

Abstract of Thesis

Adjustment of Girls
In Homemaking Classes
To Family Life

by

Mary Essig

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ABSTRACT OF THESIS

Because of the prevalence of the opinion that increased juvenile tendencies are caused by more mothers working and because maladjustment to the home and family is one of the first steps toward juvenile delinquency, a study to determine whether the adolescent girls in homemaking classes, whose mothers work, are more poorly adjusted to family life than those whose mothers do not work, seems worth-while from the standpoint of the home-making teacher.

Statement of problem

What are the implications to homemaking education of the differences in adjustment to family life between the girls in home economics classes whose mothers work outside the home and those whose mothers do not work outside the home?

Problem Analysis.--1. How well adjusted to their families are home economics girls whose mothers work outside the home full time?

2. How well adjusted to their families are home economics girls whose mothers do not work outside the home?

3. How do girls whose mothers work compare in

their adjustment to the family with those whose mothers do not work?

4. What are the implications to home economics education of the difference between the home economics girls whose mothers work and those whose mothers do not work?

Delimitations.--The samples were limited to approximately 300 ninth and tenth grade girls in home economics classes in Missouri, one half with mothers giving full time (40 hours or more per week) to work outside the home for pay and the other half with mothers giving full time to homemaking.

Only homes in which both parents resided were considered in this study.

Methods and Materials

The study was made by means of a family adjustment scale, Home Life, by Dr. Leland Stott, and a short questionnaire. The questionnaire which accompanied the scale was designed to secure information about the community, the home of the girl, and the work of the mother. No names appeared on these forms but the person who administered them gave each girl a scale with the same number as that on her questionnaire.

The data concerning the sample were gathered from 300 ninth and tenth grade homemaking girls of normal homes, half of whose mothers worked full time out-

side the home and half whose mothers were not employed. These girls were from 11 different communities in Missouri, an equal number of each group from each community. About one fourth were from rural communities. The girls of the two groups were fairly comparable in age, most of them being 14 to 15 years of age. The largest number of working mothers had worked only one year and most of them were factory or defense workers. Only about 15 per cent did night work. Most of the mothers who did not work were usually home when the girls arrived from school but only 36.4 per cent of the working mothers were home when the girl came from school.

To ascertain the significant differences between the control group, the girls whose mothers did not work, and the experimental group, the girls whose mothers did work, the differences were analyzed in terms of the obtained means, the obtained standard deviation, and the obtained percentages.

Summary of findings

The differences between the two groups as found by using the Home Life scale are summarized as follows:

1. There was a very significant difference between the means ($t=8.38$) and the standard deviation ($t=4.18$) between the two groups in favor of the control group in their adjustment to family life.

2/ In all of the individual communities the means of the scores were higher from the control group.

3. The rural girls of the control group scored highest in their adjustment to family life.

4. The control group was very significantly higher than the experimental group on almost half of the items on the Home Life scale.

5. On 23 additional items there was a significant difference between the groups in favor of the control group.

6. On the question, "Where your affairs are concerned, do you think 'what my folke don't know wont hurt them'?" which Dr. Stott considered the key question, 30 per cent more of the girls of the experimental group gave unfavorable responses than did the control group.

7. Responses seemed to indicate a greater feeling of lack of love, understanding, interest and cooperation between parents and daughters of the experimental group than between parents and daughters of the control group.

8. Responses indicated a tendency toward domination on the part of the parents of the girls whose mother worked.

9. Responses indicated more disapproval of the actions of the daughter in the homes where the

mother worked.

10. Twelve out of 39 items which showed very significant differences between the two groups indicated unfavorable adjustment of the girls of the experimental group to their fathers.

11. There was a tendency for the girls of the experimental group to feel ashamed of their parents.

12. Home life appeared not to be so happy when the mothers worked as when they did not.

13. Girls whose mothers worked seemed more inclined to disregard parental advice than did the girls whose mothers did not work.

Implications for Home Economics Education

1. The teacher of homemaking should have a real interest in the girls of her class and strive for a better understanding of the girl and her home.

2. The homemaking program should be based on the real needs and interests of the girls.

3. Proper attitudes of appreciation and understanding between parent and child should be stressed in the child care unit.

4. Importance of good mental health should be stressed in foods and personal appearance.

5. Choosing friends and approved behavior should be stressed in personal development.

6. The family relationship unit should make emphatic the need for cooperation, appreciation, and family counseling.

7. The teacher should suggest simple ways of improvement of homes and encourage the girls to carry them out in their home experiences.

8. The homemaking teacher can help plan wholesome recreational activities which will help supplant the lack of recreational activities in the home.

9. Parent education should be encouraged.

10. The homemaking teacher can help the girl to develop a philosophy concerning those things in the home which she cannot change which will help her become a better adjusted and happier person in her home.

Recommendations for further study

Studies along the following line would seem pertinent:

1. Why do girls appear better adjusted to family life in rural communities than in urban communities?

2. How do fathers in homes where the mothers work full time outside the home compare in their adjustment to family life with those in homes where the mother is not employed?

3. To what extent does the length of time the mother has worked and the occupation affect the family

adjustment of the daughter?

4. How do the adjustments to family life of girls whose mothers are rearing their children alone and are working full time outside the home compare with girls of normal families whose mothers work outside the home full time?

5. How do the daughters of mothers who work full time outside the home compare in social adjustment with the daughters whose mothers do not work outside the home?

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THESIS

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ADJUSTMENTS OF GIRLS IN HOMEMAKING
CLASSES TO FAMILY LIFE

Submitted by
MARY ESSIG

In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado Agricultural and Mechanical College
Fort Collins, Colorado

July, 1945

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SUPERVISION BY Mary Essig

ENTITLED ADJUSTMENTS OF GIRLS IN HOMEMAKING
CLASSES TO FAMILY LIFE

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF Science

MAJORING IN Home Economics Education

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David H. Morgan
In Charge of Thesis

APPROVED *Maud Williamson*
Head of Department

Examination Satisfactory

Committee on Final Examination

Maud Williamson

Roman Eluff

Naama Norton

D. H. Morgan

Cline F. Hamilton

J. C. Dewey
Dean of the Graduate School

Permission to publish this thesis or any part of it
must be obtained from the Dean of the Graduate School.

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Chapter I
INTRODUCTION

Today, economic changes have altered ways of living in many homes. Some homemakers have had to take over the job of breadwinner, others have felt it their patriotic duty to help in this period of manpower shortage, and still others have been unable to withstand the lure of high wages for satisfying the material wants of themselves or their family. Those mothers who are working have less time for homemaking.

The fact that working mothers have less time to give to homemaking is commonly cited as one of the causes of "increased juvenile delinquency." According to a report of the Children's Bureau of the United States Department of Labor, 1943, (10:6) statistics show that there is no alarming tendency toward increased juvenile crime although, in some communities, juvenile delinquency has increased and generally the rate of increase is greater for girls than for boys (10:6).

This report continued as follows:

The child who is unhappy in his family relationship is likely to seek satisfaction away from home. And if he lives in a community in which antisocial attitudes prevail,

in which other children in the neighborhood seem to be getting a lot of fun out of forbidden activities, in which a pattern of delinquent behavior is traditional, he is more susceptible to the attractions of delinquency than another child under the same community influence who has found more strength and satisfaction in his home. (10:12).

Zachary in an article on juvenile delinquency stated that since fathers are departing for war services and mothers for work, many children are left temporarily or partially orphaned to roam the streets unsupervised (18:45).

Keliher in an article "Expect This From Children--When Mothers Work" enumerated the nervous symptoms of children and then concluded.

Of all the possible causes, the most important is that mothers are working. . . . The surprising thing is that we don't see worse signs of maladjustment in many children (4:336).

Keliher thus voiced the opinion of many.

Because of the prevalence of the opinion that increased juvenile delinquency tendencies are caused by more mothers working and because maladjustment to the home and family is one of the first steps toward juvenile delinquency, a study to determine whether adolescent girls whose mothers work are more poorly adjusted to family life than those whose mothers do not seems worthwhile.

Problem

What are the implications to homemaking educa-

tion of the differences in adjustment to family life between the girls in home economics classes whose mothers work outside the home and those whose mothers do not work outside the home?

Problem analysis.--1. How well adjusted to their families are home economics girls whose mothers work outside the home full time?

2. How well adjusted to their families are home economics girls whose mothers do not work outside the home?

3. How do girls whose mothers work compare in their adjustment to the family with those whose mothers do not work?

4. What are the implications to home economics education of the differences between the home economics girls whose mothers work and those whose mothers do not work?

Delimitations.-- The sample in this study will be limited to approximately 300 ninth and tenth grade girls in home economics classes in Missouri, one-half with mothers giving full time (40 hours or more per week) to work outside the home for pay and the other half with mothers giving full time to homemaking.

Only homes in which both parents reside will be considered in this study.

Chapter II
REVIEW OF LITERATURE

As a preliminary step in the study of the effects of mothers working outside the home on the adjustment of their daughters to family life, some investigation of the literature denoting the current attitude toward maladjustment of children and juvenile delinquency was considered necessary. Studies dealing with devices used in measuring adjustment to family life, as well as the several studies dealing directly with children whose mothers are engaged in gainful employment were also reviewed.

Current attitudes toward juvenile delinquency.

Caroline B. Zachary in an article, "Emotional Problems of the Adolescent and Juvenile Delinquency," published in the winter of 1942-43, declared that the delinquency of juveniles

. . . is a sign something is wrong--radically wrong with their homes, the daily environment where they have come into being and which, like the earth and sunlight of the plant, has fostered their growth. Fathers are departing for war service and mothers for work leaving many children--temporarily or partially orphaned--to roam the streets unsupervised. (12:45).

A report of the Children's Bureau in 1943, entitled "Understanding Juvenile Delinquency" stated that there is "no alarming increased 'juvenile crime' as the newspapers perennially claim" (10:6). The following statements are quoted from this report.

All that the available figures indicate, however, is that in some communities juvenile delinquency has increased and generally the rate of increase is greater for girls than for boys (10:6).

In order that a child may grow up into a mature well adjusted adult, able to participate in our society without too much emotional strain, he must have, particularly in his early childhood, the kind of family that will help him to satisfy certain fundamental needs. (10:10).

These needs were indicated as the need for love and affection, security with other human beings, growth and achievement, and status as an individual apart from his family.

The child who is unhappy in his family relationship is likely to seek satisfactions away from home. And if he lives in a community in which antisocial attitudes prevail, in which other children in the neighborhood seem to be getting a lot of fun out of forbidden activities in which a pattern of delinquent behavior is traditional he is more susceptible to the attractions of delinquency than another child under the same community influences who has found more strength and satisfaction in his home (10:12).

In wartime the well being and security of children are threatened not only by the general atmosphere of tension but by the actual dislocations and disintegration of the family life that accompany war. . . . Large

numbers of children are left without adequate supervision while their mothers are at work (10:19).

Healthy, happy, secure children--children who feel comfortable with themselves, their playmates, their parents and other adults--do not as a rule become delinquent. The most fundamental way to prevent delinquency is to help children be healthy, happy and secure (10:21).

In 1944, Beals in an investigation of wartime problems of children in Chicago public schools disclosed that one of the principal causes of problem behavior

is lack of parental supervision because of the employment of parents in war production plants. In many cases the father works in day time and the mother works at night or their employment is reversed, with the result that children are utterly without supervision. Many of them run the streets at all hours of the day and night (1:296).

He also declared that girls "get themselves in worse difficulties than boys. . . . In many cases there is little or no family supervision, with the result that girls wander from the paths of rectitude" (1:296).

Measuring Adjustments to Family Life

In studying the effects of the work of mothers outside the home on adjustments of daughters to family life, it is first necessary to determine ways of measuring adjustments to family life.

Symonds (9) prepared an adjustment questionnaire in 1934, in which there were two forms, one with questions in yes-no form and the other in multiple

choice. It was designed to measure adjustment from the statements of the pupils regarding their likes and dislikes. Section VI which dealt with home life contained 19 items. The reliability of this section was .62.

Rose Stagner of People's Junior College, Chicago, and Neal Draught (7) of University of Wisconsin reported a study, in 1935, of the attitudes of college students toward their parents. One hundred and twenty statements expressing various degrees of affection and antagonism were keyed on an 11 point scale by 50 judges. This scale was used for both father and mother and was given to 120 young men and 120 young women. The values of the scale for fathers and for mothers were not the same because "it appears a statement made about one's father is more favorable than the statement made about one's mother" (7:170).

These college students were also asked to give themselves a graphic self rating on affection, confidence, and authority. The validity of the scale was also checked by autobiographies written by the students. Numerous questions were asked about both parents, and mean attitude scores were computed for those giving positive and negative answers. A low score in these scales meant a favorable attitude. A comparison of the scores made by these students on this scale with those which they made on the Bernreuter Personality Inventory showed that those

making high scores toward each parent scored high on self-sufficiency. The authors concluded,

This fact, taken in connection with the positive correlation of the two attitude scales, leads us to infer that self-sufficient children are likely to take a less favorable attitude toward both parents than children lacking in this characteristic (7:175).

In 1936, Clarabelle Freidheim (3) completed a study of attitudes of high-school girls enrolled in home economics classes

to discover their attitudes on certain personal social and economic problems, to determine whether their attitudes in the opinion of a group of experts, tended to be those of well adjusted individuals, and to find out what factors affected their attitudes (3:74).

Twenty-one attitudes were checked in the above mentioned study by a group of college graduates and by a number of experts with the intent of making a five-point scale. After recommended changes a questionnaire was made from this check list, and the reports of 664 girls were studied. Of particular interest were the findings regarding attitudes toward family recreation, parental authority, family loyalty, entertaining at home and consideration of the rights of others. Nine-tenths of the girls approved family recreation. Forty-three per cent did what they were told without arguing and 40 per cent felt they should accept the judgment of parents without argument. Nearly three-fourths of the girls ranked high in family loyalty. Nearly 95 per cent felt that they would rather entertain at home than any place else al-

though there was less difference in the levels of the scale for consideration of the rights of others.

Kibler (5) made a study, in 1941, to discover the attitude of high-school boys and girls toward five major issues in family relationships, division and use of family income, use of leisure time, division of home responsibility, use of common property in the home, and philosophy of home life. The investigator prepared a testing device of 52 pairs of statements presenting the opinions of pupils toward these five major issues, each pair of statements presenting opposing views, one desirable and one undesirable.

The opposing opinions were used to measure consistency of the pupils responses and therefore the reliability of the test. . . . The validity of the test was established by giving it to a group of well known high school girls and then comparing their responses to the statement with their known behavior tendencies (5:32).

The test was given to 300 eleventh-grade boys and girls. The responses of the pupils were 80 per cent desirable, 10 per cent undesirable, and 10 per cent uncertain. Attitudes were found to be more desirable concerning the division of the responsibilities in the home than concerning the other four issues and were least desirable concerning the use of money and the use of leisure time.

A group of 490 young persons was given 64 questions pertaining to home life by Leland Stott (8) in 1940.

From their responses, he formulated a scale for measuring their adjustment to home environment. In the analysis of this scale, he found a variation which ranged from mutual affection, companionability, a sense of fairness, helpfulness, and a feeling of sympathy between adolescent and parent at one end of the scale to the feeling that parents were unfair and dictatorial and that little affection or congeniality lay between the adolescent and his parent at the other end of the scale. The Spearman-Brown (split-half) reliability coefficient of the scale was found to be .91. Further investigation indicated that the scale was not valid for measuring home environment, but that the variable involved was more personal because there was a correlation of only $\pm .22$ with a standard error of .13 between scores of 51 pairs of siblings.

Correlations were then computed between scores of this scale and scores of the California Test of Personality--Second Series. The correlations for the family life variables, "total adjustment," and "social adjustment," were $\pm .62$ each. The correlation for "family relation," a component of "social adjustment," was $\pm .65$. After this coefficient was corrected for attenuation, it was $\pm .81$. The correlation for "self-adjustment" was $\pm .50$. Since there was a fairly high reliability and an insignificant sibling correlation, Dr. Stott concluded (8:149)

It is a measure of the personal adjustment

of the individual adolescent to his parents and family situation. It might be regarded as a measure of the adequacy of the adolescent-parent relationship from the standpoint of the adolescent. It might further be regarded as a measure of parental success or failure so far as that particular child is concerned (8:149).

Studies on Children of Working Mothers

The studies made on children of working mothers are few. In 1922, Helen Russell Wright (11) made a study called "Children of Wage Earning Mothers." She used the records of the United Charities to secure part of the information about the children, and the rest of the information was gained by personal interviews with their mothers. The sample was composed of 2,066 children of 843 wage-earning mothers in Chicago. These children were under 14 years of age. Since the author was chiefly concerned with the physical handicaps of the children, the findings are not of much value in this study. However, when speaking of delinquent children she said

A study of the homes of this group of wage-earning mothers seems on the whole to indicate that most of them were surprisingly successful in training and disciplining the children so that they did not get into serious mischief (11:75).

.....

A small study like the present inquiry is obviously too limited in scope to warrant any general conclusion with regard to social advantages. . . . Among the older children, cases of behavior problems were found, sometimes a clear connection with the employment of the mothers being indicated. In less tangible but possibly more important ways the children suffered from the fact that their Mothers were under the strain of carrying a double load (11:76).

Ideas and attitude of children toward conditions caused by the employment of the mother outside of the home was reported by Mathews (6) in 1931. For this study statements concerning attitudes regarding the place of the mother in the home and home life in general were secured from 781 elementary high school, and university pupils. From these statements a "Home Blank" questionnaire of 100 items was constructed. Five hundred and eighty-six children from the fifth to the ninth grades answered these questions by "yes" or "no" and then labeled the answers "glad" or "sorry". A hundred of these children were from homes where mothers worked full time away from home. These 100 were paired with 100 children whose mothers did not work, on the bases of age, sex, grade, school, community, and occupation of the father. "The reliability of the Home Blank was checked by several methods" and "the reliability coefficient (self-reliability using the Brown formula) for facts was $.77_{-}^{+} .03$; for attitudes, $.69_{-}^{+} .03$ ". (6:119).

The responses were studied in the following four ways.

1. Condition score obtained from "yes" responses for conditions existing in the home.
2. Attitude score obtained from "yes-glad" and "no-sorry" responses.
3. Socially approved condition score from an

analysis of the agreement of the home conditions indicated on the blanks with adult social standards.

4. Socially approved attitude score from the extent to which the pupils were in agreement with socially desirable attitudes.

5. Happiness score from the "glad" responses which indicated the child's happiness because, of or in spite of, his conditions.

An analysis of the condition score revealed that 29 out of the 100 items showed a statistical difference between the two groups in respect to home conditions. The disadvantage fell on the side of the children of the worker.

A greater similarity was found to exist between the two groups in respect to attitude score than socially approved condition score. These attitude scores represented the extent to which the children approved the home conditions. The chief differences between the groups in respect to attitudes were on these nine items:

1. Are your clothes nice?
2. Do your folks usually send your laundry out?
3. Do you sometimes have to make your own breakfast?
4. Does your mother go off to work in the day time?

5. Does your mother often interrupt you in your play?
 6. Does your mother sometimes visit the neighbors?
 7. Is your mother usually home after school?
 8. Does your mother do all the cooking at home?
 9. Does your mother do most of the housework?
- (6:125)

More unfavorable attitudes were found among the children of the workers than among the others. Although 40 per cent of the children of workers showed approval toward out-of-home employment of mothers, 89 per cent approved of the mother staying at home most of the time (6:134).

According to the socially approved condition score the children of the non-workers lived under home conditions more favorable from the standpoint of adult standards than did the children of the worker. Their attitudes also were slightly more in agreement with these standards. The variability of scores for the worker group was somewhat larger than that for the non-worker group (6:128,9). The extent of agreement with adult standards therefore varied more among children of working mothers than among the other children. (6:129).

Although the difference was found to be small the children of workers were significantly less happy than those of non-workers according to the happiness score.

In conclusion Mathews said

On the whole the findings of this study are very wholesome. Statistically speaking figures show significant differences between the homes of workers and non-workers for both conditions and attitudes, with a slight accumulation of disadvantage to the worker group. But the most impressive thought to be gained from a study of these figures is that the differences are small. It is beyond the province of this study to prove why and where these attitudes come into being, but it is a fact that the worker's child is not embittered by his condition (6:135,6).

Chapter III

METHODS AND MATERIALS

This study of the implications to homemaking education of the differences in the adjustment to family life between the girls in home economics classes whose mothers work outside the home and those whose mothers do not work was made by means of an adjustment scale, Home Life, and a short questionnaire, both given to 500 ninth and tenth grade home economics girls in 11 communities in Missouri.

Selection of Scale

A number of published scales on the adjustment of individuals were examined and a scale by Dr. Leland Stott formerly of the University of Nebraska called Home Life, a refinement of his Family Life scale was selected as being the most valid for use in this study.

Concerning his Family Life scale, Dr. Stott said:

It indicates the extent to which the interaction between himself (the adolescent) and his family, from his standpoint involve 'confidence, mutual trust, affection and companionship' and hence is satisfying and constructive to him personally. . . . The variable

ranges from mutual affection, companionability, a sense of fairness, helpfulness and a feeling of sympathy between adolescent and parent at one extreme of the scale to a feeling that the parents are unfair and dictatorial, that they are not worthy of confidence and that little affection or congeniality is present in the relationship, at the other extreme.

In order to further the nature of the variable, correlations were computed between it and the scores on the California Test of Personality-Second Series. The family-life variable was found to be related to "total adjustment" and to "social adjustment" each to the extent of +.62. The correlation with "family relations", a component of "social adjustment" was +.65, and when this coefficient was corrected for attenuation due to the unreliability of the scales it became +.81. The correlation with "self-adjustment" was +.50.

These correlations, in connection with the fairly high reliability and insignificant sibling correlation of the family-life scores, were interpreted to mean that our scale is also a measure of adjustment. It is a measure of personal adjustment of the individual adolescent to his parents and family situation. (8:148-9)

In a letter 1/ to the writer Dr. Stott said,

The Home Life scale 2/ is the same as the one used in the study to which you referred, except that it is somewhat more refined. It includes only those items that were found to be most closely related to the attitude measured. The reliability, as well as the validity of the scale was improved. With both high school and college students the reliability coefficients based on the present eighty items were about .94.

1/ See Appendix A for copy of Letter
2/ See Appendix A for copy of Home Life scale

Construction of Questionnaire.

The short questionnaire 3/ previously mentioned which accompanied the scale was designed to secure information about the community, the home of the girl, and the work of the mother. The questionnaire was considered by a class of homemaking teachers in research at Colorado Agricultural and Mechanical College for suggestions and criticisms before the final form was constructed.

Selection of Sample.

An effort was made to obtain reports of girls from various types of communities in which mothers worked outside the home. To do this, 10 home economics teachers in Missouri were asked to cooperate in securing the information. Those asked to assist were either teachers whom the writer knew or who had been recommended by the state supervisor of home economics as teachers who had the confidence and good will of the girls in their community.

Because it was believed that the answers of the girls would be more honest if no names appeared on either the scale or the questionnaire, the scales and the questionnaires were numbered from one to 500 inclusively. The persons who administered these forms gave the girl a scale with the same number as that on her questionnaire.

3/ See appendix A for copy of questionnaire.

The questionnaire and scale from each girl were clipped together and sorted according to those of girls whose mothers worked full time for pay and those whose mothers did not work outside the home. One hundred and sixty-three forms from girls whose mothers worked intermittently and from girls who came from broken homes as well as the forms improperly filled out were discarded. Since there were 151 complete records for girls whose mothers worked, the first 151 records from the girls whose mothers did not work were scored as they came without selection.

After the 302 forms, 151 from girls of mothers who worked, the group hereafter called the "experimental group," and 151 from girls whose mothers did not work, "the control group", were scored, they were arranged in separate groups according to communities with the scores in descending order, and tables were constructed of the most important data sought.

Chapter IV

ANALYSIS OF DATA

The data for this study on the family adjustment of daughters of employed mothers were collected during 1944 and 1945 from questionnaires and Home Life scales which were given by 11 vocational home economics teachers in Missouri to 302 ninth and tenth grade girls, 151 of whose mothers worked outside the home and 151 of whose mothers did not work outside the home.

The data have been organized under the following headings: description of the sample and the findings on the difference in the adjustments of the two groups of girls.

Statistical procedures

To ascertain the significant difference in the adjustment between the control group, girls whose mothers did not work, and the experimental group, girls whose mothers were employed, the differences were analyzed in terms of the obtained means, the obtained standard deviations, and the obtained percentages. The standard error of the difference is a statistic commonly used to determine the variability of obtained differences when

infinite numbers are used. The ratio of the statistic to its standard error is called the critical ratio and will be indicated in this study by t.

The statistical procedures used for obtaining the standard error of the difference between the two statistics were as follows:

$$\text{Mean} \quad \sqrt{\frac{\sigma_1^2}{m_1} + \frac{\sigma_2^2}{m_2}}$$

$$\text{Standard Deviation} \quad \sqrt{\sigma_1^2 + \sigma_2^2}$$

$$\text{Percentages} \quad \sqrt{\frac{p \cdot q}{n_1} + \frac{p \cdot q}{n_2}}$$

In interpreting the critical ratio the following limits were applied:

3 or above - Very significant

2 to 3 - significant

less than 2 - not significant

In interpreting these limits, a critical ratio of 3 means that the chances are 99.9 in 100 that the true difference is greater than zero and that there is only one-tenth or less of one chance in 100 that the difference may be attributed to pure chance. A critical ratio of from 2 to 3 means that there are from 98 to 99.9 chances in 100 that the true difference is greater than zero and that there are from one-tenth of one chance to two chan-

ces in 100 that the difference may be attributed to pure chance.

The statistical terms used in the tables and in the analysis are as follows:

S.D.	-	Standard deviation
Diff.	-	Difference
S.E.	-	Standard error of
D		Difference

A minus sign before the per cent in the column in a table indicates that the girls whose mothers were employed, the experimental group, scored higher than did the girls whose mothers were not employed.

Description of sample

A description of the sample of this study was gained from the responses to the questionnaires filled out by the 302 ninth and tenth grade girls of normal homes, 151 of whose mothers were employed and 151 of whose mothers were not employed. The girls came from 11 communities, an equal number of each group from each community. According to the classification of the communities in the 1940 census, three-fourths of the girls were from urban communities (Table 1). Of these three-fourths, more than one-third came from North Kansas City which is a part of Greater Kansas City. One-fourth of the total number of girls came from small town communities classified as rural.

Table 1.--DISTRIBUTION OF GIRLS INCLUDED IN THIS SAMPLE
ACCORDING TO THE SCHOOL COMMUNITY AS CLASSIFIED BY
1940 CENSUS

Type of Community	Urban		Rural	
School	Girls Number	Per cent	Girls Number	Per cent
North Kansas City	80	26.5		
St. Charles	50	16.6		
Warrensburg	30	9.9		
West Plains	26	8.6		
Lexington	24	8.0		
Raytown			22	7.3
Cameron	16	5.3		
Windsor			14	4.6
Lee's Summit			14	4.6
Platte City			14	4.6
Rich Hill			12	4.0
Total	226	74.9	76	25.1

The girls in this sample ranged in age from 18 to 13 years (Table 2). The ages of the two groups, were fairly comparable. The majority, about 76 per cent, of both groups were 14 or 15 years old.

Table 2.--AGES OF GIRLS INCLUDED IN THIS STUDY CLASSIFIED ACCORDING TO EXPERIMENTAL GROUP, AND CONTROL GROUP

Ages of Girls	Experimental Group		Control Group	
	Number	Per cent	Number	Per cent
18	1	.7	1	.7
17	4	2.6	6	4.0
16	22	14.6	13	8.6
15	49	32.4	50	33.1
14	66	43.7	66	43.7
13	9	6.0	15	9.9
Total	151	100.0	151	100.0

The largest percentage, 27.8, of the employed mothers of this sample had worked only one year. The number of mothers who had worked two and six years were the same, 19.2 per cent each.

Table 3.--NUMBER OF YEARS EMPLOYED MOTHERS OF GIRLS OF THIS SAMPLE HAD WORKED.

Number of years	Number of mothers	Per cent of mothers
6 or more	29	19.2
5	12	8.0
4	15	10.0
3	24	15.8
2	29	19.2
1	42	27.8
Total	151	100.0

The employment of the mothers as listed by the girls was classified under 14 different types. Four occupations which were listed only once and which were not similar, were classified under miscellaneous (Table 5). Of the 151 working mothers the largest number were factory workers, 29.1 per cent, and war workers, 18.7 per cent. There was no way of distinguishing whether any of the factory workers were really doing war work or not, or whether part of the war workers were doing factory work. The two groups combined composed a little less than one half of all the working mothers of the sample. Salespeople and office workers came next in order of number. The other types, domestic employees, cafe workers, laundresses and dry cleaners, seamstresses, instruc-

tors, telephone operators, caretakers of children, taxi drivers, beauty operators, and miscellaneous workers were each less than 6 per cent.

Table 4.--TYPES OF EMPLOYMENT OF MOTHERS OF GIRLS IN THIS STUDY

Type of Employment	Number of Mothers	Per cent of Mothers
Factory	44	29.2
War	28	18.7
Selling	22	14.6
Office	15	9.9
House Work	9	6.0
Cafe Work	8	5.3
Laundering & Dry Cleaning	5	3.3
Sewing and Alteration	4	2.6
Instructing	4	2.6
Telephone Operator	2	1.3
Care of Children	2	1.3
Taxi Driving	2	1.3
Beauty Operator	2	1.3
Miscellaneous	4	2.6
Total	151	100.0

Almost 85 per cent (Table 5) of the employed mothers of the girls in this study worked during the day. While 15 per cent did some night work, only six per cent did night work exclusively.

Table 5.--TIME OF DAY EMPLOYED MOTHERS OF GIRLS IN THIS STUDY WORKED ACCORDING TO DAY, NIGHT, OR BOTH AT DIFFERENT TIMES.

Time Worked	Number of Mothers	Per cent of Mothers
Days	128	84.7
Nights	9	6.0
Both	14	9.3
Total	151	100.0

Approximately 97 per cent (Table 6) of the mothers who did not work were usually at home when the girl arrived. Two per cent of the mothers who did not work were rarely at home, while almost one half of the mothers who worked were rarely at home when the girl arrived.

Table 6.--NUMBER OF MOTHERS OF SAMPLE AT HOME WHEN GIRL ARRIVED ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP

Mother at Home When Girl Arrives	Experimental Group		Control Group	
	Number	Per cent	Number	Per cent
Frequently	55	36.4	146	96.7
Occasionally	25	16.6	2	1.3
Rarely	71	47.0	3	2.0
	—	—	—	—
Total	151	100.0	151	100.0

Differences in adjustment of
the two groups.

The 11 school communities varied in the mean of average score on the family adjustment scale for each group. In each case, however, the control group scored higher than did the experimental group (Table 7). The difference of the means between the experimental and the control groups ranged from 21.46 points in the case of West Plains to only 7.10 points in the case of North Kansas City. The median was higher in each of the schools for the control groups. The modified range, the difference between the average of the three highest and the three lowest scores, was greater for the experimental group than for the control group for all the communities. Despite the small numbers from some of the school communities, these figures indicate that in all of the communities, the girls whose mothers did not work seemed better adjusted.

Table 7.--MEAN, MEDIAN, AND MODIFIED RANGE OF SCORES OF EXPERIMENTAL GROUP AND CONTROL GROUP ACCORDING TO COMMUNITIES.

COMMUNITY	N	MEAN			MEDIAN			MODIFIED RANGE ^{1/}	
		Experi mental	Control	Diff.	Experi mental	Control	Diff.	Experi mental	Control
North Kansas City	40	41.10	48.40	7.30	43.33	48.33	5.00	59.67	44.67
St. Charles	25	41.60	58.96	17.36	43.12	58.93	15.81	39.67	18.67
Warrenburg	15	52.33	59.66	7.33	51.25	60.62	9.37	24.33	19.00
West Plains	13	37.31	58.77	21.46	45.60	59.16	13.56	40.67	22.33
Lexington	12	47.08	62.50	15.42	45.00	50.00	5.00	24.00	20.00
Raytown	11	40.92	56.36	15.54	41.25	46.25	15.00	33.34	22.67
Cameron	8	49.12	60.12	11.00	53.33	65.00	11.67	27.00	20.00
Windsor	7	40.14	60.00	19.86	42.50	58.75	16.25	24.00	18.66
Lee's Summit	7	50.28	65.28	15.00	52.50	64.12	11.62	13.33	11.67
Platte City	7	49.00	59.42	10.42	48.75	54.37	5.62	21.67	3.67
Rich Hill	6	45.00	62.00	17.00	50.00	62.5	12.50	34.00	10.67

^{1/} The modified range is the difference between the average of the 3 highest and the 3 lowest scores for each group.

According to the frequency distribution of the scores on family adjustment of the sample the largest number of scores for the girls whose mothers worked were in the interval, 45 to 49 (Table 8). The largest number of girls whose mothers did not work scored between 55 and 59. The highest interval for the girls of the experimental group was 70 to 74 and the high for the control group was 75 to 79. The lowest interval for the experimental group was five to nine and the low for the control group was 25 to 29.

Table 8.--FREQUENCY DISTRIBUTION OF SCORES MADE BY GIRLS OF SAMPLE ON THE HOME LIFE SCALE ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP.

Interval	Experimental Group		Control Group	
	Number	Per cent	Number	Per cent
80 - 84				
75 - 79			4	2.6
70 - 74	4	2.6	10	6.6
65 - 59	6	4.0	15	9.9
60 - 64	9	6.0	30	19.9
55 - 59	18	11.9	34	22.6
50 - 54	20	13.2	22	14.6
45 - 49	25	16.6	15	9.9
40 - 44	20	13.2	12	8.0
35 - 39	13	8.6	4	2.6

Table 8.--FREQUENCY DISTRIBUTION OF SCORES MADE BY GIRLS OF SAMPLE ON THE HOME LIFE SCALE ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP. (Continued).

Interval	Experimental Group		Control Group	
	Number	Per cent	Number	Per cent
30 - 34	8	4.0	2	1.3
25 - 29	9	6.0	3	2.0
20 - 24	10	6.6		
15 - 19	6	4.0		
10 - 14	3	2.0		
5 - 9	2	1.3		
	—	—	—	—
Total	151	100.0	151	100.0

There was a little more than 12 points difference in the means of the scores made by the two groups on the Home Life scale (Table 9). The critical ratio, 8.38, indicates that this difference in adjustment to family life is very significant.

The standard deviation, which is the most reliable measure of variability, showed greater variation in the family adjustment of the experimental group than in the control group. The critical ratio between the variations of the two groups is likewise considerably higher, 4.18, than that necessary for statistical significance.

Table 9.--MEANS AND STANDARD DEVIATIONS OF GIRLS ON THE HOME LIFE SCALE ACCORDING TO EXPERIMENTAL AND CONTROL GROUPS

	Experi- mental	Control	Diff.	SE _D	t
Mean	43.83	56.14	12.32	1.47	8.38
Standard Deviation	14.75	10.40	4.35	1.07	4.18

Comparison of rural
and city girls

In order to determine whether or not the type of community affected the adjustment of girls to home life, the two groups were further divided according to "urban" and "rural". The mean of the score for family adjustment of the control group from rural communities was high, 60.16 (Table 10). There was a difference of 15 points between the mean scores of the experimental and the control groups in rural areas and the critical ratio was 6.30. The standard deviation of the rural girls in the experimental group was also significantly higher than that of the control group.

The mean score of the girls of both groups from city areas was less than that from the rural communities while the variability was higher (Table 10). The very significant difference in the mean of the experimental and control groups of the city girls was

Table 10.--SIGNIFICANCE OF THE DIFFERENCES OF THE MEAN AND THE STANDARD DEVIATION OF URBAN AND RURAL GIRLS OF THE SAMPLE ACCORDING TO EXPERIMENTAL AND CONTROL GROUPS.

	URBAN					RURAL				
	Experi mental (N-113)	Control (N ² -113)	Diff.	S.E. D	t	Experi mental (N-38)	Control (N ² -38)	Diff.	S.E. D	t
Means	43.51	54.79	11.28	1.74	6.48	44.90	60.16	15.26	2.42	6.30
Standard Deviation	15.05	10.70	4.35	1.22	3.56	13.60	8.25	5.35	1.82	2.94

Table 11.--SIGNIFICANCE OF THE DIFFERENCE OF THE MEAN AND STANDARD DEVIATION OF THE EXPERIMENTAL AND THE CONTROL GROUPS ACCORDING TO TYPE OF COMMUNITY

	EXPERIMENTAL					CONTROL				
	Urban N-113	Rural N-38	Diff.	S.E. D	t	Urban N-113	Rural N-38	Diff.	S.E. D	t
Means	43.51	44.90	1.39	2.62	.35	54.79	60.16	5.37	1.67	3.22
Standard Deviation	15.05	13.60	1.45	1.85	.78	10.70	8.25	2.45	1.31	1.87

shown by a critical ratio of 6.48 and in the standard deviation by a critical ratio of 3.56.

Further grouping of the rural and urban girls according to the control and experimental groups showed that the rural girls were higher in the mean score made on the family adjustment scale. There was no significant difference, however, between either the mean or the standard deviation of the rural and urban girls of the experimental group. There was a very significant difference in the urban and rural girls in the control group in their mean score as shown by the critical ratio of 3.22 in favor of the rural girls, but the standard deviations showed no significant difference.

Comparison of two groups on various items of Home Life Scale

To study further the responses of the items of the Home Life scale they were ranked according to the largest number of favorable responses of each group. There was a tendency for the groups to be fairly consistent in the ranking (Table 12) of their answers to 62 out of the 80 items on the scale, showing that the various items on the scale had the same relative importance for each group although the percentage of favorable responses was considerably higher in the control group than in the experimental group. The ranking according to the favorable responses showed that "Do you

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP.

Item	Positive Responses Experimental Groups			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
30. Do you feel that your father likes you?	121	80.1	7	147	97.4	1
44. Is your mother at home when you get home from school?	60	39.7	63.5	145	96.0	2
29. Do you feel that your mother likes you?	137	90.7	1	144	95.3	3.5
7. Is your mother a good sport?	128	84.8	3	144	95.3	3.5
75. Do you think that either of your parents hold grudges against you?	107	70.9	17.5	143	94.7	5
73. Do you get disgusted with the way your mother acts in public?	122	80.8	6	141	93.4	6.5
72. Do you get disgusted with the way your father acts in public?	105	60.5	29.5	141	93.4	6.5

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP. (Continued).

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
1. Is meal time a happy time in your family?	130	86.1	2	140	92.7	8.5
39. ✓ Do your parents trust you to behave when you are away from home?	119	78.8	8	140	92.7	8.5
80. ✓ When you are in trouble, can you depend upon your parents being loyal to you?	125	82.8	4	137	90.7	10.5
6. Is your father a good sport?	115	76.1	10	137	90.7	10.5
25. ✓ Do you think your mother gives pretty sound advice?	118	78.1	9	136	90.1	12
27. Do you try out what your parents advise?	80	53.0	41	130	68.2	13
32. Do either of your parents read your personal mail without your permission?	112	74.2	14	130	86.1	15

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued).

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
15. Do you leave the place without telling anyone where you are going?	112	74.2	14	130	86.1	15
20. Does your mother like to listen to what you tell her when you get home from school?	103	68.2	23	130	86.1	15
36. Is your father too busy to pay any attention to the family?	102	67.5	24.5	130	86.1	15
26. Do you think your father gives pretty sound advice?	106	70.2	19	129	85.4	17
42. Do the members of your family openly express by work or action, their affection for one another?	124	82.1	5	128	84.8	19.5
46. Do your parents allow you to "act your age"?	109	72.2	16	128	84.8	19.5
68. Do your parents like to have your friends around?	97	64.2	28	128	84.8	19.5

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued)

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
78. Does your father nag and scold?	83	55.0	37	128	84.8	19.5
63. Do other parents seem to like their children better than yours like you?	113	74.8	11.5	127	84.1	22.5
70. Do you think your parents are stingy in not giving you more spending money?	112	74.2	14	127	84.1	22.5
3. Are birthdays special days in your family?	113	74.8	11.5	124	82.1	24.5
62. Are your friends uncomfortable around your parents?	105	69.5	20.5	124	82.1	24.5
67. Do either of your parents do things that make them appear foolish?	104	68.9	22	122	80.8	26
79. Do you celebrate the birthdays in your family?	107	70.9	17.5	121	80.1	28.5

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued).

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
17. Do you like to do extra little things to please the members of your family?	102	67.5	24.5	121	80.1	28.5
54. Do they help you to overcome your mistakes?	101	66.9	26.5	121	80.1	28.5
69. Does your family have good times together at home?	94	62.3	30	121	80.1	28.5
53. Do your parents make fun of your mistakes?	101	66.9	26.5	118	78.1	31.5
45. Do you seem to get scolded for every little thing?	81	53.6	39.5	118	78.1	31.5
12. Do you "talk back" to your father?	86	57.0	35	117	77.5	33.5
77. Does your mother nag and scold?	81	53.6	39.5	117	77.5	33.5
56. When you parents refuse to allow you to do something do they give you a reason?	88	58.3	32.4	114	64.4	35

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued)

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
59. Does your family enjoy working together?	85	56.3	36	113	74.8	36
37. Do you think your family picks on you?	78	51.7	43.5	112	74.2	37
48. Do other young people seem to have more fun with their families than you do with yours?	78	51.7	43.5	111	73.5	38.5
47. Where your affairs are concerned, do you think "What my folks don't know won't hurt them?"	66	43.7	46	111	73.5	38.5
65. Do your parents change their plans to suit yours?	96	63.6	29	110	72.8	40.0
61. Do either of your parents disapprove of your friends?	87	57.6	34	109	72.2	41.0
43. Does your mother attend the school programs and other school activities in which you take part?	78	51.7	43.5	108	71.5	42

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued)

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
60. Are there times when some member of your family "won't speak" to another member?	88	58.3	32.5	106	70.2	43.5
34. Do you feel rebellious around your family?	78	51.7	43.5	106	70.2	43.5
33. Do you let your parents in on your "big moments?"	71	47.0	53.5	104	68.9	45
9. Does your family talk over future plans together?	91	60.3	31	104	68.9	46
58. Does every member in your family have "his say" in what the family does as a group?	77	51.0	47	103	68.2	48
19. Would you be more proud of your mother if she would change some of her ways?	74	49.0	50	103	68.2	48
40. Does your father complain?	75	49.7	49	101	66.9	50

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued)

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
5. Is your family breakfast a gloomy affair?	70	46.4	5.55	100	66.2	51
49. Would your parents make fun of you if you told them about your pet peeves?	77	51.0	47	99	65.6	52
18. Would you be more proud of your father if he would change some of his ways?	62	41.1	61	98	64.9	53
11. Do your parents ever admit they have been wrong?	72	47.7	51.1	97	64.2	54
22. Does your mother resent it when you disagree with her?	60	39.7	63.5	94	64.3	55
13. Do you "talk back" to your mother?	72	47.7	51.1	89	58.9	57.5
76. Do you like to spend long winter evenings with your family group?	63	41.7	60	89	58.9	57.5

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued)

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
10. Do your parents listen to your side when you disagree with them?	61	40.4	62	89	58.9	57.5
21. Does your father resent it when you disagree with him?	57	37.7	66.5	89	58.9	57.5
38. Do you enjoy being shut in with your family as on a stormy day?	71	47.0	53.5	88	58.3	60
35. Do you get your information on sex from your parents?	77	51.0	47	86	57.0	61
57. Do you think you deserve the punishment you get?	64	42.4	59	82	54.3	62
31. When you go to another town, do you buy souvenirs or gifts for persons in your family?	82	54.3	38	81	53.6	63
71. When you ask your mother why you must do a certain thing, does she say, "Because I told you to?"	53	35.1	69	80	53.0	64

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued).

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
23. Do you have "a say" as to how and where the family spends its holidays?	53	35.1	69	77	51.0	65.5
51. Are you told to keep still when you try to argue with your father?	44	29.1	75.5	77	51.0	65.5
52. Are you told to keep still when you try to argue with your mother?	45	29.8	74.0	76	50.3	67.5
24. Do you think "Oh what is the use! after you have tried to explain you conduct to your parents?"	44	29.1	75.5	76	40.3	67.5
8. Does it seem as if your family treats you like a child?	51	33.8	71	75	49.7	69
41. Do your parents and you talk over your future?	70	46.4	55.5	74	49.0	70
4. Does your father attend the school programs and other school activities in which you take part?	41	27.2	77.5	72	47.7	71

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued)

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
50. Does your family go on little holidays trips and picnics together?	48	31.8	72	68	45.0	72
14. Does your parents stay home because they have so much work to do?	53	35.1	69	66	43.7	73
2. Do the members of your family enjoy hobbies?	59	39.1	65	65	43.0	74.5
28. Do you turn down chances to go out with others in order to keep your appointment to do something with your family?	57	37.7	66.5	65	43.0	74.5
16. Do you hesitate to talk frankly with your father about personal problems?	65	43.0	58	63	41.7	76

Table 12.--RANK OF NUMBER OF POSITIVE RESPONSES OF GIRLS OF SAMPLE TO ITEMS ON FAMILY ADJUSTMENT ACCORDING TO EXPERIMENTAL GROUP AND CONTROL GROUP (Continued)

Item	Positive Responses Experimental Group			Positive Responses Control Group		
	Num ber	Per cent	Rank	Num ber	Per cent	Rank
66. Do you have more fun away from home than at home?	37	24.5	80	60	39.7	77
74. Do you go to shows, parties, or entertainments together as a family group?	46	30.5	78	58	38.4	78.5
64. Do you disagree with your mother?	39	25.6	79	58	38.4	78.5
55. Do your parents overlook your mistakes?	41	27.2	77.5	44	29.1	80

feel that your father likes you?" ranked first with the control group and seventh with the experimental group. The item "Do you feel your mother likes you?" ranked first with the experimental group and third with the control group. The lowest ranking for the control group was "Do your parents ever look your mistakes?" while that ranked 77th with the experimental group. The lowest rank of the experimental group was the item "Do you have more fun away from home?" which ranked 77th with the control group.

Acceptable responses were received from 50 per cent or more of the control group on 68 items out of 80 while 50 per cent or more of the experimental group gave acceptable responses on only 48 out of the 80 items.

According to the critical ratio between the difference in the family adjustment as shown by the positive responses of the girls whose mothers work, the experimental group, and the girls whose mothers did not work, the control group, it was found that on 39 of the 80 items on the Home Life scale the two groups of girls showed a very significant difference in favor of the control group (Table 13). Twenty three additional items showed there was a significant difference in the adjustment to the family in favor of the control group. Eighteen items of the scale showed insignificant

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SCALE.

Item	Experi mental group	Control group	Diff.	S.E. D	t	Interpretation
44. Is your mother at home when you get home from school?	39.0	96.0	56.3	4.29	13.12	Very Significant
78. Does your father nag and scold?	55.0	84.8	29.8	5.00	5.96	Very Significant
75. Do you think that either of your parents hold grudges against you?	70.9	94.7	23.8	4.16	5.75	Very Significant
72. Do you get disgusted with the way your father acts in public?	69.5	93.4	23.9	4.26	5.61	Very Significant
47. Where your affairs are concerned, do you think "what my folks don't know won't hurt them?"	43.7	73.5	29.8	5.40	5.52	Very Significant
30. Do you feel that your father likes you?	80.1	97.4	17.3	3.50	4.94	Very Significant
45. Do you seem to get scolded for every little thing?	53.6	78.1	24.5	5.17	4.74	Very Significant
77. Does your mother nag and scold?	53.6	77.5	23.9	4.29	4.52	Very Significant
4. Does your father attend the school programs and other school activities in which you take part?	27.2	47.7	20.5	4.79	4.28	Very Significant
18. Would you be more proud of your father if he would change some of his ways?	41.1	64.9	23.8	5.58	4.27	Very Significant

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SCALE. (Continued)

Item	PER CENT					Interpretation
	Experi mental group	Control group	Diff.	S.E. D	t	
68. Do your parents like to have your friends around?	64.2	84.8	20.6	4.87	4.23	Very Significant
37. Do you think your family pick on you?	51.7	74.2	22.5	5.40	4.17	Very Significant
22. Does your mother resent it when you disagree with her?	39.7	62.3	22.6	5.61	4.03	Very Significant
51. Are you told to keep still when you try to argue with your family?	29.1	51.0	21.9	5.49	3.99	Very Significant
48. Do other young people seem to have more fun with their families than you do with yours?	51.7	73.5	21.8	5.51	3.96	Very Significant
33. Do you let your parents in on your "big moments?"	47.0	68.9	21.9	5.54	3.95	Very Significant
36. Is your father too busy to pay and attention to the family? . . .	67.5	86.1	18.6	4.74	3.92	Very Significant
62. Do you "talk back" to your father?	57.0	77.5	20.5	5.27	3.89	Very Significant
24. Do you think "Oh what is the use!" after you have tried to explain your conduct to your parents? . . .	29.1	59.3	21.2	5.50	3.85	Very Significant
20. Does your mother like to listen to what you tell her when you get home from school?	68.2	86.1	17.9	4.72	3.79	Very Significant

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SACLE. (Continued)

Item	PER CENT					Interpretation
	Experi- mental group	Control group	Diff.	S.E.	t	
21. Does your father resent it when you disagree with him?	37.7	58.9	21.2	5.62	3.77	Very Significant
52. Are you told to keep still when you try to argue with your mother?	29.8	50.3	20.5	5.52	3.71	Very Significant
43. Does your mother attend the school programs and other school activities in which you take part?	51.7	71.5	19.8	5.48	3.61	Very Significant
5. Is your family breakfast a gloomy affair?	46.4	66.2	19.8	5.59	3.54	Very Significant
39. Do your parents trust you to behave when you are away from home?	78.8	92.7	13.9	3.95	3.52	Very Significant
6. Is your father a good sport?	76.1	90.7	14.6	4.20	3.48	Very Significant
69. Does your family have good times together at home?	62.3	80.1	17.8	5.11	3.48	Very Significant
19. Would you be more proud of your mother if she would change some of her ways?	49.0	68.2	19.2	5.56	3.45	Very Significant
59. Does your family enjoy working together?	56.3	74.8	18.5	5.36	3.45	Very Significant
34. Do you feel rebellious around your family?	51.0	70.2	18.5	5.51	3.36	Very Significant
73. Do you get disgusted with the way your mother acts in public?	80.8	93.4	12.6	3.79	3.32	Very Significant

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SCALE. (Continued)

Item	PER CENT					t	Interpretation
	Experi mental group	Control group	Diff.	S.E. D			
10. Do your parents listen to your side when you disagree with them? . .	40.4	56.9	18.5	5.66	3.27	Very Significant	
26. Do you think your father gives pretty sound advice?	70.2	85.4	15.2	4.70	3.23	Very Significant	
56. When your parents refuse to allow you to do something do they give you a reason?	58.3	75.5	17.2	5.32	3.23	Very Significant	
71. When you ask your mother why you must do a certain thing, does she say, "Because I told you to:"	35.1	53.0	17.9	5.62	3.19	Very Significant	
7. Is your mother a good sport?	84.8	95.3	10.5	3.39	3.10	Very Significant	
58. Does every member in your family have "his say" in what the family does as a group?	51.0	68.2	17.2	5.56	3.09	Very Significant	
40. Does your father complain?	49.7	66.9	17.2	5.59	3.08	Very Significant	
76. Do you like to spend long winter evenings with your family group? . .	41.7	58.9	17.2	5.67	3.03	Very Significant	
11. Do your parents ever admit they have been wrong?	47.7	64.2	16.5	5.63	2.93	Significant	
25. Do you think your mother gives pretty sound advice?	78.1	90.1	12.0	4.15	2.89	Significant	
66. Do you have more fun away from home than at home?	24.5	39.7	15.2	5.30	2.87	Significant	

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SCALE. (Continued)

Item	PER CENT					Interpretation
	Experi- mental group	Control group	Diff.	S.E. D	t	
8. Does it seem as if your family treats you like a child?	33.8	49.7	15.9	5.60	2.84	Significant
23. Do you have "a say" as to how and where the family spends its holidays?	35.1	51.0	15.9	5.62	2.83	Significant
27. Do you try out what your parents advise?	53.0	68.2	15.2	5.56	2.76	Significant
46. Do your parents allow you to "act your age?"	72.2	84.8	12.6	4.67	2.70	Significant
61. Do either of your parents disapprove of your friends?	57.6	72.2	14.6	5.43	2.69	Significant
54. Do they help you to overcome your mistakes?	66.0	80.1	13.2	5.02	2.63	Significant
15. Do you leave the place without telling anyone where you are going?	74.2	86.1	11.9	4.54	2.62	Significant
32. Do either of your parents read your personal mail without your permission?	74.2	86.1	11.9	4.54	2.62	Significant
62. Are your friends uncomfortable around your parents?	69.5	82.1	12.6	4.82	2.61	Significant
49. Would your parents make fun of you if you told them about your pet peeves?	51.0	65.6	14.6	5.61	2.60	Significant

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SCALE. (Continued)

Item	PER CENT					t	Interpretation
	Experi mental group	Control group	Diff.	S.E. D			
17. Do you like to do extra little things to please the members of your family?	67.5	80.0	12.6	5.00	2.52	Significant	
67. Do either of your parents do things that make them appear foolish? . . .	68.9	80.8	11.9	4.95	2.40	Significant	
50. Does your family go on little holiday trips and picnics together?	31.8	45.0	13.2	5.54	2.38	Significant	
64. Do you disagree with your mother? .	25.8	38.5	12.6	5.32	2.37	Significant	
53. Do your parents make fun of your mistakes?	66.9	78.1	11.2	5.09	2.20	Significant	
60. Are there times when some members of your family "wont speak" to other members?	58.3	70.2	11.9	5.48	2.17	Significant	
70. Do you think your parents are stingy in not giving you more spending money?	74.2	84.1	9.9	4.67	2.12	Significant	
57. Do you think you deserve the punishment you get?	42.4	54.3	11.9	5.71	2.08	Significant	
80. When you are in trouble, can you depend upon your parents being loyal to you?	82.8	90.7	8.9	3.87	2.04	Significant	

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SCALE. (Continued)

Item	PER CENT						Interpretation
	Experi mental group	Control group	Diff.	S.E. D	t		
63. Do other parents seem to like their children better than yours like you?	74.8	84.1	9.3	4.62	2.01	Significant	
38. Do you enjoy being shut in with your family as on a stormy day? . .	47.0	58.3	11.3	5.71	1.98	Not Significant	
13. Do you "talk back" to your mother?	47.7	58.0	11.2	5.70	1.96	Not Significant	
1. Is the meal time a happy time in your family?	86.1	92.7	6.6	3.52	1.88	Not Significant	
79. Do you celebrate the birthdays in your family?	70.9	80.1	9.2	4.92	1.87	Not Significant	
65. Do your parents change their plans to suit yours?	63.6	72.8	9.2	5.33	1.73	Not Significant	
29. Do you feel that your mother likes you?	70.7	95.3	4.6	2.92	1.58	Not Significant	
3. Are birthdays special days in your family?	74.8	82.8	7.3	4.71	1.55	Not Significant	
9. Does your family talk over future plans together?	60.3	68.8	8.5	5.48	1.55	Not Significant	
14. Do your parents stay home because they have so much work to do? . . .	35.1	43.7	8.6	5.60	1.54	Not Significant	

Table 13.--SIGNIFICANCE OF DIFFERENCE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP IN THEIR POSITIVE RESPONSES TO ITEMS ON THE HOME LIFE SCALE. (Continued)

Item	PER CENT						Interpretation
	Experi mental group	Control group	Diff.	S.E. D	t		
74. Do you go to shows, parties, or entertainments together as a family group?	30.5	38.4	7.9	5.45	1.45	Not Significant	
35. Do you get your information on sex from your parents?	51.0	57.0	6.0	5.73	1.05	Not Significant	
28. Do you turn down chances to go out with others in order to keep your appointment to do something with your family?	37.7	43.0	5.3	5.64	0.94	Not Significant	
2. Do the members of your family enjoy hobbies?	39.1	43.0	3.9	5.66	0.69	Not Significant	
42. Do the members of your family openly express by word or action, their affection for one another?	82.1	84.8	2.7	4.27	0.63	Not Significant	
41. Do your parents and you talk over your future?	46.4	49.0	2.6	5.74	0.74	Not Significant	
55. Do your parents overlook your mistakes?	27.2	29.1	1.9	5.17	0.37	Not Significant	
16. Do you hesitate to talk frankly with your father about personal problems?	43.0	41.7	1.3	5.69	0.23	Not Significant	
31. When you go to another town, do you buy souvenirs or gifts for persons in your family?	54.3	53.6	0.7	5.74	0.12	Not Significant	

differences in the family adjustment of the two groups. In two of these eighteen the daughters of mothers who worked exceeded in approved answers.

Summary of findings.

According to the Home Life scale by Dr. Stott, the mean score of the daughters of unemployed mothers was 56.14 in family adjustment and the mean score of the daughters of employed mothers was 43.83. The critical ratio of the two groups was 8.38 in favor of the girls whose mothers were not employed.

In all the individual communities the mean of the score was higher for girls whose mothers did not work.

On the individual items of the scale the control group answered favorably 39 items in large enough numbers to make the difference between the two groups very significant and 23 items so as to make the difference significant. There was no significant difference in the answers on the other 18 items although two items were answered favorably by a slightly higher number of girls whose mothers worked.

Chapter V
DISCUSSION

It is recognized that many factors are involved in a study of family adjustment and that, if association is found between maladjustment of the girls and employment of their mothers, this association cannot be interpreted to mean that only the employment of the mother produced the maladjustment of the girl.

The findings of the study, however, indicated that the girls whose mothers are employed are more poorly adjusted to family life than are those whose mothers do not work and there is a greater feeling of lack of love, understanding, and interest between many parents and their daughters if the mother works. The responses also seem to signify that there is a greater lack of cooperation and appreciation on the part of the girls in the homes of employed mothers. A tendency toward domination by the parent and a reticence which might border on deception on the part of the daughter seemed more prevalent in the home where the mother worked outside the home.

The rural girls in homes where the mother was not employed showed the best adjustment to family life.

This is possibly due to the facts that there are fewer temptations for the rural girl, that she probably has more responsibilities, and that often she spends more time in being transported to and from school. The causes of this difference in home adjustment, however, are outside the realm of this study.

On almost half of the items on the Home Life scale the number of favorable replies of the girls whose mothers worked were very significantly lower than those of the girls whose mothers did not work, and on 23 more of the items they were significantly lower. On two items, "Do you hesitate to talk frankly with your father about personal problems?" and "When you go to another town do you buy souvenirs or gifts for person in your family?", the number of the girls whose mothers worked were slightly higher but not enough to be significant.

The most significant difference in responses between the two groups was on "Is your mother home when you get home from school?" Because there are fewer working mothers at home when the girl arrives, and, therefore, there is probably no one checking on many of these girls when they reach home. The girls are encouraged to loiter on the way home. Almost 15 per cent more of these girls indicated that their parents disapproved of their friends than did the girls whose mothers were not employed. Loitering on the way home from school with un-

desirable companions makes it easy for girls to do things which might not be approved by the parents.

More of the parents in the home where the mother worked did not seemingly approve of their daughters actions as much as did the parents of the girls in the homes where the mother did not work. According to the responses, the daughter of the employed mother feels this disapproval because she is more inclined to feel the "parents hold a grudge" against her, that she is "scolded for every little thing," that her family "picks on her," that her parents do not trust her to behave away from them, that she feels rebellious toward the family, and that the family treats her like a child.

It seems reasonable to assume that with unsupervised time on her hands some of the daughters of the women who work may fall into the habit of doing things which they should not do. Wholesome family discussion of those things which are not approved by the family would bring about a better understanding and possible harmony, but it seems that friendly discussion of family problems is not common in the home where the mother is employed.

The fact that many families of the working mothers have little time or inclination for family discussion for solving problems seems evident in the responses denoting that both the fathers and the mothers nag and scold, that the girl is told to keep still when

she tries to argue with her father or with her mother, that both the father and the mother resent it when the girl disagrees with them, that the mother tells her she must do a certain thing "because I say so," and that the girl is not given a reason when she is forbidden to do something.

Almost 30 per cent more of the girls of the experimental group than of the control group felt that where their affairs were concerned "what my folks don't know won't hurt them." The responses to this item which seemed to show the trend of poor adjustment to family life showed a very significant difference ($t=5.52$) between the two groups. This item which has been designated by Dr. Stott as the key question was fifth from the highest in terms of differences between the two groups.

Over 20 per cent more of the daughters of the women who were employed thought "Oh, what is the use!" after they had tried to explain their conduct to their parents, and a larger number of them also felt they did not deserve the punishment they received. These responses indicate that those girls feel their parents are unfair.

The tendency of the daughters of the employed mothers to feel the lack of love was shown by the responses of the greater number of them compared with the

girls whose mother did not work, indicating that they felt their fathers did not like them and that other parents seemed to like their children better than their own parents liked them. Lack of understanding on the part of the parent may be indicated by the greater number of girls of the experimental group compared with the control group who did not let their parents in on their "big moments" and who felt their parents did not help them overcome their mistakes.

A greater number of girls whose mothers worked than those whose mothers did not work showed a feeling of lack of parental interest by their responses that their mothers did not like to listen to what the girls had to tell them when they came home from school and that their fathers were too busy to pay any attention to the family. Since fewer parents in homes where mothers worked were reported as attending school activities in which the girls took part than in the homes where the mother was not employed that also may indicate lack of interest as well as lack of time.

It is possible that the father in the home where the mother works may be having trouble with his adjustments to family life also since responses to 12 items out of the 39 showing very significant differences between the control and experimental groups dealt with the girls adjustment to the father. Aside from those

mentioned the father of the girls whose mothers worked were said to complain and to be a "poor sport" by a larger number than by those whose mothers did not work.

There appears to be a tendency for the daughters of employed mothers to feel ashamed of their parents. This feeling was indicated by the number of responses to the questions asking if they became disgusted with the way both their father and mother acted in public and if they would be "more proud" of both father and mother if they would change some of their ways. Eleven per cent more of the experimental group indicated that they felt their parents did things that made them appear foolish than did the control group.

It appears that the home life is not as happy when the mother works as when she does not. Unfavorable answers of the girls whose mothers worked to the following questions would support this inference:

1. Is your family breakfast a gloomy affair?
2. Does your family have good times together?
3. Do your parents like to have your friends around?
4. Do other young people seem to have more fun with their family than you do with yours?
5. Do you like to spend long winter evenings with your family group?
6. Does every member of your family have "a say" in what the family does as a group?

Fifteen per cent more of the daughters of employed women than those of the other group indicated they had more fun away from home and almost 13 per cent indicated their friends were uncomfortable around their parents. It seems that an improvement in social relations at home among members of the family could do much to help the girl of the working mother in her adjustment to her home and possibly to society in general.

A greater number of the experimental group than of the control group indicated that their homes lacked harmony by the responses which showed that there were times when some of the members of the family did not speak, that the daughter disagreed with the mother and that the daughter "talked back" to the father.

On items concerning advice of parents the girl whose mother worked was inclined to disregard the advice of her parents and to consider as unsound the advice of her father and of her mother. A possible explanation of this is that the girl in the absence of her mother has been accustomed to making her own decisions.

The girls of working mothers thought their parents more domineering than did the girls whose mothers were not employed. There was a very significant difference in the number of daughters of employed mothers which signified their parents never admitted they were wrong. A significant number indicated that the parents

read the girls' mail without permission and that the girl did not have "a say" in how and where the family spent its holidays.

Lack of thoughtfulness on the part of the girls whose mothers worked was shown by the greater number who said they did not like to do "extra little things" to please the members of their family. A greater number of the girls whose mothers worked felt their parents were stingy in not giving them more spending money. There was a significant difference between the groups in the number who said their family did not enjoy working together, the disadvantage being on the side of the girls whose mothers worked.

Implications for homemaking education

What can be done in the homemaking program to better the situation? A teacher cannot be expected to remedy completely these tendencies to maladjustment in the girl whose mother is employed, but she can help. The homemaking program will have to be built through the interest and understanding of the teacher in the girl and her home. The class work should be related to the needs and interests of the girl at every possible point. The proper attitude of appreciation and importance of understanding between parent and child can be stressed subtly in the child care unit, the necessity of good mental

health in the work on food and in the personal appearance unit, the choosing of friends and approved behavior in personal development and budgeting of time, money and energy for the girl and family in home management. The unit in family relationships could make the need for cooperation, appreciation, and family counseling emphatic.

Being ashamed of her home and family may cause the adolescent girl more distress than any other one thing. The teacher can encourage the girl to take pride in her home and can often suggest simple inexpensive improvements which will entirely change her surroundings and which can be carried out as home experiences. Encouraging the girl in improvement of her own personal appearance and conduct might prove helpful to other members of the family.

The homemaking teacher can help plan wholesome recreational activities which will help supplant the lack of recreational activities in the home. Instigating an interest in a youth center may help solve the problem for the entire community.

Many of these problems of the daughters of employed mothers could be solved by more parent education. A parent often needs to have pointed out to him that times have changed in the management of adolescents just as they have in management of a business or a home. He should know that parental control needs to be re-

leased, although gradually, and responsibilities need to be delegated to the girl as she grows older. Some parents need to be encouraged to act as confidants for the girls. Parent education has been operating in a few communities even if working parents have little time and this type of education needs to be encouraged in other communities.

The teacher herself with sincere sympathy and interest can often win the confidence of the girl. While she may not be able to relieve the home situation, she can help the girl to accept those things which the girl cannot change and to develop a philosophy which will help her become a better adjusted and happier person in the home.

Recommendations for further study

Studies along the following line would seem pertinent:

1. Why do girls appear better adjusted to family life in rural communities than in urban communities?
2. How do fathers in homes where the mothers work full time outside the home compare in their adjustment to family life with those in the home where the mother is not employed?
3. To what extent does the length of time and the occupation affect the family adjustment of the daugh-

ter?

4. How do adjustments to family life of girls whose mothers are rearing their children alone and are working full time outside the home compare with girls of normal families whose mothers work outside the home full time?

5. How do the daughters of mothers who work full time outside the home compare in social adjustment with the daughters whose mothers do not work outside the home?

Chapter VI

SUMMARY

The purpose of this study was to determine whether or not girls whose mothers worked outside the home full time were more poorly adjusted to family life than were the girls whose mothers did not work and to use this information as a basis for suggesting improvements in home economics education.

The study was made by means of a family adjustment scale, Home Life by Dr. Leland Stott, and a questionnaire which accompanied the scale and which was designed to secure information about the community, the home of the girl, and the work of the mother.

The sample was composed of 302 ninth and tenth grade homemaking girls, half of whose mothers worked, called the experimental group, and half of whose mothers did not work, called the control group. These girls, all of normal families, came from 11 different communities in Missouri, an equal number of each group from each community. About one fourth of the girls were from rural communities. The girls were fairly comparable in age, most of them being 14 or 15 years old. Most of the

mothers of the control group were usually home when the girls arrived from school but only 36.4 per cent of the mothers of the experimental group were home when the girl came home from school.

The Home Life showed that:

1. There was a very significant difference between the means ($t=8.38$) and the standard deviation ($t=4.18$) between the two groups in favor of the control group in their adjustment to family life.

2. In all the individual communities the means of the scores were higher for the girls in the control group.

3. The rural girls whose mothers did not work scored highest in their adjustment to family life.

4. The control group was very significantly higher than the experimental group on almost half the items on the Home Life scale.

5. On 23 additional items there was a significant difference between the two groups in favor of the control group.

6. On the question, "Where your affairs are concerned, do you think 'what my folks don't know wont hurt them'?", which Dr. Stott considered the key question, 30 per cent more of the experimental than of the control group gave unfavorable responses.

7. Responses seemed to indicate a greater feeling of lack of love, understanding, interest, and cooperation between parents and daughters of the experimental group than between those of the control group.

8. Responses indicated a tendency toward domination on the part of the parents of the girls of the experimental group.

9. There was an indication of more disapproval of the actions of the daughters in the homes where the mother worked.

10. Twelve out of 39 items showing very significant differences between the two groups indicated unfavorable adjustment of the girls of the experimental group to their fathers.

11. There was a tendency for the girls of the experimental group to feel ashamed of their parents.

12. Home life appeared not to be so happy when the mother worked as when she did not.

13. Girls of the experimental group seemed more inclined to disregard parental advice than did the girls of the control group.

Implications for Home Economics Education

1. The teacher of homemaking should have a real interest in the girls of her class and strive for a better understanding of the girl and her home.

2. The homemaking program should be based on the real needs and interests of the girls.

3. Proper attitudes of appreciation and understanding between parent and child should be stressed in the child care unit.

4. Importance of good mental health should be stressed in foods and personal appearance.

5. Choosing friends and approved behavior should be stressed in personal development.

6. The family relationship unit should make emphatic the need for cooperation, appreciation and family counseling.

7. The teacher should suggest simple ways of improvement of homes and encourage the girls to carry them out in their home experiences.

8. The homemaking teacher can help plan wholesome recreational activities which will help supplant the lack of recreational activities in the home.

9. Parent education should be encouraged.

Appendix

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Name 477 Age _____ Grade _____ Sex _____
School _____ Town _____ Date _____

Directions: The questions below are about yourself and family. Please do not hesitate to answer them honestly and carefully for your answers will be held in the strictest confidence. They will be used in a scientific study of home life.

At the end of each question are the letters F O R
F means "frequently", "usually", "most of the time", "nearly always", etc.
O means "occasionally", "once in a while", "sometimes", etc.
R means "rarely", "very seldom", "almost never" etc.

Answer every question by putting a circle around the letter that comes nearest to the truth in your case.

1. Is meal time a happy time in your family?..... F O R
2. Do the members of your family enjoy hobbies?..... F O R
3. Are birthdays special days in your family?..... F O R
4. Does your father attend the school programs and other school activities in which you take part?..... F O R
5. Is your family breakfast a gloomy affair?..... F O R
6. Is your father a good sport?..... F O R
7. Is your mother a good sport?..... F O R
8. Does it seem as if your family treats you like a child?..... F O R
9. Does your family talk over future plans together?..... F O R
10. Do your parents listen to your side when you disagree with them?..... F O R
11. Do your parents ever admit they have been wrong?..... F O R
12. Do you "talk back" to your father?..... F O R
13. Do you "talk back" to your mother?..... F O R
14. Do your parents stay home because they have so much work to do?..... F O R
15. Do you leave the place without telling anyone where you are going?..... F O R
16. Do you hesitate to talk frankly with your father about personal problems. F O R
17. Do you like to do extra little things to please the members of your your family?..... F O R
18. Would you be more proud of your father if he would change some of his ways?..... F O R

19. Would you be more proud of your mother if she would change some of her ways?..... F O R
20. Does your mother like to listen to what you tell her when you get home from school?..... F O R
21. Does your father resent it when you disagree with him?..... F O R
22. Does your mother resent it when you disagree with her?..... F O R
23. Do you have "a say" as to how and where the family spends its holidays?. F O R
24. Do you think "Oh what is the use!" after you have tried to explain your conduct to your parents?..... F O R
25. Do you think your mother gives pretty sound advice?..... F O R
26. Do you think your father gives pretty sound advice?..... F O R
27. Do you try out what your parents advise?..... F O R
28. Do you turn down chances to go out with others in order to keep your appointment to do something with your family?..... F O R
29. Do you feel that your mother likes you?..... F O R
30. Do you feel that your father likes you?..... F O R
31. When you go to another town, do you buy souvenirs or gifts for persons in your family?..... F O R
32. Do either of your parents read your personal mail without your permission?..... F O R
33. Do you let your parents in on your "big moments"?..... F O R
34. Do you feel rebellious around your family?..... F O R
35. Do you get your information on sex from your parents?..... F O R
36. Is your father too busy to pay any attention to the family?..... F O R
37. Do you think your family picks on you?..... F O R
38. Do you enjoy being shut in with your family as on a stormy day?..... F O R
39. Do you parents trust you to behave when you are away from them?..... F O R
40. Does your father complain?..... F O R
41. Do your parents and you talk over your future?..... F O R
42. Do the members of your family openly express by word or action, their affection for one another?..... F O R
43. Does your mother attend the school programs and other school activities in which you take part?..... F O R

- 44. If your mother at home when you get home from school?..... F O R
- 45. Do you seem to get scolded for every little thing?..... F O R
- 46. Do your parents allow you to "act your age"?..... F O R
- 47. Where your affairs are concerned, do you think "what my folks don't know won't hurt them"?..... F O R
- 48. Do other young people seem to have more fun with their families than you do with yours?..... F O R
- 49. Would your parents make fun of you if you told them about your pet peeves?..... F O R
- 50. Does your family go on little holiday trips and picnics together?..... F O R
- 51. Are you told to keep still when you try to argue with your father?..... F O R
- 52. Are you told to keep still when you try to argue with your mother?..... F O R
- 53. Do your parents make fun of your mistakes?..... F O R
- 54. Do they help you to overcome your mistakes?..... F O R
- 55. Do your parents overlook your mistakes?..... F O R
- 56. When your parents refuse to allow you to do something, do they give you a reason?..... F O R
- 57. Do you think you deserve the punishment you get?..... F O R
- 58. Does every member in your family have "his say" in what the family does as a group?..... F O R
- 59. Does your family enjoy working together?..... F O R
- 60. Are there times when some member of your family "won't speak" to other members?..... F O R
- 61. Do either of your parents disapprove of your friends?..... F O R
- 62. Are your friends uncomfortable around your parents?..... F O R
- 63. Do other parents seem to like their children better than yours like you?..... F O R
- 64. Do you disagree with your mother?..... F O R
- 65. Do your parents change their plans to suit yours?..... F O R
- 66. Do you have more fun away from home than at home?..... F O R
- 67. Do either of your parents do things that make them appear foolish?..... F O R
- 68. Do your parents like to have your friends around?..... F O R

- 69. Does your family have good times together at home?..... F O R
- 70. Do you think your parents are stingy in not giving you more spending money?..... F O R
- 71. When you ask your mother why you must do a certain thing, does she say, "Because I told you to"?..... F O R
- 72. Do you get disgusted with the way your father acts in public?..... F O R
- 73. Do you get disgusted with the way your mother acts in public?..... F O R
- 74. Do you go to shows, parties, or entertainments together as a family group?..... F O R
- 75. Do you think that either of your parents hold grudges against you?..... F O R
- 76. Do you like to spend long winter evenings with your family group?..... F O R
- 77. Does your mother nag and scold?..... F O R
- 78. Does your father nag and scold?..... F O R
- 79. Do you celebrate the birthdays in your family?..... F O R
- 80. When you are in trouble, can you depend upon your parents being loyal to you?..... F O R

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Do you think you deserve the punishment you get?..... F O R

Does every member in your family have "his say" in that family?..... F O R

Does your family enjoy working together?..... F O R

Are there times when some member of your family "won't speak" to other members?..... F O R

Do either of your parents disapprove of your friends?..... F O R

Are your friends uncomfortable around your parents?..... F O R

Do other parents seem to like their children better than yours like you?..... F O R

Do you disagree with your mother?..... F O R

Do your parents change their plans to suit yours?..... F O R

Do you have more fun away from home than at home?..... F O R

Do either of your parents do things that make them appear foolish?..... F O R

Do your parents like to have your friends around?..... F O R

A₂

August 2, 1944

Miss Mary Essig
406 S. Howes
Fort Collins, Colorado

Dear Miss Essig:

I shall be glad to send you sufficient copies of the "Home Life" scale for your study whenever you would like to have them. As near as I can estimate it, the postage would amount to about twenty cents on five hundred copies.

The home life scale is the same as the one used in the study to which you referred, except that it is somewhat more refined. It includes only those items that were found to be most closely related to the attitude measured. The reliability, as well as the validity, of the scale was improved. With both high school and college students the reliability coefficients based on the present eighty items were about .94.

I wish you success in your study and I shall be much interested in the results.

Sincerely yours,

Leland H. Stott

QUESTIONNAIRE

1. Name of school _____ Your age _____
2. With whom do you live? (Check) Father _____, mother _____, step-father _____, step-mother _____, other relatives or friends _____.
3. Are your parents divorced? Yes _____, no _____
Is either of your parents dead? Yes _____, no _____
4. Is your father in the armed forces? Yes _____, no _____
5. Does your mother now work outside your home for wages? Yes _____, no _____
(a) If so, what type work does she do? _____
(b) How many hours per week does she ordinarily work? _____
6. Does your mother work during the day? _____ during the night? _____
or both at different times? _____
7. How long has your mother been working outside the home? (Check)
Since in 1939 or before? _____ constantly? _____ or off and on? _____
Since in 1940? _____ constantly? _____ or off and on? _____
Since in 1941? _____ constantly? _____ or off and on? _____
Since in 1942? _____ constantly? _____ or off and on? _____
Since in 1943? _____ constantly? _____ or off and on? _____
Since in 1944? _____ constantly? _____ or off and on? _____
8. Is your mother home when you return from school? (Check one)
usually _____, once in a while _____, almost never _____.

B₁

SUMMARY OF DATA

NORTH KANSAS CITY GIRLS

No	Score	Age	Years Mother worked	<u>Mothers Work</u>			Type of Work	<u>Mothers Do Not Work</u>			
				Work Day or Night	Home When Girl Arrives	Key Ques- tion		Score	Age	Home When Girl Arrives	Key Ques- tion
1	73	14	1	Day	O	R	Factory	78	14	F	R
2	71	14	1	Day	R	R	Alteration	69	15	F	R
3	70	16	1	Day	R	R	Alteration	66	14	F	R
4	65	15	1	Day	R	R	War	65	14	F	R
5	62	15	1	Day	F	O	Sales	61	17	F	O
6	58	15	5	Day	R	R	Office	61	15	F	R
7	57	14	1	Day	O	R	Factory	59	15	F	R
8	57	14	3	Both	F	R	Technician	58	14	F	O
9	57	15	4	Day	F	R	Sales	58	13	F	R
10	53	15	4	Day	R	O	War	57	14	F	O
11	52	15	6+	Day	F	O	Office	57	14	F	R
12	52	17	1	Day	F	O	Factory	55	14	F	R
13	52	14	2	Day	R	O	Sewing	54	15	F	R
14	50	17	3	Day	R	F	Factory	54	14	F	O
15	50	14	3	Day	R	O	Factory	53	14	F	R
16	49	15	1	Day	O	O	Factory	50	14	F	F
17	48	14	2	Day	F	R	War	50	15	F	O
18	46	14	2	Day	R	O	Cafe	49	14	F	O
19	43	14	6+	Both	O	F	War	49	15	F	R
20	42	14	4	Day	R	O	Factory	49	14	F	R

NORTH KANSAS CITY GIRLS (Continued)

<u>Mothers Work</u>								<u>Mothers Do not Work</u>			
No	Score	Age	Years Mother worked	Work Day or Night	Home When Girl Arrives	Key Ques- tion	Type of Work	Score	Age	Home When Girl Arrives	Key Ques- tion
21	42	15	2	Day	R	F	Office	47	14	F	R
22	41	17	6 ^r	Day	R	O	War	47	13	F	O
23	41	14	1	Night	R	O	War	47	17	F	R
24	40	14	1	Day	R	O	Factory	47	14	F	O
25	38	14	3	Day	F	O	Sales	46	16	F	F
26	31	15	6 ^r	Day	O	F	Office	45	14	R	R
27	31	14	4	Day	R	R	Office	43	13	F	O
28	28	16	2	Day	R	O	War	43	15	F	O
29	28	14	2	Day	R	O	Factory	43	14	F	f
30	26	15	6 ^r	Day	F	O	War	42	15	F	F
31	26	15	4	Day	O	F	Factory	42	16	F	R
32	25	15	2	Day	R	O	Factory	41	15	F	R
33	25	16	2	Day	R	F	Factory	38	16	F	F
34	24	15	6 ^r	Day	F	O	Factory	37	14	F	O
35	23	14	3	Day	R	F	Cafe	35	14	F	F
36	18	14	5	Day	R	O	Office	31	14	R	R
37	16	14	3	Day	F	F	Sales	31	16	F	R
38	16	14	4	Day	R	F	Sales	28	15	F	O
39	10	18	1	Day	F	F	Factory	26	14	F	F
40	9	16	4	Day	R	O	Office	25	14	F	O

B₁
SUMMARY OF DATA (Continued)

ST. CHARLES GIRLS											
No	Score	Age	Mothers Work			Key Question	Type of Work	Score	Mothers Do Not Work		
			Years Mother worked of	Day Work	Home When Girl Arrives				Age	Home When Girl Arrives	Key Question
1	67	15	1	Day	F	O	Factory	75	14	F	R
2	63	14	2	Day	R	R	Factory	68	15	F	R
3	56	13	2	Day	R	R	Factory	65	14	F	O
4	54	15	2	Day	R	O	Factory	65	13	F	R
5	53	15	2	Day	R	O	Cafe	64	14	F	R
6	51	14	3	Day	R	R	Factory	64	14	F	R
7	49	14	2	Both	F	R	War	63	14	F	R
8	48	14	3	Day	R	R	Factory	63	14	F	R
9	48	14	1	Day	F	R	Cafe	63	14	F	R
10	47	15	3	Day	R	R	Factory	62	15	F	R
11	45	15	4	Day	F	R	Cafe	61	13	F	R
12	44	14	3	Day	O	O	Instructor	50	15	F	O
13	43	15	2	Day	O	F	Factory	59	16	F	R
14	43	14	4	Day	R	R	War	57	14	F	O
15	41	14	6	Day	R	F	Cleaning Plant	57	15	F	R
16	39	14	1	Day	F	O	Housework	56	15	F	R
17	37	15	6	Day	R	F	War	56	14	F	F
18	35	15	6	Day	R	O	War	55	14	F	R
19	32	14	3	Day	F	O	Factory	53	14	F	R
20	30	14	5	Day	R	O	Factory	53	13	F	R
21	25	14	6	Day	R	F	War	53	15	F	R
22	23	14	1	Night	R	R	War	52	15	O	R
23	23	15	6	Day	R	R	Factory	51	15	F	R
24	23	15	1	Day	R	F	Factory	51	14	F	R
25	21	14	6	Night	R	F	War	50	14	F	R

B₁
SUMMARY OF DATA (Continued)

WARRENSBURG GIRLS

No	Score	Age	Years Mother Worked or Night	Mothers Work		Key Ques- tion	Type of work	Score	Mothers Do Not Work		Key Ques- tio
				Work Day When Girl Arrives	Home When Girl Arrives				Home When Girl Arrives	Key Ques- tio	
1	67	15	6 ^r	Day	⊙	R	Sales	71	14	F	R
2	67	15	1	Day	O	R	Office	68	14	F	R
3	63	16	1	Night	F	R	Cafe	66	15	F	R
4	63	15	6 ^r	Day	F	R	Nurse	65	14	F	R
5	58	15	1	Day	R	R	Factory	64	16	F	R
6	55	16	2	Day	O	R	Factory	64	14	F	R
7	52	16	4	Night	F	R	Telephone Operator	62	15	F	R
8	50	14	3	Day	R	R	Factory	60	14	F	R
9	49	15	2	Day	O	R	Office	50	15	F	R
10	47	15	6	Day	R	O	Laundry	57	15	F	R
11	46	15	4	Day	R	O	War	56	14	F	R
12	44	14	3	Day	R	O	Sales	55	15	F	R
13	43	15	3	Day	R	R	Cleaning Shop	55	15	F	R
14	42	14	6 ^r	Night	F	R	Cafe	51	15	F	R
15	30	15	6 ^r	Day	R	F	Laundry	42	15	F	F

WEST PLAINS GIRLS

1	59	14	3	Day	F	O	Sales	73	14	F	R
2	56	16	5	Day	F	R	Telephone	72	15	F	R
3	51	14	3	Day	F	O	War	66	14	F	R
4	49	15	6 ^r	Day	F	O	Housework	63	14	F	R
5	49	13	2	Day	F	R	Laundry	61	14	F	R

B1
SUMMARY OF DATA (Continued)

WEST PLAINS GIRLS (Continued)

No	Score	Age	Years Mother Worked or	Mothers Work		Key Ques- tion	Type of work	Score	Mothers Do Not Work		Key Ques- tion
				Work Day or Night	Home When Girl Arrives				Age	Home When Girl Arrives	
6	59	14	3	Day	F	O	Sales	73	14	F	R
7	46	15	3	Day	F	F	Factory	59	14	F	R
8	42	16	2	Day	O	O	Factory	56	15	F	R
9	25	16	4	Day	R	R	Housework	55	15	F	R
10	17	14	6 ⁺	Day	O	O	Housework	54	14	F	R
11	15	14	1	Day	R	O	Factory	52	16	F	R
12	15	15	2	Day	F	O	War	57	15	F	R
13	14	15	3	Day	F	O	War	45	15	F	R

LEXINGTON GIRLS

1	62	14	4	Day	O	O	Instructor	63	14	F	R
2	61	15	2	Day	F	R	Factory	61	15	F	R
3	55	14	1	Day	R	O	Factory	60	14	F	R
4	53	15	6 ⁺	Day	R	O	Sales	56	15	F	R
5	52	14	6 ⁺	Day	F	R	Beauty Operator	56	15	F	O
6	45	15	1	Day	R	O	Factory	53	15	F	R
7	43	16	1	Both	O	R	War	48	15	F	R
8	43	13	1	Both	R	R	War	46	14	F	O
9	41	15	2	Both	O	F	War	46	17	F	O
10	39	15	1	Both	O	F	War	44	14	F	R
11	36	14	2	Day	R	R	Factory	44	13	F	R
12	35	16	1	Both	O	O	War	43	13	F	O

RAYTOWN GIRLS

1	74	14	6 ⁺	Day	F	R	War	65	15	F	R
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B₁

SUMMARY OF DATA (Continued)

RAYTOWN GIRLS (Continued)

No	Score	Age	Mothers Work				Key	Type of Work	Mothers Do Not Work			
			Years Mother Worked or Night	Work Day or Girl	Home When Girl Arrives	Home When Girl Arrives			Score	Age	Home When Girl Arrives	Key Ques- tion
2	53	14	6 ^r	Day	F	R	War	75	15	F	R	
3	47	14	5	Day	F	R	Beauty Operator	62	13	F	R	
4	46	13	3	Day	R	F	War	60	14	F	R	
5	43	15	1	Day	O	R	Sales	58	13	F	R	
6	42	14	5	Day	F	R	Seamstress	56	14	F	R	
7	35	14	5	Day	F	R	Office	54	14	F	R	
8	35	14	6	Day	F	R	Nursery	52	13	F	O	
9	33	13	1	Day	R	O	Office	50	13	F	O	
10	21	13	6	Day	R	F	Office	44	15	F	R	
11	20	14	3	Day	R	O	Factory	42	17	F	R	

CAMERON GIRLS

1	68	14	2	Day	R	R	Taxi Driver	71	15	F	O
2	50	14	2	Day	R	R	Office	70	14	F	R
3	59	16	6 ^r	Day	F	R	Instructor	67	15	F	R
4	52	14	3	Day	F	R	Picks Chickens	65	16	F	R
5	50	13	3	Day	F	R	Factory	60	17	F	R
6	50	15	5	Day	O	F	Office	59	16	F	R
7	47	14	6	Day	F	O	Housework	53	16	F	R
8	8	14	2	Day	R	F	Factory	36	15	O	R

WINDSOR GIRLS

1	59	14	5	Both	F	O	Sales	62	14	R	R
2	51	13	1	Day	R	O	Factory	71	14	F	R
3	46	14	4	Day	F	O	Factory	66	14	F	R
4	43	13	6 ^r	Day	F	R	Factory	58	13	F	F

B1

SUMMARY OF DATA (Continued)

WINDSOR GIRLS (Continued)

No	Score	Age	Years	Mothers Work			Key Ques- tion	Type of Work	Mothers Do Not Work		
				Work Mother Day Worked or Night	Home When Girl Arrives				Score	Age	Home When Girl Arrives
5	35	14	5	Both	F	O	Sales	55	17	F	F
6	25	15	1	Day	F	F	Housework	50	18	F	R
7	23	14	1	Day	O	O	Housework	48	14	F	O

LEE SUMMIT GIRLS

1	58	14	1	Night	R	R	War	76	15	F	R
2	56	14	1	Day	F	O	War	74	15	F	R
3	55	16	6	Both	R	R	War	64	14	F	R
4	54	14	1	Night	F	R	War	64	14	F	R
5	45	15	1	Day	F	O	War	62	15	F	O
6	45	15	1	Day	F	O	War	60	14	F	R
7	30	14	5	Both	O	R	War	57	13	F	O

PLATTE CITY GIRLS

1	62	14	1	Day	F	R	Housework	62	14	F	R
2	62	15	1	Day	O	R	Factory	62	15	F	O
3	56	16	3	Day	F	R	Cafe	60	16	F	R
4	48	14	2	Day	R	R	War	59	15	F	R
5	48	14	2	Day	F	O	Office	59	14	F	R
6	35	17	1	Day	R	O	Factory	58	15	F	O
7	32	16	2	Day	R	R	War	56	15	F	O

B₁

SUMMARY OF DATA (Continued)

RICH HILL GIRLS

No	Score	Age	Mothers Work			Key	Type of Work	Mothers Do Not Work			
			Years	Work	Home			Score	Age	Home	Key
			Mother	Day	When			When	Ques		
			worked	or	Girl			Girl	tion		
			Night		Arrives			Arrives			
1	69	15	5	Day	R	R	Sales	71	15	F	R
2	61	16	2	Both	F	R	Nursery	67	14	F	R
3	56	16	1	Night	F	R	War	64	16	F	R
4	47	15	1	Day	F	R	Housework	62	14	F	R
5	24	16	1	Both	R	F	Taxi Driver	55	14	F	R
6	13	14	3	Day	R	F	Instructor	53	15	F	R

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