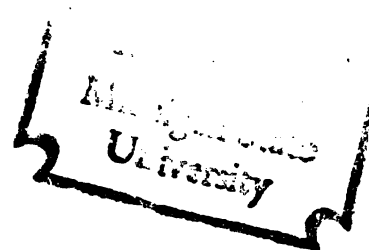
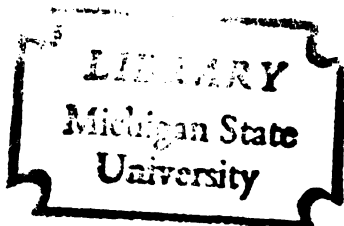


A FOLLOW - UP STUDY OF STUDENTS WHO ATTENDED
THE HILLSDALE COUNTY ALTERNATIVE SCHOOL FOR
PREGNANT GIRLS 1968 - 1973

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
ARDATH M. McCALL
1975

THESIS





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ABSTRACT

A FOLLOW-UP STUDY OF STUDENTS WHO ATTENDED THE HILLSDALE COUNTY ALTERNATIVE SCHOOL FOR PREGNANT GIRLS 1968-1973

By

Ardath M. McCall

A follow-up study in 1975 was designed to discover information about the girls who had enrolled during the years of 1968-1973 at the Continuing Education Center, an alternative comprehensive school program in Hillsdale County, Michigan for school-age pregnant girls. Three areas of information were sought:

1. What happened to the girl after she attended the Continuing Education Center?
2. How does the girl evaluate her experiences at the Continuing Education Center?
3. How does she see her role as mother? What are her needs? How can the curriculum at the Continuing Education Center help her as a mother?

A telephone interview and a questionnaire were used. Eighty-five of ninety-one girls were located for the first area of the study and the questionnaire used for the second and third areas had a 65.9% return.

It was discovered that the girls are generally married, they still live in or hear Hillsdale County and

they have one or two children. Most of them have finished high school but they have not sought further training. About half of the girls work, but finding jobs and arranging child care are difficult obstacles. The husbands have a higher level of education than the married girls. The unemployment rate is high, but little different than for the population in general at the time of the study.

The girls rated the Continuing Education Center very high and indicated it was very helpful in enabling them to finish high school. It was the boyfriend, husband or parent who was most influential in keeping them in school. Transportation to school was often hard to arrange and was the greatest disadvantage.

At the Center the girls particularly liked the fellowship with other girls who were pregnant, the individual help with school work and personal problems and the pre-natal classes.

Accepting the responsibility of parenthood is difficult for these girls. They also see discipline and knowing what is "right" and "wrong" as puzzling parental tasks. They are searching for values for their own lives to guide them as mothers. Much need for practical and useful training for parenthood is seen.

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THE HILLSDALE COUNTY ALTERNATIVE SCHOOL
FOR PREGNANT GIRLS 1968-1973

By

Ardath M. McCall

A THESIS

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The writer is indebted to Miss Cindy Calvin for many patient hours of typing and personal assistance.

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CHAPTER I

INTRODUCTION

What happens to the pregnant school-age girl after she leaves the Hillsdale County Continuing Education Center? Does she finish her education? Does she marry and "live happily ever after?" Does she seek further training? Does she work? Have her experiences at the alternative school helped her carry out her role of mother? Could the Continuing Education Center have helped her more? How?

These and many other questions prompted this study. After six years of operation of the Continuing Education Center, it seemed appropriate to pause and ask. Any program should be continually studied and evaluated.

The Hillsdale County Continuing Education Center is an alternative public school program for pregnant girls which was developed by the Hillsdale County Intermediate School District to serve the eight school districts in the county area. In its educational role it is a comprehensive program providing academic credit in public school, counseling and social services, and health educational services. It has been in operation since the fall of 1968.

Very few follow-up studies from alternative school programs are available for study. Very few centers of this type have been in operation for this long in rural situations. The center is not only in a rural area but it has served only a white population since that is the nature of the county. Information from this study can contribute to knowledge in a realm where little is available.

The study was developed to discover information in three areas:

1. What happened to the girl after she attended the Continuing Education Center?
2. Looking back, how does she evaluate her experiences at the Continuing Education Center?
3. How does she view her role as a young mother? What are her needs? How can the curriculum at the Continuing Education Center help her as a mother?

The first area was designed to find information about the girls. Were they married or single? Did they finish high school? Did they seek further training or education? Were they working? This information would contribute to evaluation of the center and its philosophy. One of the goals of the center is to help the girls finish their high school education. High school education is very important in paving the way to better jobs and advanced training.

Family living is one of the curriculum requirements of the center. With the high national rate of divorce among

teen-age marriages, was this rate following true for these girls? How many children were they having? Were they becoming truly "homemakers?"

An evaluation of the Continuing Education Center by the girls themselves was sought in the second area. What kind of an image did this alternative school make in their minds? Were they glad they attended? Would they make the same choice if they were to go through the same circumstances again? Would they encourage other girls who were pregnant to attend?

Answers to these kinds of questions are helpful not only in evaluating the program but they have implications for the promotion and development of the Center in the future.

Information about mothering which could be used in planning curriculum was the purpose of the third area. How could the Continuing Education Center help these young mothers in the task of child rearing? What kinds of problems do they see? What kinds of help do they wish they had? What are their needs?

Teen-age pregnancy is on the rise. Young mothers are keeping their babies and raising them often all by themselves. Yet most of these young mothers have had very little preparation for parenthood. The pregnancy is often unplanned and unwanted. It is important that those who

enroll in a special program designed to meet their particular needs receive the best possible curriculum.

It is a goal of this study to strengthen the Hillsdale County Continuing Education Center and its service to young mothers. Perhaps some of the findings can be applied to the search for new and better methods in education for parenthood, especially for the very young mother.

CHAPTER II

REVIEW OF LITERATURE

Teenage pregnancy is not a new phenomenon in the United States. It is older than the nation itself but it did not receive national attention as an issue for public concern until the 1960s. The Golden Anniversary White House Conference on Children and Youth in 1960, sparked action to "do something" about the problem. Six recommendations from this conference were significant (Recommendations: Composite Report of Forum Findings, 1970):

That every community provide a full range of public and voluntary services for the unmarried mother, including: medical, psychiatric, casework, group work, legal and financial services, education, living arrangements, and early planning for the baby; as well as services to the biological father and the parents of minor unmarried parents.

That public and private agencies join in a nationwide program of interpretation to secure citizen support for these necessary services and legislation to make them readily available.

That laws, residence requirements, or administrative regulations which restrict or deny public assistance and other public social services to needy illegitimate children and their mothers be eliminated.

That research be undertaken into the following aspects of illegitimacy: deviant cultural patterns into which many illegitimate children are born;

causes of the rising rate of illegitimacy among adolescents.

That a preventive program include identification of youngsters most likely to become unmarried parents.

That educational measures, sensitive to moral and emotional factors be instituted.

In 1962 the Children's Bureau of the Department of Health, Education, and Welfare funded a special demonstration project at the Webster School in Washington, D.C. (Howard, 1968). This project focused on meeting the many needs of the pregnant school-age girl through a school-based program where she could also obtain prenatal care and personal counseling while living at home. Because of the success of the Webster school, interest began in other communities. By 1970 there were close to 125 cities with 150 comprehensive service programs designed to meet the needs of pregnant school-age girls (Sheehan et. al., 1972).

In Michigan programs started in Bay City and Highland Park in 1965. These were followed by Detroit, Flint, Saginaw, and Kalamazoo in 1966 and 1967.

The Continuing Education Center in Hillsdale, Michigan began operation in the fall of 1968 and was really a pioneer as it was one of the first to be organized in a rural area (Sheehan et. al., 1972).

Much has been written to call attention to the fact that school-age pregnancy is a societal problem that needs attention. Marion Howard, Director, Research Utilization

and information Sharing Project, Cyesis Programs Consortium, Washington, D.C., was instrumental in making the public aware of the facts through many articles and papers. Articles such as "Pregnant School-Age Girls," (Howard, 1971) point out the increased educational, medical and social risks of the pregnant adolescent. She has been joined by many others pointing out that over 200,000 school-age girls give birth annually in the United States (Herzog, 1967); that many are from a low socioeconomic background (Johnson, 1974); that they have not been allowed to finish school (Kiestler, 1972); that they are a high medical risk (Stine, 1964, 1970); that they are often forced into unsuccessful marriages (Braen and Forbush, 1975).

Identifying the Problem

With the problem out in clear view many people have tried to identify and more clearly understand the teen-age girl who becomes pregnant. Why does the problem exist? Who is the girl who becomes pregnant at such an early age? What is she really like? Why did she become pregnant? (Jones, 1960; Butman, Kamm, 1965; Vincent, 1961; Keeve, 1965; Lowrie, 1965; Van Der Ahe, 1969). Colin Harrison looks at teen-age pregnancy as the product of social pathology (Harrison, 1969) and calls to society to mend its ways. W. G. Cobliner sees the problem as a phenomenon that has many dimensions (Cobliner, 1970). Robert

Bernstein warns against a single causation theory and suggests that we attempt to take more dimensions into account (Bernstein, 1960).

In the search for answers many avenues are pursued. Frank Furstenberg has tried to find out why birth control is not used more often among teen-agers (Furstenberg, 1971). He contends that pregnancy is usually the unanticipated outcome of sexual activity. His goal was to identify ways to promote the use of birth control to lower the incidence of premarital pregnancy.

With the legalization of abortion, will this be an answer? Colin Harrison points out the fact that since the pregnancy is often the result of parental neglect, lack of love, insecurity, poverty or ignorance, abortion is merely frustrating these needs (Harrison, 1969).

Most writers have concentrated on treatment of the problem. They seem to be assuming that if the teen-age pregnant girl is given an opportunity for better health, education, social adjustment, and employment, she will not continue to be a problem in society and that this assistance will perhaps intervene in a cycle thus preventing or reducing the problem in the future (Faigel, 1967). Among those who work with the pregnant girls the literature breaks into three major areas: education, health, and social.

The education of the teen-age girl has received much attention. Robert Childs warns that no longer can

girls be excluded from school (Childs, 1972). Sidney P. Marland, Jr., a former Commissioner of Education, issued a policy statement in February of 1972 which recognized that every girl has a right to and a need for an education (Braen, 1975). Many states, Michigan is one (1972), have passed laws making it illegal to exclude a girl from school because of pregnancy. With this attention it is much less common in the 1970's that a girl is excluded from school.

Another educational problem remains. That one is how to encourage the girl who wants to drop out to remain in school. Pregnancy is the major known cause of school dropouts (Atkins, 1968; Aughinbaugh, 1966). The majority of these young mothers never return to school (Braen, Forbush, 1975; Kiester, 1972). It has been suggested that the alternative school would encourage some drop-outs to attend (Harrison, 1972). Rose Anderson states that the regular schools should offer special programs (Anderson, 1973). Counseling and social work are other services that could assist in motivating the drop-out but little is written to suggest how this could be done.

The fact that the teen-age pregnant girl is a high risk medically is pointed out frequently in the literature. Girls who become pregnant under age seventeen are biologically at risk for childbearing (National Academy of Sciences, 1970). They are more likely to have health complications, especially toxemia, anemia, prolonged or premature labors

(Menken, 1972). The incidence of fetal deaths and infant mortality is at a higher rate (National Center for Health Statistics, 1970). Premature births and low birth-weight infants are common (Stine, 1964; Faigel, 1967).

In the social area there are numerous concerns. Many girls remain unmarried and become the sole support for themselves and the child. Of those who marry a very high number divorce. The divorce rate is three to four times higher among those married in their teens than among those married at a later age (Howard, 1970; National Center for Health Statistics, 1968; Burchinal, 1965). The girls who need to work to support a family are often uneducated, unable to find work and dependant on welfare (Braen, Forbush, 1975).

There is a problem of repeat pregnancies (Braen, Forbush, 1975). The most fertile period in life is in the late teens and these young mothers may fall into a pattern of bearing additional children for which they are not prepared to care properly (Howard, 1970).

The search for the best ways to meet the educational, social, and health needs of the pregnant girl has continued throughout the 1960's and early 1970's (Harrison, 1972; Klerman, 1975).

The Comprehensive Program

Much literature points to the multiservice or comprehensive program as the best all around assistance for

the pregnant girl (Harrison, 1972; Howard, 1970, 1972). The emphasis here is providing educational services, health service, social services, and counseling all in one program. Oscar Stine and Elizabeth Kelley identify a school situation as the most appropriate one through which all the needed services can be administered (Stine, Kelley, 1970). Marion Howard lists over twenty-five service areas that should be included in a truly comprehensive service program (Howard, 1972). She includes legal counseling, psychiatric services, financial assistance, birth control, infant care, and many other services as well as leisure time activities in addition to the usual educational, health, and social provisions. Elizabeth Herzog suggests that if services are to be truly comprehensive, they will have to serve unmarried mothers for several years after they actually become mothers (Herzog, 1967).

At this time well over 300 communities have established some form of program to provide comprehensive services to school-age girls (Braen, Forbush, 1975). Instrumental in promoting multi-service programs was a federally funded research utilization and information sharing project (originally called Cyesis Programs Consortium) known as the Consortium on Early Childbearing and Childrearing which was organized under the auspices of the Child Welfare League of America, Inc. in cooperation with the University of Pittsburgh and Yale University. The Consortium published a

quarterly bulletin called "Sharing" and distributed it and other helpful literature to those who were concerned in the welfare of school-age parents. In 1972 a special national survey was conducted to locate and describe comprehensive programs by the Graduate School of Public Health of the University of Pittsburgh. The programs of 127 different cities are described in the study report (Sheehan, et. al., 1972). Numerous journal articles describe various individual programs. Anderson, 1973; Badger, 1972; and LaBarre, 1969 are three of many. The comprehensive programs identified seem to group into three basic formats. Some have been hospital based (Grady, 1975), others have been based in the regular school (Klein, 1975), and some have been organized as special schools (Washington, 1975).

After the identification of many of the programs the Graduate School of Public Health of the University of Pittsburgh developed a set of "Guidelines for Self-Evaluation of Programs Serving Adolescent Parents" (Husting, et. al., 1973). This was distributed to the 127 known comprehensive programs for their use. James Jekel feels that every program for school-age parents needs to do a basic program evaluation but that all too often this is not done. He encourages the examination of findings in light of the written objectives of each program (Jekel, 1975).

There are very few evaluations and follow-up studies of comprehensive programs. This is probably due to the fact that most programs are only a few years old and at most, ten years old. A report on the Webster School, the nation's oldest comprehensive program, was made in 1968 by Marion Howard (Howard, 1968).

James McCarthy and Mike Syropoulos used a questionnaire to evaluate the Detroit Continuing Education Program for Girls in 1972 (McCarthy, Syropoulos, 1972). The questionnaire was sent to one hundred students who attended the Detroit program during the years 1966-1971. The results indicated that the program was helping the girls finish school.

Shirley Schultz surveyed all the girls who attended the Continuation School in Saginaw, Michigan its first two years (1966-1968) during the summer of 1968. She used a follow-up questionnaire and interviews. Her results showed a significant reduction of drop-outs in the public school due to pregnancy. More girls were definitely finishing their education (Schultz, 1968).

Advocacy Groups

In June of 1969 a private, non-profit national organization was started as an advocate in promoting services for the school-age parents. The National Alliance Concerned with School-Age Parents, Inc., is headquartered in Washington, D.C. with a research and publications unit in

Syracuse, New York (Braen, Forbush, 1975). In August of 1971 an Inter-Agency Task Force on Comprehensive Programs for School-Age Parents was established in Washington, D.C. This is an agency within the federal government which encourages the provision of appropriate comprehensive services for school-age parents and their infants (Braen, Forbush, 1975). These organizations and the Consortium on Early Childbearing and Childrearing all work closely together with common goals.

Concerns About the Father

The National Alliance for School-Age Parents, the national advocacy group, has been instrumental in pointing out that every child has a father as well as a mother and that this fact should not be overlooked by those who work with teen-age pregnancy. Articles ask, "What about the father?" (Harrison, 1972). They suggest and encourage ways of including service for him in the comprehensive program plan (Howard, 1972). Reuben Pannor states that because of recent legal cases, the rights of the single father can no longer be overlooked by social agencies. He believes that the interests of child, mother, and father must always be taken into account (Pannor, 1971, 1975).

Education for Parenthood

In June of 1972, the United States Commissioner of Education and the Director of the Office of Child

Development announced that there was an appropriate role for the Federal Government in promoting parenthood education. Three federal agencies (The Office of Education, The Office of Child Development, and the National Institute of Public Health) united to promote and persuade schools and voluntary organizations to start parent education programs for all secondary school youth, both male and female (Brown, 1975). This program, known as "Education for Parenthood," promotes parent education in four ways: (Kruger, 1975)

1. School curriculum development
2. Technical assistance to organizations in program development
3. Encouragement of non school-based programs
4. Public and professional education

The over-all goal of the program is to help boys and girls prepare for effective parenthood (Clayton, 1974).

W. Stanley Kruger, Special Projects Director, Office of Education, points out that we have rediscovered that parents are very important people and that their influence on the child during his formative years should not be overlooked (Kruger, 1975). It is hoped that this program will help young people accept more responsibility for planning their own parenthood and recognizing the responsibility of becoming a parent.

This program has developed a curriculum for schools which is called "Exploring Parenthood." Instead of

teaching specific techniques, students are made "apprentices" to a responsible adult and are given interesting activities to do with children in a nursery school setting. They work with the children and then meet as a class once a week for discussions, sharing, and presentations (Clayton, 1974).

Those who have worked in the field of human ecology as well as teachers and social workers who have worked with young mothers have long recognized the need for education for parenthood (Forecast for Home Economics, 1975). Several writers have pointed out parenting education techniques that are especially useful in programs for the school-age mother (Danforth et. al., 1971; Badger, 1972; Bracken, 1971). W. Stanley Kruger emphasizes that parenthood education is an essential ingredient for every comprehensive program (Kruger, 1975).

Solutions

The literature fails to suggest many positive and workable solutions for prevention of the problem. D. Byron Oberst in his articles for the Nebraska Medical Journal recognizes a spiritual crises of the adolescent. He sees young people in a precarious position of doubting the "great truths" and society mores. He suggests that family life in the United States be re-examined and a parent and family constellation education program be promoted. His

whole emphasis on developing better moral attitudes and values was his positive suggestion (Oberst, 1970).

Clara Johnson sees poverty as being a breeding ground for adolescent pregnancy. She suggests that the way to break the cycle is to delay the first birth to the young adolescent (Johnson, 1974). She fails to give any proposed method for doing this.

The cry in the early seventies is for some new philosophy regarding the school-age pregnant girl. Lorraine Klerman suggests some new frontiers. She cites lack of purpose in society, the lack of a meaningful role for young people, the narrow view of the role of women, and the lag between actual sexual practices and society's attitude toward them as having a significant impact on youth (Klerman, 1975).

In spite of (or maybe because of) all the emphasis on school age pregnancy the National Center for Health Statistics reports that the rate of illegitimacy for teen-age women increased during the 1960's nearly 30%. Also 42% of the married women between ages fifteen and nineteen had an interval of less than eight months between marriage and the birth of the first child. One-fourth of the births to teen-age women in 1968 were illegitimate (National Center for Health Statistics, 1973).

CHAPTER III

SETTING, PROCEDURES, AND POPULATION

In order to evaluate the findings in this study it is desirable to understand some of the background. This chapter provides a description of the Hillsdale County Continuing Education Center, the procedures used for the study and the respondents.

Description of the Continuing Education Center

The Hillsdale County Intermediate School District, alert to the needs of the area, with a growing concern for teen-age mothers, and an interest in alternative school centers, applied for a U.S. Government Grant through Title VI of the Elementary and Secondary Education Act to develop an educational program for the school age pregnant girl. This grant was attained and a half-time person was employed for the fall of 1968.

At that time only four similar programs had been in operation in the state of Michigan and all of these served urban areas. An alternative school center was developed for Hillsdale County where girls from the eight local districts would come together for the services. A

comprehensive service plan was followed as the needs of the school age pregnant girl were physical, mental, and social as well as academic. The name Hillsdale County Continuing Education Center was adopted.

Financing the Continuing Education Center has since changed. When the grant expired, special education funds were used through the employment of certified homebound teachers. When state legislation appropriated special financing for alternative programs in 1972 a different plan developed whereby each of the eight districts would contribute the state aid allowance for each student in attendance at the Continuing Education Center. It is still, however, administered by the Intermediate School District.

The Continuing Education Center is located in the city of Hillsdale, Michigan and rents the educational wing of a local church for its operation. This includes two large classrooms which can be divided into four small rooms, two other small rooms, (one used as a projection room and one as a lounge), a nursery, two restrooms, and the use of other church facilities including a kitchen, fellowship hall, parlor, and craft room. A parking lot is across the street and a very good public library is one block away. The city of Hillsdale is a central location for the county.

The center operates half days from 8:30 a.m. to 12:00. All academic subjects are arranged on three days

a week and all girls enrolled are required to attend. Tuesdays and Thursdays are laboratory days and classes such as typing, sewing, arts, and crafts where blocks of time are needed to help individual girls are scheduled on these days. Not every girl would be required in attendance these days--only those enrolled in certain subjects.

The staff consists of two regular teachers employed half-time. One school social worker is assigned by the Intermediate District one half-day a week to this program. The health department provides a nurse consultant. A teacher aid has been assigned three half-days a week to assist the girls who bring their babies to class. As necessary on an hourly paid basis, additional part-time teaching help has been used.

The girls attend by their own choice and remain enrolled at their own local schools. The local schools award credits and grades. The teachers at the center recommend credit and grades. The local schools have agreed to accept these recommendations. Theoretically the school could deny credit or change a grade if they felt that the student had not met their local requirements. It is the responsibility of the teacher at the Center, however, to make sure local school requirements are met.

The girl may enroll at any time during her pregnancy. All girls must be under the care of a physician and a physician's statement giving any recommendations or

restrictions he requires must be submitted upon entrance. Once the girl enrolls she may remain in the program throughout that school year. She may return to the regular school at any time she wishes. There is no requirement that she must return to school as soon as the baby arrives.

The fact that the girl may continue throughout the year and bring her baby with her is a feature that has proven attractive for many girls. There are no infant care arrangements available in the area and many girls have no way of continuing unless they can bring the baby along. The half-day school is also helpful for the new mother.

Transportation can be arranged for any girl by the use of local and Intermediate School District bussing programs. These bus schedules are often not too convenient and most girls elect to provide their own transportation. However, transportation is often a problem for some girls.

Instruction is available in all general areas. It is a goal of the program to make sure that each girl can keep up her academic requirements. If a girl enrolls at the beginning of a semester she is usually encouraged to take classes in areas for which teachers at the Continuing Education Center are more qualified. If, however, a girl enters during a semester, every effort is made to help her finish the semester of work she has started.

All girls who enroll must participate in the "Family Living Class." They receive credit for this academically

as well. This part of the program includes instruction in pre-natal care, post-natal care, health, nutrition, infant care, child development, interpersonal skills, marriage, and family life. It is always flexible and geared to the needs of the class.

The nurse and social worker make regular calls to the class as well as to individuals. They often participate as part of the family living class. Great effort is made to develop an open "atmosphere" and social climate where the girls feel free to share feelings and problems.

Use of all local agencies is made as needs arise. The Baw Beese Mental Health Clinic, the Hillsdale County Department of Social Services, and the Branch-Hillsdale District Health Department are available. Legal services have also been arranged on occasion through the local bar association. Family planning assistance is available through the health department. The March of Dimes has provided much support and some class equipment. Volunteers have helped with babysitting. There is much community involvement and interest.

Procedures

The study was designed to be a follow-up study. Although the center had been in operation for six years, the girls from the previous year had only just completed their enrollment. It was therefore decided to include only the girls who had attended during the first five

years. The girls surveyed, then, are the girls who enrolled between September 1968 and June 1973.

During this five year period 91 different girls enrolled. In this county it was not difficult to locate these girls so all of them were included in the study.

To cover the first area of the study, that of finding out what had happened to each girl who had enrolled, an information sheet was developed. A copy of this sheet is in the appendix. First an attempt was made to call the girl by telephone. If she could not be reached, her parents were called. Other calls were then made to relatives or friends until someone was reached who could provide the information necessary to answer the questions on the information sheet. Eighty-five of the ninety-one girls were reached in this manner. An address was then obtained for these eighty-five.

Some of the information could not be obtained on every girl. If only a friend or relative could be located, they did not always know such answers as how much education the girl's husband had, or who was caring for her child while the girl worked. Information that could not be obtained by telephone or personal interview was dependent upon correspondence. Girls who returned the questionnaire (described later) usually gladly added in a letter the information needed to complete the information sheet.

To answer the questions in the second and third study areas a questionnaire was developed. A copy of this is in the appendix. This questionnaire was sent to the eighty-five girls for whom addresses could be obtained. Fifty-six of these girls returned the questionnaire. This represents a 65.9% return.

The questionnaire was in two parts. One part entitled "Evaluation of the Hillsdale County Continuing Education Center" was designed to provide information for the second area of the study. This part was sent to every girl who could be located. All fifty-six of the returned questionnaires contained this part.

The second part of the questionnaire was entitled "Viewing Parenthood." This was developed to provide information for the third study area. This was sent to all the girls who were parents. It will be pointed out later in the description of family size that seven girls (8.2%) have no children. They either placed their child for adoption, had a miscarriage or their baby died. These seven girls were not sent the second part of the questionnaire. Only fifty-two of the returned questionnaires contained this part.

The questionnaire was anonymous. It was sent with a form letter. A copy of this letter is also in the appendix. A personal note was often handwritten on the edge of

the form letter to add a friendly touch to the request. A stamped self-addressed return envelope with a code number on it was enclosed.

The code number on the return envelope enabled the researcher to know which girls had replied. A follow-up reminder post card was sent to those who had not returned their questionnaire in two weeks.

It was interesting that almost every girl who returned the questionnaire either signed her name or put her return address on the envelope. Only five failed to identify themselves.

The final question on the questionnaire asked if the girl would like a summary of the results. Every girl indicated that she would--even the five who didn't sign their names.

The Population

Different parts of this study are based on data gathered from slightly different populations. Table 1 displays a breakdown of the enrollment, the number of girls located, and the number of questionnaire returns. Who are the girls who attend the Center? Who returned the questionnaire?

The Girls Who Attend the Continuing Education Center

The eight local school districts that make up the Hillsdale County Intermediate School District are all

TABLE 1.--Enrollment, girls located, and questionnaire returns by school years.

School Year	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	All 5 Years 1968-1973
Number of Girls Enrolled	19	18	18	17	19	91
Number of Girls Located	19	17	17	15	17	85
Number of Girls Who Returned Questionnaire	14 (73.7%) return	9 (52.9%) return	10 (58.8%) return	11 (73.3%) return	12 (70.6%) return	56 (65.9%) return
Number of Girls Returning "View- ing Parenthood" Section	13	9	10	10	10	52 (66.7%) of the mothers
Number of Years After Enroll- ment Data were Gathered	6 years	5 years	4 years	3 years	2 years	

served by the Continuing Education Center. Any school age girl in this district who is pregnant may choose to attend. It is an alternative she may consider.

There is no accurate way to compare those who attend with the total school age pregnant girl population of the County. Most (but not all) of the school age pregnant girls who remain in school during their pregnancy do elect to come.

During the first five school years of the Continuing Education Center the enrollment each year was between 18 and 20 girls. According to census figures and records of births this is estimated to represent between one-third and one-fourth of the total number of school age girls who gave birth.

The girls who attended are the ones who wanted to keep their babies, stay at home (or establish a new home locally) and wanted to finish their high school education. Either they personally wanted to finish school or they had strong family or husband support. No girls who sought abortions enrolled at the Continuing Education Center. During the five years only six out of ninety-one girls who attended placed their babies for adoption.

The ages of the girls attending the center varied from age fourteen to age twenty. The average age at the time of enrollment was 16.4 years.

The girls who attend are from middle or low income brackets. They are all English speaking and white since that is the racial make-up of the county population.

The Girls Who were Located
for the Study

The eighty-five out of ninety-one who could be located represent all of the faithful attenders and most of the partially motivated girls. All six who could not be located actually never completed academic work at the center. Each of the six had never attended classes more than five times. All six had moved from their former locations. Four had moved out of the area and no one seemed to know where. No information could be found about two of the girls.

Sixteen of the eighty-five located and included in the study also did not complete any academic work at the center. They enrolled, attended some but never enough to obtain credit for any work.

The eighty-five who were located had been out of the center from one to six years. This variance would have some implications for the interpretation of the findings. Those who were seniors in 1968 and 1969, the first year of the program, had been on their own and through school for six years. A few of the younger girls who attended during the 1972-73 school year could have still been in school at the time of the study but none were.

The Girls Who Responded to
the Questionnaire

Of the eighty-five girls who were located fifty-six returned questionnaires. This is a 65.9% response of all the girls who were sent the questionnaire. The questionnaire response represents a slightly more motivated segment of girls. Of the sixteen who were located but never completed any academic work, six returned questionnaires. This is a 40% response of these girls as compared to a 72% response from girls who were located who did complete work at the center.

Not all of the girls were sent the entire questionnaire. As it was pointed out earlier, seven of the girls had no children so they were not sent the section of the questionnaire entitled "Viewing Parenthood." Four of the returned questionnaires did not have this section so fifty-two of the questionnaires represent girls who are mothers. Since there were only seventy-eight of the girls located who were currently mothers this represents 66.7% of the girls who were mothers who returned the questionnaire entitled "Viewing Parenthood."

CHAPTER IV

DEMOGRAPHIC CHARACTERISTICS OF THE
RESPONDENTS

The first area of the study asked the question, "What happened to the girl after she attended the Continuing Education Center?" The completed information sheets provided much material for analysis.

Age

At the time that the study was made (April 1975) the average age of the eighty-five girls who were located was 20.74 years. The age range was from seventeen to twenty-five. Table 2 gives the age of the girls and Table 3 the age by year enrolled.

Residence

Most of the girls live in the area (Table 4). Sixty-six of the eighty-five were living in Hillsdale County at the time of the study. Six more who had moved out of the county lived within ten miles of the county. Six of the eleven who had left the state had gone with husbands who were in the service. One of these was with her husband in Turkey.

TABLE 2.--Age of the 85 girls as of April 1975.

Age	Number of Girls
17	3
18	6
19	11
20	21
21	16
22	11
23	13
24	2
25	<u>2</u>
	85

TABLE 3.--Age range by enrollment years as of April 1975.

School Year Enrolled	Age Range as of April 1975
1968-1969	20 yr. - 25 yr.
1969-1970	20 yr. - 23 yr.
1970-1971	20 yr. - 22 yr.
1971-1972	18 yr. - 22 yr.
1972-1973	17 yr. - 21 yr.

Only 10 girls out of eighty-five now live in a community larger than 10,000. (Hillsdale with a population of 8,000 is the largest community in the County.)

TABLE 4.--Residence as of April 1975.

	Number of Girls
In Hillsdale County	66
In Michigan but outside Hillsdale County	8
In Another State	10
In Another County	<u>1</u>
Total	85

Marital Status

Most of the girls in the study were married. Sixty-eight were married at the time of the study. Only five remained unmarried. Table 5 shows the marital status of the girls by year enrolled. The girls who had remarried were not counted as divorced in this table although they had been at one time.

Of the girls who were married or remarried, fifty were married to the father of the first baby, the pregnancy for which the girl enrolled at the center (Table 6). This represents 58.5% of the girls who were married to the father of the first baby. Another 21% or eighteen girls were married but to a person other than the father of the first baby.

TABLE 5.--Married Status as of April 1975.

	1968-1969		1969-1970		1970-1971		1971-1972		1972-1973		Total
	No. of Girls	%	No. of Girls	%	No. of Girls	%	No. of Girls	%	No. of Girls	%	No. of Girls
Unmarried	1	(5)	0	(0)	0	(0)	1	(7)	3	(18)	5 (6)
Married	14	(74)	10	(59)	13	(76)	11	(73)	11	(64)	59 (69)
Separated	0	(0)	0	(0)	1	(6)	0	(0)	3	(18)	4 (5)
Divorced	1	(5)	2	(12)	3	(18)	2	(13)	0	(0)	8 (9)
Remarried	3	(16)	5	(29)	0	(0)	1	(7)	0	(0)	9 (11)
Total	19	(100)	17	(100)	17	(100)	15	(100)	17	(100)	85 (100)

Size of Family

Most of the girls seemed to be limiting their family to two children. Table 7 shows a breakdown on family size. Only 7% of the eighty-five girls had more than two children. Only a few years had lapsed for many of the girls, however, so no real trend can be demonstrated by the statistics.

There had been some miscarriages and stillborn infants or infant deaths as well as six children placed for adoption. These reasons account for the fact that seven girls out of eighty-five had no children two to six years after their first pregnancy.

It is significant that nearly 45% of the girls did have a second child. There appears to be a trend to complete a family. All of these are married girls. In this study no unmarried girl had a second child and kept it.

The 1968-69 class of girls had the largest families. Of course, there had been more time to have children because six years had lapsed. Twenty-six percent of that group had three or four children, but in the same class, 10% did not have a child and 21% more have never had a second child.

Adoptions

The adoption rate at the Continuing Education Center has been very low. Only 7% or six girls out of

TABLE 7.--Family size.

Number of Children	1968-1969		1969-1970		1970-1971		1971-1972		1972-1973		Total	
	No. of Girls	%	No. of Girls	%	No. of Girls	%	No. of Girls	%	No. of Girls	%	No. of Girls	%
0	2	(10.5)	0	(0)	0	(0)	3	(20.0)	2	(11.8)	7	(8.2)
1	4	(21.1)	4	(23.5)	9	(52.9)	6	(40.0)	11	(64.7)	34	(40.0)
2	8	(42.1)	12	(70.6)	8	(47.1)	6	(40.0)	4	(23.5)	38	(44.7)
3	4	(21.1)	0	(0)	0	(0)	0	(0)	0	(0)	4	(4.7)
4	1	(5.2)	1	(5.9)	0	(0)	0	(0)	0	(0)	2	(2.4)
Total	85 (100.0)											

ninety-one placed the baby for adoption. Two of these were adopted by the grandmother. Only four were placed through an agency.

The Continuing Education Center is a difficult place for the girl to make the decision to place her child for adoption. Most of the girls who attend want to (or feel they should) keep their babies and often they make the girl who might want to place her child for adoption feel guilty. A great deal of effort on the part of the staff is made to avoid this peer pressure. Nevertheless, some of it does exist.

Agency counselors tell the girl she must make up her own mind and it is difficult for a teen-age girl to take an objective look at what is best for the baby. It is easy for her to feel that she wants her own baby and emotionally she does. Many of the girls come from home situations where they do not feel loved. This baby is someone to love and they cannot part with it.

Educational Attainment

The goal of the Continuing Education Center to enable girls to finish high school is being partially met. Seventy-three percent of the girls who enrolled actually finished high school (Table 8). This is certainly much higher than had there been no alternative school as a large number would have just dropped out.

TABLE 8.--Education Status of Girls.

	1968-1969		1969-1970		1970-1971		1971-1972		1972-1973		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Finished h.s. by returning to home dis- trict	3	(15.8)	3	(17.6)	3	(17.6)	6	(40.0)	2	(11.8)	17	(20.0)
Finished h.s. at home dis- trict while enrolled at C.E.C.	7	(36.8)	7	(41.2)	7	(41.2)	2	(13.3)	6	(35.3)	29	(34.1)
Finished h.s. in adult night school	5	(26.3)	3	(17.6)	3	(17.6)	2	(13.3)	1	(5.9)	14	(16.5)
Finished h.s. in another program	1	(5.2)	0	(0)	1	(5.9)	0	(0)	0	(0)	2	(2.3)
Did not finish h.s.	3	(15.8)	4	(23.5)	3	(17.6)	5	(33.3)	8	(47.0)	23	(27.1)
Total											85	(100.0)

Many of those who did not finish school also did not complete any work at the Continuing Education Center. As mentioned earlier sixteen of the eighty-five did not complete any academic work while enrolled in the program. This means that only seven of those who did complete work at the Center failed to go back and finish high school.

Some girls do not seem motivated academically. They are not convinced of any value in completing their education. Pregnancy seemed to be the excuse they were looking for to drop out. Often adults put pressure on these girls to stay in school and some of them enroll for a while at the Continuing Education Center but they are poor attenders and never complete their work.

Perhaps the most common reason for the more motivated girl not to finish school is that there are no infant care arrangements. The girls can remain enrolled at the center for the remainder of the school year but the following year they are required to return to the regular school. If they have no child care arrangement they stay home.

The establishment of a county-wide adult evening school in Hillsdale has served many of these young mothers. It is significant that fourteen of the sixty-two who finished high school did so at the adult evening school. This is 23% of the girls who finished.

Thirty-five of the girls who finished high school were seniors when they enrolled at the Continuing Education Center so they were very close to finishing. Twenty-nine of these finished their work at the center while six returned to the regular school for the end of their senior year.

One girl received her high school diploma at an adult education program in California while she was there with her husband who was in service. One other girl completed her work through a correspondence program.

It is interesting to note that only seventeen of the girls who finished high school actually returned to the regular school to finish their work while sixteen who finished high school completed their work through night school or other programs.

Very few of the girls have had any additional education beyond high school. None of the eighty-five girls have enrolled in any college level education. Two of the high school graduates have completed nurses aid training programs at a local medical care facility. One girl enrolled in a nursing school and received her certificate as a Licensed Practical Nurse. One girl enrolled at a local beauty school and is a licensed beautician. These represent only four out of eighty-five girls or 4.7% who have sought any training beyond high school.

Reasons for this are many. No doubt the leading one is the need to stay home and take care of a child. There are very few opportunities for training in this area and most any program would require driving outside the county. The cost of further training would be difficult for these young mothers to meet. The two who completed nurses aid training did so as a part of an employee training program while they were working part-time.

The one girl who did enroll in a nursing school had to drive to another county. Her baby was stillborn so she had no children. She also had financial assistance from her parents although she was married.

Husbands' Education

Information was sought regarding the educational status of the husbands. It was not possible to obtain information about the husbands in five instances because the informant simply did not know. Information was obtained, however, about sixty-three of the sixty-eight married girls' husbands. This represents 93% of the husbands (Table 9).

The husbands had attained a much higher level of education than the girls. Twenty-seven percent of the eighty-five girls still had not completed high school, but only 13% of the sixty-eight husbands had not completed high school and about 15% of them had taken some work on a college or junior college level.

Employment

When talking with teen-age pregnant girls it is interesting that very few seem to see themselves working. They have little idea what they want to do or be. Those who are going to be married are often quite sure that they won't "have to work." Yet Table 10 shows that within six years, 56.5% of the girls are either working or looking for work. It is true that 40% are not looking for work now and are full-time wives and mothers. Some of these will no doubt be in the job market as soon as their children are all in school.

From personal knowledge of the girls it is believed that another six or seven would have liked to work if they thought they could. Most of these girls would not find work easily because they have no training or experience or knowledge about how to get a job. It is possible that the easy reply to the question in this study was they were simply "not looking."

Nearly 22.4% of the girls who indicated they wanted work were unemployed at the time of the study. The study was done during the worst part of the recent recession and the unemployment rate was very high. Many of these girls were layed off from good jobs. Some were expecting to be called back.

A comparison regarding employment of girls who are high school graduates with those who are not is interesting

TABLE 10.--Employment.

	1968-1969		1969-1970		1970-1971		1971-1972		1972-1973		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Works Full Time	6	(31.6)	3	(17.6)	5	(29.4)	5	(33.3)	2	(11.9)	21	(24.7)
Works Part Time	3	(15.8)	1	(5.9)	2	(11.8)	1	(6.7)	1	(5.9)	8	(9.4)
Out of Work	2	(10.5)	3	(17.6)	3	(17.6)	4	(26.7)	7	(41.1)	19	(22.4)
Does Not Seek Work	8	(42.1)	8	(47.1)	6	(35.3)	5	(33.3)	7	(41.1)	34	(40.0)
No Information	0	(0)	2	(11.8)	1	(5.9)	0	(0)	0	(0)	3	(3.5)
Total	19	(100%)	17	(100%)	17	(100%)	15	(100%)	17	(100%)	85	(100%)

(Table 11). A larger percentage of high school graduates are working than non-high school graduates. Also, a larger percentage of high school graduates do not seek work than non-high school graduates. A larger percentage of the non-high school graduates were out of work.

Husbands' Employment

The employment status of the husband is represented in Table 12. As cited previously, the study was done at a time of very high unemployment in the midst of the 1974-75 recession. At the time of the study, 19% of the husbands were unemployed. Since the age level of these husbands is in the category of very high unemployment it is surprising that the percentage is not higher.

Child Care

Child care was one of the reasons for not working that was mentioned by many of the girls. There are no day-care centers in the county and satisfactory baby sitting arrangements are difficult to find. Table 13 shows how those girls who did work arranged for child care.

Of the girls who work, one third of them (7 out of 21) took their child or children to a baby sitter's home. In two instances this was also a relative. Four girls (19%) worked a different shift from that of the husband so he watched the child while she worked.

TABLE 11.--Employment of high school graduates and nongraduates.

	High School Grad		Not High School Grad		Total	
	Number	%	Number	%	Number	%
Works Full Time	17	(27.4)	4	(17.4)	21	(24.7)
Works Part Time	5	(8.1)	3	(13.0)	8	(9.4)
		35.5		30.4		34.1
Out of Work	13	(21.0)	6	(26.1)	19	(22.4)
Does Not Seek Work	26	(41.9)	8	(34.8)	34	(40.0)
No Information	1	(1.6)	2	(8.7)	3	(3.5)
Total Number of Girls	62	(100%)	23	(100%)	85	(100%)

TABLE 12.--Employment of husbands.

	1968-1969		1969-1970		1970-1971		1971-1972		1972-1973		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Employed	16	(94.1)	7	(46.7)	10	(76.9)	11	(91.7)	6	(54.5)	50	(73.5)
Unemployed	1	(5.9)	5	(33.3)	3	(23.1)	0	(0)	4	(36.4)	13	(19.1)
No Informa- tion	0	(0)	3	(20.0)	0	(0)	1	(8.3)	1	(9.1)	5	(7.4)
Total	17	(100%)	15	(100%)	13	(100%)	12	(100%)	11	(100%)	68	(100%)

TABLE 13.--Child care arrangements of working mothers.

Number of Girls Working Full Time		Child Care Arrangement
7	(33%)	Took child to a baby sitter's home
4	(19%)	Had no baby (either had no baby or placed child for adoption)
4	(19%)	Husband
2	(10%)	Mother
2	(10%)	Baby sitter came to home
<u>2</u>	(10%)	Day care center
21	Total	

Number of Girls Working Part Time		
3	(38%)	Watch own child while working
2	(25%)	Nursery school
2	(25%)	Mother
<u>1</u>	(12%)	Neighbor
8	Total	

Four girls who worked (also 19%) were not responsible for the care of a baby. The reasons were varied; one girl's baby was stillborn, one child had been placed for adoption, one was in foster care, and one was in the custody of the divorced husband.

Two girls left their babies with their mothers while they worked; two others had a baby sitter come to their home, and two had found day care centers. Both of the girls who used a day care center had moved out of the county.

To give a general picture, it can be said that at the age of twenty, after attending the Hillsdale County Continuing Education Center the girls are for the most part, married. They are still living in the Hillsdale County area and they have one or two children. Most of them finished high school but have not sought further training. Some of the girls work but finding jobs and arranging child care are difficult obstacles. Most of the girls who do work make individual arrangements with a baby sitter, usually in the baby sitter's home. The husbands have a higher level of education than the girls and the unemployment rate is the same as for the population in general.

CHAPTER V

EVALUATION OF THE CONTINUING EDUCATION CENTER

General Evaluation

The Continuing Education Center was well thought of by the girls who had attended and who returned the questionnaire. Two questions were asked regarding the feelings the girls had as they thought back on the enrollment at the Center.

Fifty-two of the fifty-six girls or 93% indicated that they were glad that they had enrolled at the Continuing Education Center. None of the girls wished they had stayed in public school or had dropped out completely which were two of the other options to the same question. The four girls who did indicate a different feeling finished an open ended statement which said, "I wish I had ____." Two stated they wish they had stayed in school. Since they had the option to indicate a desire to stay in public school but did not choose it, perhaps they were lamenting a fact that they didn't finish (which neither of them did). One girl stated that she wished she had enrolled at night school. One girl said she wished she had "applied for a scholarship" which was a puzzling answer since there was

no need for this. The only interpretation might have been that she would have liked to have gone on for further education beyond high school and she wishes she had tried to find a scholarship to help her do that.

To the second question regarding feelings about the Center, fifty-one girls or 91% indicated they had pleasant memories as they looked back on their enrollment. The other five or 9% indicated that the Center "was o.k." None of the girls who responded indicated that they "really didn't like to attend," or that they "disliked it very much." (These were the two remaining options.)

It should be noted, however, that only fifty-six of the eighty-five girls located returned the questionnaire. It could be quite possible that some of those girls might not have "had pleasant memories" and didn't bother to return the questionnaire to say so. The questionnaire was anonymous so the girls had the opportunity to be critical.

All of the girls indicated that an alternative school such as the Continuing Education Center should be continued. They wrote comments regarding why and one of the typical ones said, "It best fits the physical and emotional needs for the pregnant girl, because in all truth, she is in a predicament." The comments were extremely interesting and are listed individually in the appendix.

They express some of the deep feelings that the girls had. They demonstrate loneliness and the need for special understanding.

Fifty-five of the fifty-six girls (98.2%) felt that pregnant girls who drop out of school should be encouraged to go back and finish. They also indicated that they would encourage a friend to attend the Continuing Education Center. One respondent in regard to whether girls should be encouraged to finish said, "Yes and no - it's up to them." The same girl said, "It depends on the circumstances" as to whether she would encourage a friend to attend the Continuing Education Center.

The responses certainly indicate that the Continuing Education Center was well thought of by those who had attended.

Advantages in Attending the Continuing Education Center

The girls liked the fellowship with other girls who were also pregnant. They also appreciated the individual help with school work and with personal problems. Nearly 80% of the girls checked one of these three categories as their first choice from a list of advantages of the center. Table 14 shows how the girls checked their first choice.

This certainly points out the great need that these girls have for understanding and support. Danforth, Miller, Day, and Steiner in their article, "Group Services for

TABLE 14.--Advantages offered by the continuing education as seen by the girls.

	Number (N=56)	%
Fellowship with other girls who also are pregnant	17	30.3
More individual help with school work	15	26.8
Help with personal problems	12	21.4
Special subjects	5	8.9
More privacy	3	5.4
Can bring baby to class	2	3.6
Shorter school hours	1	1.8
No answers	<u>1</u>	<u>1.8</u>
	56	100.0

Unmarried Mothers" indicated that the girls only feel that other girls who are in the same situation really understand them (Danforth, et. al., 1971). They long to be a part of a group where they can be accepted and can share inner thoughts and feelings.

Many of the girls who enroll at the Continuing Education Center are quite lost and poorly motivated in public school. It is quite common for a girl to express feelings that "none of the teachers like me" or "the school is no good," or "the teachers have favorites and I'm not one." It was not surprising that many girls saw the individual

help and attention at the Continuing Education Center one of the greatest advantages.

Several areas of the family living program were listed under special subjects that might be considered advantages of the Continuing Education Center. The first choice was pre-natal care which was checked by 61% of all the girls responding. Thirty-eight of the girls indicated their first choice of subject area; Table 15 indicates these responses.

TABLE 15.--Family living subject areas seen as advantages by the girls.

	Number Responding (N=38) *	Percent of Respondents
Prenatal care	23	60.6
Marriage	5	13.2
Family relationships	4	10.5
Infant care	3	7.9
Home management	1	2.6
Money	1	2.6
Other ____ (Sharing ideas)	<u>1</u>	<u>2.6</u>
	38	100.0

* Not all girls responded to this question.

Disadvantages in Attending the Continuing
Education Center

One question on the survey asked the girls to check from a list the disadvantages of attending the Continuing Education Center (Table 16). There was also an opportunity

TABLE 16.--Disadvantages of the Continuing Education Center as seen by the girls.

	Number (N=56)	%	
No disadvantages (stated)	11	19.7	} 25%
No answer checked	3	5.3	
Transportation	12	21.4	
It separated me from my friends	8	14.3	
Teachers are limited in some areas	5	8.9	} 23.1%
Limited class offerings	4	7.1	
Only one or two teachers for everything	4	7.1	
Lack of support from parents or husband	4	7.1	
Limited social life	2	3.6	
Location	1	1.8	
Going to school with only young mothers	1	1.8	
Too short of time for school	<u>1</u>	<u>1.8</u>	
Total	56	(99.9)	

offered to add any other disadvantages they could recall. It was interesting that fourteen of the questionnaires (25%) did not respond to this question by checking any category. Eleven of these wrote a note at the side indicating that they didn't feel there were any disadvantages. This was the largest single category and yet there was no space allowed for checking "no disadvantages."

Several of the questionnaires had only one or two of the categories marked even though many could have been. Often the only one marked was transportation which was the largest category with twelve girls (21.4%) indicating this as a disadvantage.

Transportation has long been recognized as a leading problem. The program serves about a twenty mile radius. Transportation can be arranged on a public school bus for any girl but this means a long bus ride and a change of buses at the local school for most girls. The other busing opportunity is the "handicap" bus. The timing is difficult because most buses do not return until afternoon. Although the girls can come, bring a lunch, and study either at the Center or the library until the bus returns, this they do not like to do. They also do not like to ride the public school buses when they are pregnant or when they need to bring their baby. They dislike the "handicap" bus because it usually means riding with mentally retarded or physically impaired children.

There simply are not funds for a busing arrangement just for the Continuing Education Center. Therefore, usually the girls prefer to find their own way to school. Many girls either do not drive or have no car and have no one who can bring them. It is known that lack of private transportation has prevented several girls from enrolling at the Center.

The second most common disadvantage checked by eight girls (14.3%) was "it separated me from my friends." This is interesting since the most commonly checked advantage was "fellowship with other girls who are also pregnant." Obviously the girls are glad to make new friends but at the same time they want to keep the old ones.

Three categories checked by thirteen of the girls (23.1%) speak to the same problem. With only two regular teachers for all the academic subjects that the school curriculum requires it is unavoidable that in some areas the teachers are limited. Funding again is an issue. It would be financially impossible and impractical to employ more teachers. Perhaps a better arrangement might be worked out with shared teachers but this is very difficult when the facility is in a separate location.

Every effort possible is put forth by the current teachers to compensate in limited areas. Often voluntary assistance is sought, and usually obtained, from the public school teacher. Frequently a change in schedule can be

made which allows the girl to wait until she gets back to regular school to finish a subject in a difficult area. More funding in 1975 allowed the employment of a part-time teacher on an hourly basis to supplement the teaching staff.

Occasionally a girl has a difficult time getting her husband to cooperate with her schooling. Four girls surveyed indicated this as a disadvantage. Too often a young husband seems to be unwilling to share the girl's time.

Who Encouraged the Girls to Stay in School

Who is the person who is most often effective in encouraging a girl to stay in school? For these girls who became pregnant and had to make a decision about school, it was the closest associates--either a parent, or a husband or boyfriend (Table 17).

Eighteen girls or 32.1% named a parent as being the one person most helpful in encouraging them to stay in school. This was the single most often checked category. It is easy to think that parents have little influence over a teen-ager but this would indicate the contrary.

Very close to this, 14 girls (25%) indicated that it was their husband or boyfriend who was most encouraging of their education. This seemed a little surprising since in actual experience it so often had been the demands made

TABLE 17.--The one person most helpful in encouraging the girls to stay in school.

	Number of Girls (N=56)	%
A parent	18	32.1
Husband or boyfriend	14	25.0
A teacher at the Continuing Education Center	10	17.9
Myself	7	12.5
The public school principal	3	5.3
The public school counselor	2	3.6
A friend	2	3.6
A public school classroom teacher	0	0
A doctor	0	0
A social worker	<u>0</u>	<u>0</u>
Total	56	100.0

by a new husband at home that had seemed to prevent a girl from continuing.

There may be a relationship here to the educational level of the husbands. Only 13% of the husbands had less than a high school education and 14.7% had completed education beyond high school. Perhaps with the higher level of education, some of the husbands or boyfriends were more encouraging of their wives.

Taking the top two categories together it is significant that 57.1% of the girls were most encouraged by a very close family member or boyfriend--someone who cared very much about them personally, about their welfare and future. However, a large percentage or 42.9% did not have a parent or husband or boyfriend who most effectively encouraged them to stay in school.

Ten of the girls (17.9%) found a teacher at the Continuing Education Center most helpful. Encouraging the girls to stay in school and showing them how this is possible has always been a goal of the staff at the Center. For some girls, at least this has been the most helpful encouragement and these findings point out the importance of this emphasis.

One surprising result was the category "myself." This was not a category on the questionnaire although the opportunity to add persons to the list was provided. Seven girls (12.5%) wrote in this category. They thought of themselves as the one person who wanted them to finish high school the most. How can this attitude be created in more persons? What fostered this self-motivation?

Another interesting result was the fact that no girls checked the categories of doctor, social worker, or public school classroom teacher as being most helpful. All three of these people are available to the girls for counseling. Only two girls (3.6%) received this kind of

encouragement from the public school counselor and three others (5.3%) from the public school principal.

The concern of significant people in a girls' life is most important. This is certainly demonstrated here. If parents, husband or boyfriend do not care, then who?

CHAPTER VI

HOW THE YOUNG MOTHERS VIEW PARENTHOOD

How does the young mother who is two to five years out of school view her role as mother? What problems does she have in carrying out her parenting responsibilities?

The questionnaire designed to discover these answers asked, "What do you consider the most difficult thing about being a parent?" The answers were varied and sincere. Table 18 shows a classification of the responses. The individual responses in each classification are listed in the appendix.

The young mother who attended school at the Hillsdale County Continuing Education Center is very concerned about the responsibility she has as a parent. She considers it a difficult thing to accept this responsibility and she sees it as a "great" responsibility.

It is easy for older persons to judge the teen-age mother as not responsible. Perhaps she was unaware of the extent of being "responsible" before she became a parent, but there is little doubt that she is aware of it now as she carries out the role of parent.

TABLE 18.--The most difficult thing about being a parent.

Response Classification	Number of Responses Total = 58*
Accepting the responsibility of raising a child	20
Teaching moral values	7
Having patience	7
Discipline	6
Loss of personal freedom	5
Understanding the child	5
Managing time or money	3
Accepting advice	2
Nothing	2
Being overprotective	1

* NOTE: Some girls named more than one thing. Both were listed.

The burdened response, "having the responsibility of a dependent child's life in your hands" as the most difficult thing about being a parent, is typical of the feelings expressed. This is little different from what might be expressed by a mother of any age.

The young mother is concerned about the moral and spiritual values of her child and how she is going to know how and what to teach him. A response such as, "deciding what values I want my children raised with" as the most difficult thing about being a parent shows an uncertainty

in the mind of the girl herself about what values are important or what is right and what is wrong. The young mother is searching for herself and is concerned that she finds the "right way" to guide her child before it is too late.

The young mother is very concerned about disciplining her child. She refers to "discipline" as if she meant "how to punish him when he is naughty." She wants to know when she should punish and how she should punish and how to "get him to mind." This is tied in with "what is right" and "what is wrong." She sees discipline as an especially difficult task, often the most difficult thing about being a parent.

The young mother is concerned about having patience to cope with this separate individual that she is responsible for, who all too often says "no" when mother wants him to say "yes." She often feels that she does not understand her child. She doesn't know why he doesn't mind and this worries her.

This mother somewhat regrets her loss of personal freedom as she sees her unmarried friends doing things that she would also enjoy, but can't. She feels "tied down." She finds that too many things need to be done and there isn't enough time. She sees herself under too many demands. She is very busy. How do you "find time to give proper

attention to your children, the housework, and your husband all in one day?"

Many individual tasks are difficult for the young mother. She is especially frustrated in getting her children to eat the right foods and by toilet training. She is concerned that they might not learn the basics of ABC's and numbers if she doesn't get them started properly. She is worried when the child is ill and often "feels so helpless."

Above all, the young mother wants to be a good mother and she worries about this. She is trying very hard but she is not sure that she's doing things "right." "The task I worry about is that if I'll raise my child the way he or she should be."

These attitudes are quite serious and mature. It would be difficult to assess the age of the respondents by reading the statements. Many of the statements regarding responsibility seem excessively burdened such as: "having to raise her myself," "just knowing that everything you do and say effects the way your children think and do as they grow up," and "to me, that's just one word, worry!"

Unfortunately, no question was asked regarding the joys and rewards of parenthood. This was needed to counterbalance the problem areas.

CHAPTER VII

HELP FOR YOUNG MOTHERS

Needs of Young Mothers

One of the objectives of the questionnaire was to evaluate the effectiveness of the special family living program at the Continuing Education Center in providing help for the young mother. One question was designed to find out what areas and tasks of parenthood the girls found most difficult. This information could then be used to plan a more effective program that would perhaps provide help and assistance.

The question asked, "Are there specific tasks or jobs as a parent that are especially difficult? Please list." This was not always answered and yet many of the girls listed two or three. The responses were coded and categorized into thirteen areas. Table 19 shows the categories and responses. A complete list of responses is placed in the appendix.

After careful analysis, it seemed necessary to summarize the basic "needs" that were evident in the responses. These needs could become objectives for the planning of curriculum. The responses fit into four need areas.

TABLE 19.--Specific tasks or jobs as a parent that are especially difficult.

Response Classification	Number of Responses (N=52)
Discipline	14
Managing time	7
Being a good parent (personal responsibility)	7
Teaching morals and values	6
Feeding	6
Teaching (ABC's, reading, numbers, etc.)	6
Toilet training	6
Caring for ill child	3
Finding reliable babysitters	1
Helping child overcome fear	1
Pleasing parents	1
Managing money	1
No answer or none	<u>11</u>
Total	70*

* Some girls gave more than one response.

Young mothers need:

1. To accept responsibility.
2. To find and develop a set of personal values.
3. To understand child development more fully.
4. To learn techniques for child guidance.

The Need to Accept Responsibility

From the responses it was evident that the fact of being responsible for the whole life of another person was a big burden in the minds of the young mother. This involved accepting the loss of personal freedom as well as the burden of parenthood. For some it meant the additional responsibility of being both mother and father or feeling "all alone" with the task. For several there was a concern about financial responsibility. For those who were married there was the added responsibility of being a good "wife" and "homemaker" as well as "mother."

The Need to Find and Develop A Set of Personal Values

Several of the mothers were really searching. They asked, "What is right and what is wrong?" "I must first learn them (basic truths) myself and then teach my children." One mother found the most difficult thing about being a parent was "deciding what values I want my child raised with--times are a-changing." They need value standards that they are confident with and which apply to their everyday life.

This carries over into the need for a philosophy of discipline which is based on these personal values. The girls are asking in uncertain voices how and when to "discipline." Perhaps a new look at discipline as "child

management" based on workable values is really needed. Emphasis could then be placed on "direction" rather than punishment.

The Need to Understand Child Development

Many of the tasks that the mothers listed as "especially difficult" could have been made easier if a greater knowledge and understanding of how a child grows and develops had been available. Perhaps too much is expected for the developmental level of the child. This seemed evident in the response, "teaching him like numbers and so forth. He doesn't like to be forced to learn ABC's and numbers which I feel he should learn now." Some of the distressed responses about toilet training being difficult may be the result of expecting too much too soon. Could many of the discipline problems have been avoided through better understanding of developmental stages?

The Need for Techniques for Child Guidance

Whenever a person learns a new skill he must also learn basic techniques. Many of the tasks that the girls listed as especially difficult might have been easier or eliminated altogether if the girl had had more experience or some special techniques (or tricks up her sleeve) for handling the situations. For example, the way a parent

asks a question can avoid the defiant "no." Many of these techniques can be easily learned.

A list of the specific tasks where skill training could be helpful was made from the questionnaire responses.

Caring for an ill child

Choice of a baby sitter

Pastime activities for children

Handling bedtime

Toilet training

Learning activities for the home

Child management (discipline) techniques

Interpersonal skills

Foods and feeding

Teaching values

Time management

This list is in no order or priority but simply lists areas named by the girls.

Where Young Mothers Get Advice

Where do these young mothers get advice and help for raising their children? It is obvious from answers to two earlier questions that they find many tasks difficult and have unanswered questions. Is there some clue from where they get advice that could be helpful in developing a useful curriculum? Table 20 gives the sources of information named by the girls.

TABLE 20.--Where the girls get information to assist with raising their child.

Source	Number of Girls Indicating Use (N=52)**	Number of Girls Considering This A "Most Helpful Source"	% of Girls Who Used Source That Found It "Most Helpful"
Parents	45	15	33.3
Friends	31	13	41.9
Doctor	32	5	15.6
Magazines	26	2	7.7
Pamphlets and books	21	6	28.6
Radio and Television	16	0	0
Newspapers	11	1	9.1
Groups to share and talks things over	11	4	36.4
Classes or schooling	6	5	83.3
Department of Social Services	6	1	16.7
Health Department	5	3	60.0
Bible*	3	2	66.7
Nursery School Teachers*	2	1	50.0
"Me"	2	2	100.0
Cooperative Extension Service	1	0	0
Baw Beese Mental Health Clinic*	1	0	0
Husband*	1	0	0

* Added by Girls

** Respondent could check more than one answer

Most of the girls depend on their own parents and their doctor for "accurate and helpful information." These two categories were most frequently checked.

The girls more often listened to friends than attended classes or schooling yet those who did accept schooling considered it a "most helpful source." Those who listened to the advice of friends considered it a "most helpful source" only 41.9% of the time. It is significant that 83% of the girls who had attended classes or schooling found it "a most helpful source" of information. This was a higher percentage of acceptance than any other category (except the two girls who added the category "me"). The percentage was much greater than the 15.6% who checked the doctor as the "most helpful source," or even the 33.3% who indicated their parents as the "most helpful source."

Some girls liked to talk things over in groups and four felt that this was a most helpful source of information.

Some of the girls do read pamphlets and books. Six of those (28.6%) named these the "most helpful source" of information. They considered pamphlets and books more helpful than magazines and newspapers. Magazines and newspapers were seldom considered "most helpful." Radio and T.V. were checked by sixteen girls but never recognized as significantly helpful.

A few girls felt very deeply about their Christian religion as providing the answers for raising a family. Three girls added the Bible specifically to the list of sources of information and two of these recognized it as their "most helpful" source. One girl who recognized classes or schooling as most helpful named a religious family living training program as the source.

Very few girls took advantage of social services as a source of information. The Health Department, Department of Social Services, Cooperative Extension Service were seldom marked and in only four instances recognized as a "most helpful" source.

One interesting addition was the word "me" to the list of sources. The two girls who added this also double checked it as a "one source most helpful." These two girls evidently feel very independent and have decided that their own reasoning is best for them, or they lack trust in other persons.

The Kind of Help Girls Want

Although these girls were away from the Continuing Education Center at the time of the study there could be some implications for the family living program at the Continuing Education Center from information reported regarding what they would like to help them be a better parent now. This information could also be helpful to workers in agencies who work with young mothers. Table 21

summarizes the sources of help that the girls indicated they would like and use.

TABLE 21.--Desired sources of help for young mothers.

Source	Girls Indicated They Would Like Available (N=52)	Girls Indicated They Would Most Likely Use (N=52)
Sharing groups	29	16
More pamphlets and books	16	8
Classes for parents	16	4
Specialist to call on for help	14	7
Nursery school	13	5
Family counseling	13	4
Day care center	8	1
Drop-in center	4	2
Crisis center	2	0
Opportunity to experience caring for older child*	1	1

* Added to list by one of the girls.

This study shows that most of the girls would like to participate in sharing groups, especially of young mothers. This demonstrates again the feeling the girls have that only those in the same situation can really understand the problems they face. Not only was this the most frequently checked category of help desired, but

one-third of the girls answering the question checked this as the one source they would most likely use.

The girls would like more pamphlets and books to help them as parents. Not only did they want them, they indicated that they would use them.

The girls wish they had a specialist, sort of a "super person," who would know all the answers that they could call on for help. It is interesting that every year the girls at the Center take a trip to the Cooperative Extension Service. There they are introduced to the Home Economist and told of the pamphlets, specialists, etc., that are available to parents through this service. They indicated on the questionnaire that they would like and would use a "specialist." Yet only one girl indicated she actually used the Cooperative Extension Service as a source of help.

Many of the social workers in other agencies could also perform the same "specialist" role but it is obvious that regardless of what the girls say they want and will use, they are not using the "specialists" that are currently available.

A few girls indicated that they would like to have a nursery school available. There are three nursery schools in Hillsdale that are always filled to capacity but practically nothing is available out in the county. Those that are available are strictly nursery schools and

do not provide long enough care to help the full-time working mother.

Classes for parents and family counseling were also frequently checked by the girls as help that they wish were available and yet not so many girls indicated they would use them. Family counseling is available in the county at the Baw Beese Mental Health Clinic. During the year at the Continuing Education Center all the girls are taken to this agency for a visit so they should be aware of this service.

The girls were asked to indicate family living subject areas that would be most helpful for classes, sharing groups or pamphlets. By far the greatest number of girls checked "discipline." Following quite closely was child care and surprisingly financial management came in third. These results are shown in Table 22.

How the Continuing Education Center Can Help

The girls were asked what things they wished they had learned in class at the Continuing Education Center that would help them as mothers. These suggestions provide much information for program planning.

It is evident that the girls wished they had known what was ahead. Many stated that the problems of the toddler and pre-schooler were even more baffling than those of the infant. It would no doubt be the adolescent or

TABLE 22.--Family living subject areas where girls desire help.

Subject Area	Number of Girls Desiring Help (N=52)
Discipline	34
Child care	32
Financial management	23
Home management	19
Nutrition	18
Interpersonal relationships	15
Human sexuality	10
Birth control*	1
The ill child*	1
Nervous children*	1
Family relationships*	1
Decorating*	1
God-centered family*	1

* Areas written in by girls in addition to those on the list.

teen-age years that would be the puzzling time if the questionnaire were sent again in ten years. One girl's comment is typical. "I didn't find them hard to care for (as infants) but as they get older, the problems get bigger."

It is always difficult to provide any help in caring for older children in a class of young girls. They

aren't aware or interested or motivated by discussing problems they do not have at that time. One girl probably stated the truth when she said, "There is no way to prepare a person completely, because there are not two alike."

The comment from one of the girls that "experience is the best teacher" probably points the way that the Continuing Education Center can help. When the girls bring their own babies to class, the classroom is a place where all the girls can hold, change, play with, feed, and generally care for the infants. More effort can be made to make sure every expectant girl participates in the infant care--not just the mother.

More opportunity must be arranged for the girls to gain experience with older children. A nearby cooperative nursery school may provide a laboratory for these girls. A block of time spent with younger children could "speak louder" than hours of classroom lessons on the same subject. Classroom discussions which react to the actual experience would have more real meaning.

The girls wish that their husbands or boyfriends were involved. It is very difficult to get these young men involved because generally they are quite immature, embarrassed by the situation and circumstances, and quite unwilling to cooperate. Often they work second shifts and are not free evenings. Evening classes would have to be organized on a volunteer basis on the part of most professionals.

Nevertheless, in spite of the difficulties, a constant alert must be maintained to opportunities to provide this help. Certain topics generate interest enough to attract these young men. The movie on labor and delivery, for example, can be shown in an evening or on a Saturday afternoon when the girls can bring their boyfriends. This has been tried with moderate success.

Perhaps a series of classes for couples could be organized by the Cooperative Extension Service or the Adult Evening School that would coordinate with the Continuing Education Center.

Many comments and suggestions made by the girls focused in the area of personal and psychological needs. More group and personal counseling is evidently needed in spite of the fact that this is currently a priority area. The Continuing Education Center must be alert to techniques and opportunities for being more effective.

The "how to" comments by the girls show the need for techniques that will help them "potty train," wean, discipline, etc. (This has already been discussed in the section on needs of young mothers.) The Continuing Education Center should zero in on techniques as the girls gain experience. Techniques are material for classroom discussions, but are most effective when the girls can share experiences such as in home situations or in participation time at a local nursery school. With professional guidance

backed up by the latest child development information this must be a continual emphasis in the family living program.

Perhaps the greatest additional service could be provided by the Continuing Education Center by either organizing, or seeing that an organization is provided for continuing discussion groups, study clubs, adult education classes or something to follow the girls after they leave. This seemed to be a desire that many of the girls had.

Present emphasis on prenatal care and infant care at the Continuing Education Center should be continued, of course. This has always received a priority. Care should be taken, however, to see that every girl has answers to her questions in this area. Occasionally a girl who attends only a short time misses much of this instruction. The baby bath lesson, for example is only done once a semester. Perhaps a checklist of some of the basic prenatal and infant care lessons and demonstrations should be used periodically to demonstrate to the instructors "who" has missed "what."

Money management was listed as an important need area. A unit on this is a part of every year's instruction at the Continuing Education Center. Many girls would miss this who only enroll for part of the year. This should receive wider emphasis with some technique used to assure financial instruction for every girl.

The study and evaluation brought out many important considerations. One value demonstrated was that of taking a periodic objective look at the curriculum and its usefulness for the girls who participate in it. A questionnaire of this type should be used again in a few years.

CHAPTER VIII

SUMMARY, RECOMMENDATIONS AND REACTIONS

Taking a look back at the goals for this study the question now is, "How well were the goals met?" Was the information desired really attained?

Information About the Girls

Information sought about the girls was quite complete. Eighty-five out of ninety-one girls were located; this represents 93.4%. The description of the girls that was made in Chapter IV is really quite accurate as of April, 1975.

The age of the girls surveyed at the time of the study ranges from seventeen to twenty-five. Seventy-eight percent of the girls still live within the county with another seven percent living within the state. They have not moved far away. Eighty percent are married. Nearly fifty-nine percent married the father of their first baby and remained married to him at the time of the study.

Forty-five percent of the girls had a second child but only six girls (7%) had more than two so it can be said that there is no great trend to have several children.

Forty percent still have only one child. Most of the girls kept the baby from the pregnancy for which they enrolled at the Center.

Nearly 73% of the girls finished high school but very few girls have gone on for any further education. The husbands have attained a much higher level of education than the girls.

Over half of the girls are either working or looking for work. They have a difficult time if they work finding a suitable arrangement for child care. The most common arrangement is taking the child to a baby sitter's house. Nineteen percent of the husbands were not working at the time of the study.

In order to have a better picture of what happens to the girls who attend the Continuing Educational Center another study should be made a few years later. It is difficult to really see any accurate trends when only one to six years have passed.

Also, to truly compare, the study should have been made over a five year period so that each class of girls could be studied after a similar length of time. It is impossible to get any trend in family size when some of the girls have been out of school only a year and others six years.

Evaluation of the Continuing Education
Center

It was gratifying to receive such a positive evaluation of the Continuing Education Center from the girls who returned the questionnaire. Nearly every girl who replied was glad that she had enrolled, had pleasant memories, would encourage her friends to attend, and felt the Continuing Education Center should be continued. A word of caution should be added here, however. The questionnaire was returned by only 65.9% of those who had attended. It is quite possible that some, if not many, who did not reply to the questionnaire were more critical.

The girls particularly liked the fellowship with other girls who were pregnant, more individual help with schoolwork and personal problems, and the pre-natal classes. A crying need for friends, individual help, and personal attention is reflected in many areas of the study. Here it is significant that as the girls look back at a difficult time in their lives they realize how important the personal contact was. A message is contained here for those who work with youth.

It was a parent most often, or a husband or boyfriend, who encouraged the girl to stay in school. It was the person who had personal interest in her welfare. Sometimes it was a teacher.

In such a large society with a tendency for large school systems where in a middle school and/or a secondary

level school one teacher may have as many as 175 different students or one counselor may be assigned to three or four hundred students, how can the individual student find someone who cares enough when personal problems arise? Certainly innovative ideas for more personalized attention in the school systems would pay rich rewards in the welfare of the next generation.

Arrangement for transportation, having a limited teaching staff, and being separated from old friends were seen by the girls as the greatest disadvantages. As already pointed out, funding and practicality are the contributing factors that foster the first two. They must be continually considered as disadvantages with an open view to possible solutions. The importance of friends and fellowship must be recognized as a part of the program at the Center.

Looking at Parenthood

The questionnaire was designed to seek out problems that these young mothers face in order that curriculum at the Continuing Education Center can be designed to give the girls the help that they need. It was realized at a later time how negative this was in seeking out only problems. To "view parenthood" one must also recognize the many joys. In spite of this one-sided point of view, the replies did contribute to the goals of this study.

The most difficult things about being a parent that the girls stated were: accepting the responsibility, knowing what is "right" and what is "wrong," and disciplining the children. How can these things be taught in school? Can they be taught in school?

Perhaps the new emphasis on "Education for Parenthood" can develop some ways. Certainly the new curriculum "Exploring Childhood," is a step in the right direction. The idea of placing secondary school boys and girls in situations where they participate in activities with small children under the guidance of a trained adult is going to provide some insight for them into the responsibilities of parenthood and into child development. It is when persons actually experience situations that they realize what they need to know and do. This is certainly a step in the right direction.

A question arises in the mind of the writer about teaching "technique." The philosophy of the Exploring Childhood curriculum is that technique is "caught" rather than "taught." They place the secondary school boys and girls in situations with children as "apprentices" under trained teachers who are using good technique (Clayton, 1975). There is no question that this is worthwhile. Will it be "caught," however, and could it also be taught and verbalized? Are there some essential techniques that would not be demonstrated that should be taught?

Toilet training is a good example. Would the secondary school student, working in a nursery school situation a few hours a week really have an opportunity to see and develop any skill in working with a child on toilet training? Yet, on the questionnaire returned by the young mothers this is one area where the mothers are crying for help. Is there information and technique that could be taught that would be of help when the time comes? Or, is this something that every mother must fumble through and learn on her own by doing.

Discipline is another area. Certainly here the "Exploring Childhood" curriculum could be a great learning experience. But, are there techniques for working with children that could be taught and practiced that would enable them to feel more confident in working with their own child later?

From the questionnaires, the young mothers need some workable techniques for many situations. Providing training in techniques in working with children is certainly a task that must be accepted at the Continuing Education Center.

What about techniques to work with older children and adolescents? How and where can these be taught? Or maybe the question is "when should these be taught?" It would be interesting to follow this study with another similar questionnaire in about ten years. Would the girls

feel just as frustrated but with the new and different problems of the adolescent? How can the "Exploring Childhood" curriculum or any secondary school family life curriculum prepare a student for these experiences which she will face several years after school? Yet it is the problems of parenting the adolescent that fostered the need for a Continuing Education Center, granted that the problems probably started in early childhood.

The fact that a large percentage of the girls would like to be a part of a sharing group of young mothers or parents should not be overlooked. The organization of groups is perhaps out of the realm of the public school but not of other community agencies. This demonstrates the need or desire these mothers have for fellowship and support. Perhaps this could and should be the vehicle for continuing "Education for Parenthood" into the time when it is needed most.

The Need for Values Clarification and Personal Philosophy

One finding that attracted the attention of the writer was the responses that "cried for help" in the area of personal philosophy. The girls wished they knew "what is right and what is wrong." This is a personal thing and each girl must work values out for herself, but who will help her? The responses seemed confused about many things.

Some of the comments in response to "what do you consider the most difficult thing about being a parent?" were:

"It's hard to know if the way you are raising your kid is the right way or not."

"Trying to decide what is right or wrong for the children."

"Deciding what values I want my children raised with--Times-are-a-changing."

Dr. Byron Oberst in his articles in the Nebraska Medical Journal expressed his concern about the confusion and lack of personal and workable philosophy in the lives of young people today (Oberst, 1970). How much of this confusion is responsible for the rising rate of illegitimacy? Should our society set any value standards? Or, are we to continue to allow adolescents freedom and the "adult" right of deciding right from wrong, when they have been given little or no guidance or instruction and so easily fall victim to sex drives and emotions?

Final Statement

It was a delightfully enriching experience to contact the former students of the Continuing Education Center and learn from them their thoughts, feelings, and reactions. The writer believes that these girls are not much different in their thoughts and feelings from young mothers in general of all ages. They need additional help and support because they have hardly had time to grow up themselves. Their goals for their family are to be commended,

however, and they really want to be fine parents. It is hoped that this study will enable the Continuing Education Center to be of greater service to the young mothers who will attend in the years to come.

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APPENDICES

APPENDIX A

Instruments

Information Sheet

Questionnaires

- A. Evaluation of the Hillsdale County
Continuing Education Center
- B. Viewing Parenthood

INFORMATION SHEET

NUMBER _____

NAME OF GIRL _____ SOURCE OF INFORMATION _____
 PRESENT AGE _____ DATE _____
 PRESENT ADDRESS _____ AGE AT ENROLLMENT _____
 _____ GRADE AT ENROLLMENT _____
 TELEPHONE _____ AMOUNT OF TIME IN PROGRAM _____

GIRL'S PRESENT MARITAL STATUS: UNMARRIED _____
 MARRIED _____ WHEN? _____
 SEPARATED _____ WHEN? _____
 DIVORCED _____ WHEN? _____
 REMARRIED _____ WHEN? _____

NUMBER OF CHILDREN: _____ AGES OF CHILDREN _____
 HUSBAND: NAME _____ FATHER OF FIRST BABY: YES ___ NO ___
 EDUCATION _____
 EMPLOYMENT _____ KIND _____ PLACE _____
 IF UNEMPLOYED, WHY? _____

GIRL'S EDUCATIONAL STATUS: GRADE COMPLETED _____
 FINISHED HIGH SCHOOL _____ WHERE? _____
 FURTHER TRAINING _____ WHERE? _____
 KIND OF TRAINING _____
 IF NO FURTHER TRAINING, WHY? _____

GIRL'S EMPLOYMENT: KIND OF EMPLOYMENT _____
 PLACE OF EMPLOYMENT _____
 FULL TIME _____ PART TIME _____
 IF UNEMPLOYED, WHY? _____
 HAS SHE WORKED PREVIOUSLY _____ WHEN? _____
 WHERE? _____
 HAS EMPLOYMENT BEEN SOUGHT _____
 RESULTS _____

CHILD CARE ARRANGEMENT: _____

COMMENTS: _____

EVALUATION OF THE HILLSDALE COUNTY
CONTINUING EDUCATION CENTER

Looking back to the time when you were pregnant and enrolled at the Continuing Education Center would you now say:

- ☐ I'm glad I enrolled at the Continuing Education Center
- ☐ I wish I had stayed in public school for the entire time
- ☐ I wish I had dropped out completely
- ☐ I wish I had _____

Looking back on enrollment at the Continuing Education Center would you now say:

- ☐ I have pleasant memories
- ☐ It was o.k.
- ☐ I really didn't like to attend
- ☐ I disliked it very much

What reasons would you give as to why you checked the above?

What do you see as the advantages offered by the Continuing Education Center? (Mark them 1,2,3,--etc. in order that you would feel them important. Add several others that you think of.)

- ☐ Fellowship with other girls who also are pregnant
- ☐ More individual help with school work
- ☐ Shorter school hours
- ☐ Help with personal problems
- ☐ More privacy
- ☐ Can bring baby to class
- ☐ Special subjects:

☐ Prenatal care

☐ Money management

☐ Infant care

☐ Family relationships

☐ Marriage

☐ Arts and crafts

☐ Home management

☐ Other _____

☐ Other _____

☐ Other _____

What do you feel were the greatest disadvantages in attending the Continuing Education Center? (Mark them 1,2,3,--etc. in order that you would feel them important. Add several other that you think of.)

- ☐ Location
- ☐ Transportation
- ☐ It separated me from my friends
- ☐ Limited class offerings
- ☐ Only one or two teachers for everything
- ☐ Teachers are limited in some subject areas
- ☐ Going to school with only young mothers
- ☐ Limited social life
- ☐ Time school started
- ☐ The teachers didn't understand me
- ☐ Lack of support from parents or husband
- ☐
- ☐
- ☐

Check the persons who were the most helpful in encouraging you to stay in school.

- ☐ A public school classroom teacher
- ☐ The public school counselor
- ☐ The principal
- ☐ A teacher at the Continuing Education Center
- ☐ A friend
- ☐ A parent
- ☐ Husband or boyfriend
- ☐ Doctor
- ☐ Social Worker
- ☐
- ☐

Now go back and place a double check before the one person who was most helpful.

Do you feel that pregnant girls who drop out of school entirely should be encouraged to go back and finish?

____ Yes ____ No

If yes, how could they be encouraged?

If no, why not?

Would you encourage a friend to attend the Continuing Education Center?

____ Yes ____ No

Do you have any suggestions of things that could be done to help girls who enroll attend classes at the Continuing Education Center more regularly?

Do you now feel that an alternative program such as the Continuing Education Center is a program that should be continued?

____ Yes ____ No

Why?

Would you like to be sent a summary of the results? _____

VIEWING PARENTHOOD

What do you consider the most difficult thing about being a parent?

Are there specific tasks or jobs as a parent that are especially difficult? Please list.

Where do you now get accurate and helpful information you need to assist you with raising your child? (Check all that you use.)

- ☐ Radio and television
- ☐ Magazines
- ☐ Newspapers
- ☐ Parents
- ☐ Classes or schooling (Where? _____)
- ☐ Doctor
- ☐ Friends
- ☐ Groups where we share and talk things over
- ☐ Health Department
- ☐ Cooperative Extension Service
- ☐ Department of Social Services
- ☐ Pamphlets and books
- ☐ _____
- ☐ _____

Please go back and place a double check before the one source that you consider most helpful.

What kind of help that would enable you to be a better parent do you wish were available to you now? Check any that interest you.

- ☐ Classes for parents
- ☐ Sharing groups (Of young mothers____, Of couples____)
- ☐ More pamphlets or books
- ☐ Day care center
- ☐ Nursery school
- ☐ Family counseling
- ☐ Drop-in-center
- ☐ Crisis center
- ☐ Specialist I could call on for help
- ☐
- ☐

Now go back and place a double check before the source you would be most likely to use.

Subject areas for classes, sharing groups, or pamphlets that would be most helpful are:

- ☐ Home management ☐ Child care ☐ Nutrition
- ☐ Financial management ☐ Human sexuality
- ☐ Interpersonal relationships ☐ Discipline

How could the Continuing Education Center have helped you more in preparing you for the responsibilities of being a parent?

I wish I would have learned or talked about _____

APPENDIX B

LETTER TO FORMER STUDENTS

Dear

Since you were in one of the first groups of girls who attended the Continuing Education Center, you have some feelings, impressions and ideas that could be very valuable in helping other girls.

This year a study and evaluation of the Hillsdale County Continuing Education Center is being made to find out if and how it served you and how it could better help other girls. Would you please take a few minutes and give some thought to the enclosed questionnaire? Every idea that comes into your mind is valuable. Good honest criticism is very welcome because only when these things are known can something be done about them. New suggestions and ideas would contribute greatly so please send yours.

A stamped envelope is enclosed for you to return the questionnaire. Sign your name if you wish, but if you prefer not to, that is all right. All the information will be compiled together for a report so no individual identity will be revealed. If you like you will be sent a summary of the results.

Thank you very much for taking the time.

Sincerely,

Ardath McCall, Teacher
Continuing Education Center

APPENDIX C

Individual Responses Made by the Respondents
to the Question "Why Do You Feel The
Continuing Education Center Should
be Continued?"

Individual Responses Made by the Respondents
to the Question "Why Do You Feel The
Continuing Education Center Should
be Continued?"

It gave me something that I had worked eleven and a half years to get, something my parents wanted so bad, the thing I've had to fall back on--my diploma.

It gives the girls like me a chance to finish school. Some schools frown on going to school being pregnant and I felt too embarrassed to finish my senior year.

The girls that really want to finish school and are good in school work should definitely have the same opportunities to graduate that I did.

While the Adult Education program in Hillsdale is terrific, there are girls who would feel less self-conscious in the alternative program.

A pregnant girl can't get an education any easier than the Continuing Education Center. I would never have made it without it.

Because it's a beginning for some girls to start understanding themselves--to continue learning about more than just high school general courses.

To give the girls a chance to finish school--to let them know that there is a place to go and that somebody cares.

Because some people can't take the gossip and looks that one might get in school. They need the security of privacy and the individual help.

It is very helpful to young girls to be more interested in continuing their education.

I was expectant in eleventh grade and it would have helped me as well as other girls to have a program for the young mother to continue school and help them with the child until they were to graduate instead of having to go back to a public school with kids that have no responsibilities and no children to care for. (Note: This girl wanted to come back for a second year which has not been a policy of the Continuing Education Center.)

Because you can't finish school in a lot of places and this way if you want to you can have a chance.

To me it shows someone cares about what happens to you. When I was pregnant I felt out of place in public as I wasn't married. At this school everyone there was pregnant and I felt more at ease.

Because I believe it makes girls more at ease and not stared at and you still learn a lot.

More individual help.

Lots of girls want to finish school and this is a way that they can.

Because what pregnant (maybe married) girl wants to sit in a regular classroom eight hours a day and put up with the other kid's smart remarks?

The courses you carry on child care, etc., are important and many young girls don't know these things. High schools don't teach this. It also gives you a chance to share your feelings with other girls in more or less the same situation.

It helps out a lot when your're pregnant.

It's easier on you to only have school half-days when you have a child to care for.

This is a good program. I was really thankful for it. It was a lot easier to continue my education with it.

It best fits the physical and emotional needs for the pregnant girl, because in all truth she is in a predicament. The fellowship of others like herself is good.

I would never have made it without the program.

Because, just like me, high schools won't let you go to school after so long so you'd end up failing the semester. This way a person has a chance to finish. (Note: Schools did do this in 1968 but not in 1975.)

The program gives a pregnant girl a place where she can get an education and at the same time learn about caring for a baby.

Girls need personal attention and they can get it this way. They can learn about how to cope with themselves.

It makes the pregnant girl feel as though she has support in finishing her education.

There are generally night classes available but some girls may not feel as comfortable at those as they would in the Continuing Education Center where in a certain respect they are all equal.

I think being pregnant you should continue your education because most mothers-to-be have a lot to learn and aren't really prepared.

Because it gives a chance for girls who are pregnant to finish their education.

There are girls who want it (the alternative school) and it's not as embarrassing as a public school.

Because it gives girls that might drop out of school a chance to go on and finish.

The girls don't get the harassment as in regular school. They get more out of the subjects this way.

The Center hits some of the problems of a new mother and prepares her for her future as a mother and a wife--a regular school doesn't.

It's a practical class. I'm sure all of us learned more that we use now than we learned in regular home economics class. And besides, taking care of a baby, a home, and a husband is rough enough without taking the extra pains of school work along with the difficult re-adjusting time a new family goes through.

Without myself finding out about such a program and enrolling, I never would have gotten my diploma.

I couldn't handle a full day of school and through this program I finished school and got some subjects not available in regular school that were more important to me.

Because more than likely if a girl gets pregnant she'll drop out of school and there's just got to be an alternative for her such as the Center.

Pregnant girls are not allowed to attend public schools and most would be ashamed to. (Note: Not in 1975--all girls can attend.)

It lets you know you're not the only girl with problems--you don't feel quite so alone.

If it weren't for the Continuing Education Center, there would be a lot of girls just completely quit school.

If it hadn't been for the Continuing Education Center, I don't think I would have finished school.

Everyone should have a chance to get an equal education. If pregnant girls can't take the pressures of public schools and if there weren't a program such as the Continuing Education Center, where else can they turn?

It was better than day school. Everybody was more concerned with you as a person than an "it" or a group. I think it helps more girls with problems. When a girl is pregnant she has all sorts of problems or at least she thinks she does. I wish I had been able to have attended more.

Because it's the best place to be when you're pregnant. The girls are in the same situation and no person should feel out of place. Also it teaches you what you need to know.

Because I enjoyed myself and learned a lot about being a mother and parent.

I have a sixteen-year old cousin who just married and had a baby with no continuing education program to help her finish. She will have to leave her baby with a sitter and go back to high school. I felt your program was indispensable.

Without it I would not have finished school and I'm sure a lot more girls would not have either.

Because it was very helpful to me. I really learned a lot about living and how to take care of myself in my classes.

When teen-age girls get pregnant, sometimes they feel like outcasts, which they shouldn't. The atmosphere in this school helps them to realize they are normal and not bad as some people think.

Because if it wasn't for the center, I would have been a drop-out. The school means a lot to me. It has helped me prepare for my life as a parent.

It's important to get out of the house when you're pregnant --whether you live with your parents or on your own. It's often impossible when you're pregnant. I always needed time to be with others and not worry about my home problems.

Because it's a good deal. I liked it very much.

Because they teach classes in subjects we need to know about and they understand the problems we have where public schools and teachers don't.

I feel the school really gives you a reason for continuing your education.

Because some girls don't want everyone to know.

For some young women it gives a feeling of quietness in pregnancy and the alternative to keep the child or give it up without being tortured.

APPENDIX D

Classification of Responses to the Question
"What Do You Consider the Most Difficult
Thing About Being a Parent?"

Classification of Responses to the Question
"What Do You Consider the Most Difficult
Thing About Being a Parent?"

I. Accepting the Responsibility of Raising a Child (20)

The fact that you are responsible for your child and you have to realize they have feelings also. It's hard to know if the way you are raising your kid is the right way or not.

Responsibility of knowing how to teach the child right from wrong.

Keeping up with everything they need after making them mind, believe you really love them, and answering some of the questions they ask.

Teaching the child everything they need to know to get along in life.

Having the responsibility of a dependent child's life in your hands.

Having to raise her myself.

Trying to give our daughter everything that is needed now and in the future.

Training and loving your child in the way that's right for him now and in the future.

Accepting the responsibility that goes along with raising a child.

Just knowing that everything you do and say affects the way your children think and do as they grow up.

Being responsible for your children. Bringing them up to be somebody.

Having to decide what is right or wrong for the children.

Wondering if you're doing the best you can for your child's best interest.

Worrying about if you're raising and doing right for your child.

Raising a child--meeting their problems day by day.

To be able to raise my children as a family would. To be both mother and father.

Wanting to do more for the kids than I'm able to.
Also, right now it's hard for me to show my two-year old that he's as important as his baby sister.

Accepting parenthood was difficult.

Always doing the right thing for them.

To me, that's just one word, worry!

II. Teaching Moral Values (7)

Raising your child to be good, honest.

Making decisions to help children know right from wrong.

Bringing child up with a sound mind and good morals.

Deciding what values I want my children raised with.
"Times are a-changing."

Teaching a child right from wrong and to have respect for you as a person.

Knowing how to teach the child right from wrong.

Today's society excludes the simple basic truths (Bible truths). I must first learn them myself and then teach my children.

III. Having Patience (7)

To be understanding and patient with my husband and child all the time. It's impossible, but you try.

Having patience with my child, trying to understand how he feels about certain things, realizing he doesn't always feel the same about certain things as I feel about them.

Understanding, patience, and to find time to give a child loving affection every day.

Not losing my temper with the kids.

Having patience.

Taking all the changes the child goes through.

Having patience and understanding.

IV. Discipline (6)

The right punishment for the wrong things they do.

Discipline--when it is necessary and how to go about it.

Being consistent in disciplining the children.

Disciplining my son.

Disciplining.

Being able to say "no" to my child and stick to it.

V. Loss of Personal Freedom (5)

Not being able to do what you want when you want to.

Not being able to go out as before. Having to find a responsible person to watch your child.

It puts a stop to some of a parent's freedom.

Just the responsibility of being there all the time for supper, baths, etc.

When you're young, most of your friends are single. It's hard to get used to staying home with the kids when you're always being invited to go out with them.

VI. Understanding the Child (5)

Trying to understand my child and knowing they depend on my judgement.

Trying to understand the child and his actions.

Relating to children, remembering they are young but sometimes smarter than given credit for.

Doing what is best for each child.

Trying to understand how he feels about certain things--realizing he doesn't always feel the same about certain things as I feel about them.

VII. Accepting Advice (2)

Accepting advice from people who continually say, "I would do it this way or that if I were you."

Trying to raise the child the way you think best without being swayed by others.

VIII. Managing Time or Money (3)

To find time to give a child loving affection every day.

Finding enough time for everything and everybody in one day.

Trying to save money so that the weeks you don't get so much you'll have enough to go around.

IX. Nothing (2)

None in our case. It's fun to watch our children grow.

It's nice being a parent when you have two wonderful kids to take care of like my two.

X. Being Overprotective (1)

Being overprotective of my children.

APPENDIX E

Classification of Responses to the Question
"Are There Specific Tasks or Jobs as A
Parent That Are Especially Difficult?"

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I. Discipline (14)

Trying to make the kids mind.

Disciplining.

Correcting the children (disciplinary actions).

Discipline at the right times and the right way.

Discipline, setting a good example.

Discipline.

Disciplining a child, not enough or too much.

Finding the best way to punish the children individually.

Correcting them.

The question of discipline is the hardest for me. I find myself being too easy on them at most times.

Keeping my patience when they're naughty.

Sticking to your word. (Telling a child "no" and sticking to it especially when they give you that pitiful hurt look.)

Getting them to go to bed.

Making him mind.

II. Managing Time (7)

Finding time to give proper attention to your children, the housework, and your husband all in one day.

My child likes me to play toys with her and I almost always do. We get to playing and before you know it the whole day is gone and we haven't accomplished a single thing besides playing toys. Some people don't think this is important to a child, but I do. I sure hope I'm not wrong.

Managing time and energy for all things that must be done--individual time with children, husband, housework, and self.

Finding time for myself (I can't wait to take a bath all by myself again).

Keeping the house cleaned.

Keeping the children entertained.

Trying to pay the same amount of attention to all the children. They get jealous very easy.

III. Being a Good Parent (Personal Responsibility) (7)

I think that being a parent is difficult.

Now I must begin to train myself, since my parents failed to do so as an appointed guardian of a child's soul. I must to the very best of my ability train my children in the instruction of God.

I worry about if I'm a good mother or not.

If I haven't got my eye on my children every minute of the day I worry terribly.

The task I worry about is that if I'll raise my child the way he or she should be.

Trying to copy with the boys' personality changes due to moving, hardships, misspoken words and all.

Giving him what he wants.

IV. Teaching Morals and Values (6)

Teaching my child to be independent but that independence can also go a little too far at his age.

Knowing when to say no and yes.

There is one--our daughter is very short tempered. We have to be very cool and calm all the time in order to keep her system in balance.

Trying to understand my child's feelings and ideas and treating her accordingly.

Teaching them right from wrong.

Teach them to share.

V. Feeding (6)

Only getting the child to eat the right things like vegetables.

My child has to be on a diet. It is very difficult keeping her on it.

Fixing well-balanced meals.

Getting them to eat the right foods.

Taking away one's bottle when the other has one.

Keeping a cool head and tons of patience during self feeding.

VI. Teaching (ABC's, Reading, Numbers, etc.) (6)

Teaching your child pre-school fundamentals, such as the writing and identifying of the alphabet.

Trying to explain the things to your child when they come up with lots of questions.

Helping my oldest boy in school.

Teaching the child the ABC's and counting.

How to teach him what he needs to know.

Teaching him like numbers and so forth. He doesn't like to be forced to learn ABC's and numbers which I feel he should learn now.

VII. Toilet Training (6)

Potty training.

Nothing other than potty training them.

Potty training.

Potty training.

Most difficult was the job of keeping a cool head and tons of patience during toilet training.

Potty training.

VIII. Caring for Ill Child (3)

Caring for the child when he's ill.

No, only when children are sick--it's so scary, I guess.

Trying to keep Joe from doing too much and explaining why he has to slow down and can't do as much as the other kids and what's going to happen to him.

IX. Finding Reliable Babysitters (1)

Finding reliable babysitters.

X. Helping Child Overcome Fear (1)

How to get the child to overcome fear of a dentist.

XI. Pleasing Parents (1)

Trying to please grandparents and great grandparents without indulging the child.

XII. Managing Money (1)

Having enough money for groceries and clothes.

XIII. No Answer or None (10)

No because I consider everything more a pleasure to be able to be proud of what I have done to make my home and child happier.

I can't think of any. It would be easier to discuss this whole matter than to write it down on paper.

No, not really, the only thing is I love him and it doesn't cause any specific problem. The love I have for him makes it easy for me.

They are hard finding.

(Six questionnaires contained no written response to this question.)

APPENDIX F

Responses to Questions Regarding How The
Continuing Education Center Could Help
Better Prepare Girls for the Role
of Mother

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Continuing Education Center Could Help
Better Prepare Girls for the Role
of Mother

I. Child Care (22)

General (7)

More on child care.

More about having children and raising them better.

How to better care for your child.

Raising your children.

Having more group classes on child care.

The growing of children--the stages they go through and the discipline that should be used for each stage.

How to cope with them going through baby stages or talking a lot.

Infant Care (3)

The care and needs of the baby.

Prenatal care--more specific topics such as bathing, taking care of the baby's naval and such. I didn't know anything about this when my baby was born.

(Note: This girl obviously missed this part of the instruction. All this is always a part of the family living class.)

What to know about babies as they grow up so you don't have to call the doctor so much. Learn how to handle, bathe, and feed a newborn so you're not so scared of them.

Child Development (12)

The increasing responsibilities of a parent after a child has entered school.

Problems with older children as well as young babies. I'm just learning about handling children age 3 and 4. I wish I knew more.

Caring for your child ages two to six, which a lot of parents consider the difficult years for discipline.

Children as they grow up three to eighteen years. I didn't find them hard to care for as an infant but as they get older the problems get bigger.

I wish I would have known of what to expect, how to discipline, and care for two-year olds and older. I find I have many more problems with my two-year old than with my baby.

The only thing that I find really hard is taking them growing up so fast and going through stages. I can't cope very well with all these stages.

If we could have had a group discussion with parents about the problems they had come across. I understand things more by talking.

Having a discussion class with someone who had kids and could tell you the ups and downs.

Knowing what lies ahead for you in about three years.

Have some pamphlets on children and have a class where we all learn and talk about it. Maybe bring in a couple of babies and everyone get to know them so we know what to expect when we have our own. (Note: The girls often bring their babies to class. This girl must have been a poor attender.)

So many times when people talk about being parents it's always the good things. I think sharing the bad and how to cope or handle certain situations would really be helpful.

Talking more about the older child than just the infant (ages 2-5).

II. Discipline (7)

Discipline and the importance of it.

What you should do and how to handle discipline of your child.

More about discipline. We are finding it very hard to punish our child and make her learn right from wrong.

The right kind of discipline. I feel this is one of the major problems today--not enough of the right discipline.

Disciplinary action for small children.

Different ways of disciplining a youngster.

More about the discipline of children.

III. Childhood Illnesses (6)

Sickness in infants through age five years.

Some of the childhood diseases. The parent is the one that is to see them and catch them in time. How can a parent catch diseases in time if they don't know the symptoms and what the symptoms could mean?

By covering the different kinds of child sickness such as colds, flu, etc., and what to do in such cases--what kind of medication to give.

More information on infant care--how to take care of the child for the first six or nine months, dealing with illnesses, etc.

How to care for your child during a sickness.

Discussing current childhood diseases and symptoms.

IV. Personal and Pyschological (11)

Christ and what He desires for my children, my husband, and myself.

How to handle a "trapped" marriage feeling.

The kind of problems that a marriage can bring as the years go on.

The mental block you can develop between a child and parent.

Being too overprotective of children.

It seemed everyone was more for my giving my baby up for adoption rather than raising her myself.

I guess I should have had some type of personal counseling on coping with the inner pressures of being a wife first, then a mother. I had no responsibility problem toward my child.

I wish I knew more at first about doctors. Not to just go along with what they said but say what I felt--like I can now.

I think that all young girls should have counseling because they don't even realize what's ahead. Talk with last year's class and children would be a big help.

Nervousness and pregnancy. Does it make a nervous baby?

Sexual problems.

V. Money Management (6)

More about financial management.

Financial management.

Money because I now have to care for it. When I have it, I spend it.

Money management.

Family budgeting.

Financial management.

VI. Classes for Husbands or Boyfriends (3)

I think, if anything, it would be to offer to people who wanted it classes for the husbands, or boyfriend (in my case) and the expectant mothers to participate in together.

It could have had some extra evening classes that included husbands and/or our parents. A lot of friends who had more or less the same situation say that young husbands could have also used some continuing education.

Problems a young husband faces and his responsibilities.

VII. Miscellaneous Family Living Suggestions (11)

More about sewing for my family.

The time a mother gives to child and still have time for the husband.

Nutrition and the younger child.

Home canning and preservation.

Psychology and art.

Decorating and furnishing a home.

A lot of girls come from homes, as I did, without learning how to keep house for one reason or another. It is overlooked in school, but just as if not more important than sex education anyway at this point when a girl is making home for self and family.

Methods of potty training.

Potty training.

Weaning from a bottle.

How to answer child's questions when he gets old enough to want to know about sex relationships and wanting to know why he turned out to be a boy instead of a girl.

VIII. No Suggestions (19)

It gave us a bigger and better knowledge of what was going on and why and what to expect and not to expect and how to deal with certain problems as they arise.

None that I know of. It had everything that I needed.

I don't think it could have prepared me any more than it did.

This center does not need any criticism. It helped me far more than what I can say.

I think the information was conveyed very well, but was received by an immature parent-to-be. Also, experience is the best teacher.

I am not sure they could have because this is something you do as you have to when the problems come up.

I don't think any more help was needed. It is something each person has different values on.

I found the classes very helpful and fully prepared.

I believe they did a good job in teaching me. We have to do it on our own and that's most of the teaching.

They couldn't have prepared any better really than they did. It's good, very good, that they have the Continuing Education Center. It helped me a lot for the time I went.

Could not have helped me more than already for my first child.

You did a good job--the rest had to be up to us.

There is no way to prepare a person completely, because there are not two kids alike. One has a whole different personality than another. One may be more slow or stubborn than the other.

I feel as though I was prepared very well.

I think from talking and listening and getting information from family and friends I learned an awful lot and have done quite well by it.

I think the program touched on all areas that would be helpful in becoming a parent. It would be impossible to know at the time of the program what problems each individual would have in the future.

I think the school was very helpful, but I don't think anyone really understands what the responsibilities are until they have them.

I personally feel that a young girl who becomes pregnant before marriage has a root problem--spiritual. Education is a fine thing but knowledge alone cannot make a person a success in their heart.

I was so young that I really didn't think about it at the time. I learned by experience.

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