>
<td>10</td>
</tr>
<tr>
<td>Couples agree on expenditures</td>
<td>16</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td>Girl's desire for a successful marriage</td>
<td>25</td>
<td>100</td>
<td>13</td>
</tr>
<tr>
<td>Husband's desire for a successful marriage</td>
<td>25</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Friends, father and mother encouraged her to marry</td>
<td>14</td>
<td>100</td>
<td>15</td>
</tr>
<tr>
<td>Couple had honeymoon</td>
<td>16</td>
<td>64</td>
<td>5</td>
</tr>
<tr>
<td>Marriage for social status</td>
<td>6</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>Marriage for security</td>
<td>16</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td>Agree on social activities</td>
<td>20</td>
<td>80</td>
<td>8</td>
</tr>
<tr>
<td>Habits of fair play with husband (paying bills, charges made, etc.)</td>
<td>15</td>
<td>60</td>
<td>3</td>
</tr>
<tr>
<td>Tolerant with husband</td>
<td>5</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Husband tolerant with wife</td>
<td>5</td>
<td>20</td>
<td>0</td>
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<tr>
<td>Encouragement a get married factor</td>
<td>7</td>
<td>28</td>
<td>9</td>
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Table 9. Continued

<table>
<thead>
<tr>
<th>Items or questions</th>
<th>In-school girls</th>
<th></th>
<th>Out-of-school girls</th>
<th></th>
<th>Significant level</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Needed consolation and sympathy from mate</td>
<td>4</td>
<td>12</td>
<td>7</td>
<td>47</td>
<td>.05</td>
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<tr>
<td>Escape from a home with very little money</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>33</td>
<td>.05</td>
</tr>
<tr>
<td>Escape from a broken home</td>
<td>5</td>
<td>20</td>
<td>8</td>
<td>53</td>
<td>.05</td>
</tr>
<tr>
<td>Good relationship with mother</td>
<td>15</td>
<td>60</td>
<td>3</td>
<td>27</td>
<td>.05</td>
</tr>
<tr>
<td>Unhappy childhood</td>
<td>3</td>
<td>12</td>
<td>7</td>
<td>46</td>
<td>.05</td>
</tr>
<tr>
<td>Financial help in emergency from girl's parents</td>
<td>21</td>
<td>84</td>
<td>8</td>
<td>54</td>
<td>.05</td>
</tr>
<tr>
<td>Financial help in emergency from spouse's parents</td>
<td>20</td>
<td>80</td>
<td>7</td>
<td>46</td>
<td>.05</td>
</tr>
<tr>
<td>Couple agree on sex relations</td>
<td>23</td>
<td>92</td>
<td>9</td>
<td>60</td>
<td>.02</td>
</tr>
<tr>
<td>Pregnant when married</td>
<td>12</td>
<td>48</td>
<td>14</td>
<td>87</td>
<td>.02</td>
</tr>
<tr>
<td>Use birth control</td>
<td>16</td>
<td>64</td>
<td>1</td>
<td>7</td>
<td>.01</td>
</tr>
<tr>
<td>Couple attend church and church activities</td>
<td>10</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>.01</td>
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</table>
Table 10. Factors which were measured to determine if there were differences between the in-school girls staying in high school as compared with the out-of-school girls. The number given was "yes" answers

<table>
<thead>
<tr>
<th>Items or questions</th>
<th>In-school girls</th>
<th>Out-of-school girls</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>A set place to study</td>
<td>7</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Studied every night</td>
<td>5</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Encouraged by parents to do home work</td>
<td>10</td>
<td>40</td>
<td>9</td>
</tr>
<tr>
<td>Encouraged by teachers to remain in school</td>
<td>20</td>
<td>80</td>
<td>11</td>
</tr>
<tr>
<td>Attended school regularly</td>
<td>20</td>
<td>80</td>
<td>9</td>
</tr>
<tr>
<td>School did a good job of teaching sex education</td>
<td>6</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Husband graduated from high school</td>
<td>11</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>Husband went to junior college</td>
<td>6</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Parents took an interest in grades</td>
<td>23</td>
<td>96</td>
<td>10</td>
</tr>
<tr>
<td>Did you study</td>
<td>23</td>
<td>96</td>
<td>10</td>
</tr>
<tr>
<td>No school work outside of class</td>
<td>4</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Parents had an idea of the girl's school activities and work</td>
<td>20</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>Parents took an interest in the girl's school work</td>
<td>18</td>
<td>72</td>
<td>5</td>
</tr>
<tr>
<td>Parents encouraged girls to remain in school</td>
<td>25</td>
<td>100</td>
<td>12</td>
</tr>
<tr>
<td>Counselors encouraged girls to stay in school</td>
<td>16</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td>Girls taking a college preparation course</td>
<td>17</td>
<td>68</td>
<td>1</td>
</tr>
<tr>
<td>Plan on graduating from high school</td>
<td>23</td>
<td>96</td>
<td>0</td>
</tr>
<tr>
<td>Plan on going to college</td>
<td>12</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td>Received a provisional</td>
<td>14</td>
<td>56</td>
<td>15</td>
</tr>
<tr>
<td>School seemed worthwhile</td>
<td>25</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Husband in school now</td>
<td>6</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>More Caucasians in school than Negro or Mexican</td>
<td></td>
<td></td>
<td></td>
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</table>
Table 11. Significant school data between the in-school girls and the out-of-school girls

<table>
<thead>
<tr>
<th>Items</th>
<th>Significant level</th>
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<tr>
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<td>.05</td>
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<tr>
<td>Mathematics</td>
<td>.01</td>
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<tr>
<td>Reading</td>
<td>.01</td>
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<tr>
<td>Language score</td>
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<tr>
<td>Non-language score</td>
<td>.01</td>
</tr>
<tr>
<td>T score</td>
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</table>

Table 12. Church membership of girls’ parents

<table>
<thead>
<tr>
<th>No membership</th>
<th>Catholic</th>
<th>Baptist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Father</td>
<td>Mother</td>
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<td># %</td>
<td># %</td>
</tr>
<tr>
<td>Lutheran</td>
<td>10 40</td>
<td>4 16</td>
</tr>
<tr>
<td>Methodist</td>
<td>8 53</td>
<td>5 34</td>
</tr>
<tr>
<td>Pentecostal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presbyterian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pentecostal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presbyterian</td>
<td></td>
<td></td>
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<tr>
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<td>- - 1 4</td>
<td>- - 4</td>
</tr>
<tr>
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<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td>In-school</td>
<td>- - - -</td>
<td>- - - -</td>
</tr>
<tr>
<td>Methodist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-school</td>
<td>3 12</td>
<td>3 12</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>1 7</td>
<td>2 13</td>
</tr>
</tbody>
</table>
Table 13. Nationality of girls' parents

<table>
<thead>
<tr>
<th></th>
<th>Caucasian</th>
<th>Negro</th>
<th>Mexican</th>
<th>Irish</th>
<th>Italian</th>
<th>Indian</th>
<th>Philippine</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Girl's father's nationality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-school</td>
<td>13</td>
<td>52</td>
<td>7</td>
<td>28</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>4</td>
<td>26.7</td>
<td>4</td>
<td>26.7</td>
<td>5</td>
<td>33.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Girl's mother's nationality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>48</td>
<td>6</td>
<td>24</td>
<td>3</td>
<td>12</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>4</td>
<td>26.7</td>
<td>5</td>
<td>33.3</td>
<td>5</td>
<td>33.3</td>
<td>1</td>
<td>6.7</td>
</tr>
</tbody>
</table>
Table 14. Girl's father's occupation

<table>
<thead>
<tr>
<th></th>
<th>Own business, professional and ministry</th>
<th>White collar worker</th>
<th>Skilled and unskilled</th>
<th>Unknown no contact with father</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>In-school</td>
<td>7</td>
<td>20</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>1</td>
<td>7</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 15. The girl's parents' income

<table>
<thead>
<tr>
<th></th>
<th>$2,000-5,000</th>
<th>6,000-8,000</th>
<th>10,000-12,000</th>
<th>Didn't know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>In-school</td>
<td>7</td>
<td>28</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>10</td>
<td>67</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 16. The girl's spouse's parents' annual income

<table>
<thead>
<tr>
<th></th>
<th>$2,000-5,000</th>
<th>6,000-8,000</th>
<th>10,000-12,000</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>In-school</td>
<td>9</td>
<td>36</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>10</td>
<td>67.5</td>
<td>1</td>
<td>7.5</td>
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</table>
### Table 17. Church membership of the girls

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Lutheran</th>
<th>Catholic</th>
<th>Baptist</th>
<th>Unitarian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>In-school</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>7</td>
<td>46</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Methodist</th>
<th>Pentecostal</th>
<th>Presbyterian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>In-school</td>
<td>3</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-school</td>
<td>1</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table 18. The girl's husband's income per month

<table>
<thead>
<tr>
<th>No (self) income</th>
<th>$100-150</th>
<th>200-250</th>
<th>300-350</th>
<th>400-450</th>
<th>550-600</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>In-school</td>
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<td>16</td>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
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<td>6</td>
<td>40</td>
<td>1</td>
<td>7</td>
<td>2</td>
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</tbody>
</table>

### Table 19. The girl's husband's occupation

<table>
<thead>
<tr>
<th></th>
<th>White collar clerical</th>
<th>Labor unskilled</th>
<th>Labor skilled</th>
<th>Armed service</th>
<th>Unemployed on welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>In-school</td>
<td>7</td>
<td>28</td>
<td>8</td>
<td>32</td>
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<tr>
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<td>21</td>
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</tbody>
</table>

Note: The in-school group had five students in school, three in high school and two in Junior College.
Table 20. Characteristics which had a significant difference between the in-school girls and the out-of-school girls in home environment. The number indicates the "yes" answers

<table>
<thead>
<tr>
<th></th>
<th>Premarital sex among church attenders and non-church attenders</th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Didn't indulge</td>
<td>Pregnant</td>
<td>Indulged</td>
<td>Pregnant</td>
<td>Didn't indulge</td>
<td>Indulged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>6 24</td>
<td>2 8</td>
<td>6 24</td>
<td>1 4</td>
<td>5 20</td>
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<td></td>
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<td>- -</td>
<td>13 87</td>
<td>- -</td>
<td>- -</td>
<td></td>
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</tr>
</tbody>
</table>

*a In-school group had 1 husband sterile which is equal to 4 percent. This was significant at the .02 level.