FACTORS AFFECTING COMMUNICATION
BETWEEN THE ELEVENTH GRADE GIRL AND HER MOTHER

DISSERTATION
Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of The Ohio State
University

By
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The Ohio State University
1958

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ACKNOWLEDGMENTS

In the same way that each girl studied in this research has been influenced and shaped by many individuals and experiences, so has been the research itself. In the stage of data collection the research was directly dependent upon a nucleus of contributing individuals; from the planning to the completion of the study other individuals had less direct but strong influences.

The nucleus of individuals who provided the data, thus contributing the heart of the study, is composed of the eleventh grade girls from the schools involved, especially the twelve girls and ten pairs of parents who cooperated in case studies. Special gratitude is offered to them. Appreciation is extended also to the school administrators who made the use of their system not only possible but pleasant.

Particular individuals provided stimulation and guidance at various stages of the planning, actual research, and writing. Outstanding among these has been the adviser, Dr. Esther McGinnis, who has combined freedom and support, stimulation from her own ideas and from suggestions for contacts with other sources, and a continuing understanding of the purposes and methods of the study. Other individuals from the Ohio State University who provided ideas, especially in the planning stage, are Dr. John Horrocks of the
Psychology Department; Dr. John Cuber, Dr. A. R. Mangus, and Lorenzo Snow of the Sociology Department; and Dr. Ross Mooney of the Bureau of Educational Research. Mr. Merllis Cornell of the School of Social Administration gave statistical help. Valuable criticisms were offered by the reading committee—Dr. Esther McGinnis, Dr. Dorothy Scott, and Dr. Ruth Lehman.

Special thanks are offered to the Graduate School of the Ohio State University for its fellowship bestowed in 1956-57 and to the North Carolina chapters of Delta Kappa Gamma for their scholarship in the same year. These provided not only financial aid but also a feeling of faith and confidence in the research undertaken.

In a more personal and very vital way my husband has contributed through his stimulation, his encouragement, and his willingness to forego minor conveniences and pleasures in order that the study be completed. Appreciation also goes to my parents for their never-failing interest and understanding.
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INTRODUCTION

Although the problem of adolescent-parent communication has been of interest to the writer for several years, this interest was heightened in 1955 with her research on the help sought by tenth grade girls with their personal-social problems.¹ The 1955 study involved 49 rural and semi-urban girls who lived with both parents, had one or more siblings, and had only immediate families living in their homes. Findings from both the Mooney Problem Check List and from one interview revealed that—

1. The problems of most concern to these girls were personal and social in nature, largely involving peer acceptance and a desire for popularity.

2. With the problems which they classified as "of much concern" 25 percent had been kept to themselves, with no help sought. These were the problems most disturbing to the girl and about which they sometimes commented to the interviewer, "I have never discussed this with anyone before." Sometimes these discussions were accompanied by tears and followed by an expression of relief.

3. When help was sought with problems, family members were a more frequent source than non-family members. The mother was the individual most frequently sought for help. The girl friend ranked second. Both the father and the teacher were unimportant as sources of help.

4. Objective and relatively impersonal problems such as finances, health, and vocational choice could be taken to the authoritarian individual whereas the more personal problems such as boy-girl relations and sex were taken to a permissive, understanding person.

5. About one-half of the girls viewed the mother positively as a source of help, about one-third viewed her negatively, and the remainder were ambivalent.

   a. Reasons offered for the choice of the other as a source of help were (1) her interest, understanding, and closeness to girls (named by 40 percent) and (2) the fact that she was the logical person and the authority figure (named by 25 percent).

   b. Reasons given for failure to choose the mother as a source of help included (1) a general lack of rapport (expressed by about 80 percent of the group giving negative feelings) and (2) a lack of availability (expressed by about 70 percent of the same group). Lack of rapport involved an inability to discuss personal problems, sometimes stemming from closed channels of communication as a result of the mother's failure to discuss sex and menstruation with the girl, and the girl's feeling that the mother did not understand her. The problem of availability involved the mother's being away at work, too busy at home, ill, or difficult to get alone.
6. As a possible source of help the fathers of these semi-urban and rural girls were rated negatively about 75 percent of the time and positively about 12 percent of the time. The remainder of the girls were ambivalent. A lack of understanding on the part of the father, an inability to communicate, and a lack of availability were leading factors verbalized as affecting the relationship.

Although only about one-half of these girls viewed their mother positively as a source of help and only about one-eighth viewed their father positively, it was readily apparent that many of these girls were eager to communicate with other adults and to express their problems when favorable conditions occurred. Evidence of this was that more than one-fourth of these girls questioned the interviewer about their own problems at the close of the interview. These problems were largely personal and social in nature, being mostly concerned with dating, marriage, and sex but also including grooming, family relations, and future education. The interviewer played largely a listening role, encouraging clarification of thoughts and feelings.

The study indicated that these 49 girls had not had the communication with adults which they wished for and which might have been favorable for their best development. That with 25 percent of their problems, often the most intimate and acute ones, they were unable to receive even the mental relief that accompanies verbalization of a worry; that only half of these girls regarded their mother as a positive source of help; and that only one-eighth of them regarded
their father as a positive source of help—all these facts seemed cause for real concern.

Is this picture of poor adolescent daughter-parent communication representative or is it more typical of a rural group than an urban one? Of greater importance are the questions: "What are the factors affecting communication between the teen-age girl and her parents? Are the leads from this study—deterrent effects of authoritarianism, lack of sex information from parents, lack of parent availability—the important ones?" These questions, coupled with a strong belief that the adolescent's ability to communicate with his parents has an effect upon present as well as future adjustment, gave impetus for new research.
CHAPTER I

BACKGROUND OF LITERATURE

**Communication Defined**

Before embarking further on the topic of communication, clarification of the conception of the term is needed. Within this study it is used with recognition (1) that communication is a two-way reciprocal process, involving a sender and a receiver; (2) that communication may be verbal and/or non-verbal (through gestures, facial expressions, tonal qualities, and posture, as well as painting, music, and dancing); and (3) that communication between individuals may vary in scope and depth, quantity and quality. Greater consideration is given to verbal rather than to non-verbal communication in this study because of the greater possibility of measurement of the former. It is recognized, however, that in many instances communication cannot be consciously sorted into verbal or non-verbal, as impressions include both and that the non-verbal means may reveal more of the intent of the speaker than do his actual words.

**The General Importance of Communication for the Individual**

For each individual communication offers three important, although not independent, possible functions. It permits him (1) to receive (2) to send or give, and (3) to interact with others. It must be
stressed that these functions are not necessarily separated but are components of the whole with sometimes one phase and at other times another phase receiving more emphasis. The ability to receive communication implies some degree of freedom from emotional blocks and means that the individual may be the recipient of advice, consolation, entertainment, ideas, etc. He may obtain education, inspiration, pleasure, and balm for his wounds as well as less pleasant results of communications.

When the role of sending or giving is emphasized, the individual may be seeking an outlet for his own feelings or he may be taking the initiative to develop interaction with another person. In the former case he has an opportunity to improve his mental health by release of his emotions—worry, fear, anger, joy, sorrow—and thus to obtain greater objectivity in dealing with his feelings. Communication encourages the bringing of thoughts and ideas to the conscious level, permitting testing of these ideas and helping to bring about that integration, the oneness of purpose and being, which produces stability within the individual.

The third phase, interaction with others, is never really separated from the other two, although at times one of the communicants may play an exceedingly small role from a standpoint of verbal participation. It is this component, interaction with others, which has been given most emphasis in literature and to which this study, too, gives greatest stress. Frank defines communication as "a two-way reciprocal
process of relating oneself to others or even to objects. When two or more people are sharing in feeling and in expression of feelings, thoughts, and experiences, communication exists to the fullest degree.

The implication, that the ability to communicate is closely tied in with the individual's ability to relate to others and with his consequent social adjustment, is one of the chief concerns of this study. The importance of communication is also stressed by Gardner.

One aspect of the relationship between communication and personality which should heighten our emphasis on the importance of communication is that a breakdown in the communication processes of an individual is associated with a breakdown in his total personality structure. . . . As Carl Rogers has so aptly observed, "The whole task of psychotherapy is the task of dealing with a failure of communication."2

Dorothy Brownfield has said, "Communication is the key to family interaction."3 She points out---

To try to understand not only what the other person is saying and thinking, but also how he is feeling, is the very essence of the democratic way of life. . . . This makes communication a basic process in all our interpersonal relationships, whether it be the nursery and home or in the larger areas of national and international affairs.4


3Dorothy Brownfield, "Communication - Key to Dynamics of Family Interaction," Marriage and Family Living, XV (November, 1953), 316.

4Ibid., p. 318.
Brownfield implies that communication with one's family members will be correlated with one's family adjustment.

Since the family is normally the first major influence upon the individual, patterns of communication learned within the family plus the acquisition of ability to relate to family members have great significance for the individual. Satisfactory family communication and relationships increase the possibility of the individual's success in communication with and adjustment to non-family members. Family deficiencies in communication and adjustment, however, do not necessarily condemn family members to similar deficiencies, although they may make the acquisition of communication and good adjustment more difficult. The older the child, the greater the opportunity there will have been for other individuals and agencies, such as peer groups, school, and church, to supplement family weaknesses.

The Special Significance of Communication for the Adolescent

Important to all people, communication is especially important to the adolescent in solving his problems. A mass of literature has accumulated about the problems of the adolescent as he attempts to bridge the gap from childhood to true adulthood. Two of the most meaningful organizations of these have been offered by Havighurst and by Erikson.

Havighurst believes that in every stage of life there are certain developmental tasks to be accomplished. Successful mastery of these by the individual brings happiness, as well as success with future tasks. Failure leads to unhappiness, a lack of success with future
tasks, and the disapproval of society. The tasks which he believes to be those of adolescence are—

1. Achieving new and more mature relations with both sexes of his peer group.

2. Trying to determine the masculine and feminine social roles in a confused society and to find how to adapt himself to the role of his sex.

3. Learning to use the body effectively and to accept the physique while still growing rapidly.

4. Achieving emotional independence from parents and other adults.

5. Achieving assurance of economic independence.

6. Selecting and preparing for a vocation.

7. Preparing for marriage and family life.

8. Developing intellectual skills and concepts necessary for civic competence.

9. Desiring and achieving socially responsible behavior.

10. Acquiring a set of values and an ethical system as a guide to behavior.  

The opportunity for the adolescent to discuss his problems, to test his ideas and explore them, to express his feelings—whether of concern, disappointment, or joy—with a sympathetic, supporting adult will clarify his thinking, make his path smoother, and strengthen his ability to approach new problems.

Erikson in a different type of system describes senses which individuals need to develop at various stages. He cites the sense of

---

identity as needed at the onset of adolescence and explains it as
the clarification of who the adolescent is and what his role in
society is to be. He adds—

Hard though it is to achieve, the sense of identity is the
individual's only safeguard against the lawlessness of his
biological drives and the autocracy of his overweening
conscience. Loss of identity, loss of the sense that
there is some continuity, sameness, and meaning to life,
exposes the individual to his childhood conflicts and
leads to emotional upsets.

He points out that adolescents spend much time talking endlessly
about their likes and dislikes, attempting to clarify what they want,
what they are, and how they fit into the world they perceive about
them. This is their struggle for the sense of identity, of knowing
who they are. Communication is a major key to clarification of his
sense of identity.

According to the Franks, girls are particularly vulnerable to
conflict with their mothers within this period. "At times she feels
that by herself she is nothing, that what her parents say or feel
about her are the only true criteria of her goodness." The mother
needs to realize that the way she handles conflict may have a long-
lasting effect upon the daughter and upon the feelings and judgments
which she has about herself as a future woman. "The punishing or

6A Healthy Personality for Every Child, A Fact Finding Report,
Midcentury White House Conference on Children and Youth (Health Publica-

7Ibid., p. 22.

8Lawrence and Mary Frank, Your Adolescent at Home and at School
shaming words, the criticisms or exasperation or anxiety of a mother may give the young girl a picture of herself that may persist into adult life." When the feelings of real love and support exist, the mother's communication of the feelings is highly essential.

The sense of intimacy develops in late adolescence, following the sense of identity, according to Erikson. The adolescent not fully sure of his identity will be afraid of interpersonal relations.

Boys and girls in late adolescence have need for some kind of fusion with the essence of other people and for a communion with their own inner resources. If by reason of inadequacies in previous personality development this sense of intimacy cannot be achieved, the youth may retire into psychological isolation and keep his relations with people on a formal, stereotyped level that is lacking in spontaneity and warmth, or he may keep trying again and again to get close to others, only to meet with repeated failure. Under this compulsion he may even marry prematurely, in which case the role of mate may not be one he can sustain, for the condition of true two-ness is that each individual must first become himself.

To know himself and to become himself, the adolescent needs to have had an opportunity to communicate freely and fully with an accepting individual who, preferably, can help the youth to achieve insight into his feelings and behavior. An opportunity to talk to an accepting listener is helpful, however. To progress from the oneness of knowing and becoming himself to the twoness of the sense of intimacy, his ability to communicate and to relate successfully to others must have been developed.

9 Ibid., p. 53.
10 A Healthy Personality for Every Child, pp. 22-23.
The Need of the Adolescent to Communicate
with Parents or Other Adults

Within the literature there is a division of opinion concerning the importance of communication with parents. In connection with the 1930 White House Conference on children and youth a study of 967 urban white children of American parentage was made, revealing a "definite though slight tendency for children who confide fully in their parents to be better adjusted emotionally and socially than are children who never confide in their parents." The committee making the study concluded that an adolescent who feels his parents are indifferent to him and his problems, who cannot confide in them or seek their advice upon personal problems, is probably headed for some basic maladjustment which will result in problem behavior. The committee points out the need to strike a balance between over-protection and over-restriction on the one hand and too much freedom and independence on the other.

A study conducted in 1932 by the Herrill Palmer School involved case histories of college graduates who were also mothers. Some of the generalizations growing out of the findings were—

The parent-child relationship is the most potent of all influences outside the organism in shaping personality.

The individual way of patterning seems to persist throughout life.

All aspects of the individual's life are interrelated.12

The extreme importance of the parent-child relationship, not only in the early life of the child but throughout his entire existence, was emphasized by the study.

Dymond, in an exploratory study of empathic ability, concluded in regard to the small group of high scorers that

Their interest in others, their ability for forming warm, satisfying relationships seemed to stem from their early love relations in the family. Their own level of security is such that they can afford an interest in others. They are emotional people, but their emotionality is well controlled and richly enjoyed.13

This offers further support for the belief that easy communication within the family helps to produce better social adjustment in general.

That even college age youth desire very much to communicate with their parents is affirmed by Duvall and Hill in an unpublished report. They cite the longing of college students to share confidences with their parents as revealed in a number of unsigned statements. Sympathetic understanding from the parents and ability to talk together are regarded by Duvall and Hill as closely related.

12Robert G. Foster and Pauline P. Wilson, Women After College (New York: Columbia University Press, 1942), p. 120.

Sympathetic understanding was highly appreciated by the students; a lack of it was strongly deplored.\(^\text{I4}\)

Both Zachry in 1940 and the Franks in 1956 indicate that other adults can play a very important role in communication with the teen-ager in regard to his problems. The Franks believe that the adolescent associates a feeling of such great power with his own parents that he perceives them as less human than other adults whose weaknesses are more apparent and with whom the association of authority is not so strong.\(^\text{I5}\) They believe, too, that an admired adult is easier for an adolescent to talk with than are his parents, because parents become so emotionally involved and so anxious that they are unable to talk calmly or adequately about such topics as boy-girl relationships.\(^\text{I6}\) A summary of this point of view is made by Bossard: "The relative importance of persons in the child's family background depends, in addition to nearness of kinship, upon the extent to which they satisfy the child's needs."\(^\text{I7}\)

Zachry points out that the adolescent's need to break away from his parents may cause him to seek support and guidance (which he still needs and wants, despite his ambivalence in verbalization)


\(^{15}\)Frank and Frank, Your Adolescent at Home and in School, p. 76.

\(^{16}\)Ibid., p. 179.

from another adult. This may be a teacher, clergymen, group leader, another relative, or a neighbor but usually is an adult who shows an understanding of his feelings and a respect for him. Other relatives—grandparents, aunts, and uncles—may also play a role in guidance of the adolescent. Despite their interest in him and their hope that he will be a credit to the family, the other relatives are freer than his parents to accept the adolescent's individuality because his maturation and change from childhood constitute no real loss to them and mean no basic revision of their lives. Those able to help the adolescent most are those reasonably well adjusted themselves in relationships and achievements.19

Factors Affecting Communication

Stimulated by her 1955 study, the writer sought other studies and opinions which might contribute answers to the question, "What are the factors affecting communication between the adolescent girl and her mother?" Although there were very few directly related studies, several indirectly led to information and clues for further pursuit, as did articles, books, and other publications.

Because of changes in progress within our culture, a topic of much recent research and writing has been that of the authority pattern within the family. Ingersoll defines authority pattern as


19Ibid., pp. 295-296.
"a consistent organization of (a) leadership or control relative to family activity, and (b) accommodation of interpersonal relationships involving dominance and subordination." She explains that authority of a member refers to the control he exerts over other family members and over spheres of family activity. This authority might be based on a variety of methods ranging from forceful to repressive and possibly based on a sense of duty, reverence, or love.

Ingersoll believes that the authority organization of each individual and marriage partner includes all the perceptions regarding authority which he has obtained from childhood to the present. Each individual brings to his marriage a "latent, self-other pattern," resulting from his own interaction with his parents. The resultant authority pattern within a marriage is dependent upon each individual's conception of his own role, his expectation of his partner's role, and the interaction of the two.

Burgess, along with many other sociologists, observed a decade ago that the American family is in a period of transition from the older, rural institutional form to a democratic, companionship type of family relations. Burgess and Locke believe that this transitional era between the patriarchalism of the past and the individualism of the future is producing family disorganization and neuroses much too.

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frequently. They point out, too, that the patriarchal system has
given the patriarch too much control over other family members,
tending to hold back the adolescent from adulthood too long and to
keep him in emotional, economic, and disciplinary subservience long
after he is ready for independence.22

With an awareness of this shift in authority pattern Duvall con­
ducted a study to determine changes in perceptions of the role of
mother and child. Free written responses from a mothers' group to
questions regarding a "good mother" and a "good child" were cate­
gorized. Duvall classed the two types of responses as (1) traditional,
with rigidly conceived roles and (2) non-traditional, or developmental,
with roles conceived as dynamic and flexible.

She found within the traditional group a conception of a "good
child" as one who is neat and clean; gears his living and behavior to
please adults and, specifically, his parents; and works well. The
developmental group believed a "good child" to be healthy and well,
cooperative and sharing, happy and contented, loving and confiding in
parents, eager to learn, and growing as a person.23 The orientation
of the child's life is conceived as quite different by the two groups
with the traditional group perceiving the child's purpose as being
the meeting of adult standards and with the developmental group

22Ernest W. Burgess and Harvey L. Locke, The Family (New York:

of Sociology, LII, No. 3 (November, 1946), 193-208.
perceiving the *raison d'etre* of the child as self-development and self-fulfillment. In the former, no mention is made of the desirability of communication. Duvall's findings alone could easily produce the hypothesis that greater communication would occur between offspring and parents in a developmental atmosphere rather than in a traditional one.

Mather gives further support to such a hypothesis in his study at Cornell of 200 unbroken families of college students in the 1930's. Using autobiographies as source materials for an analysis to reveal certain family attributes, he categorized the families into four groups according to authority patterns: (1) the family council type, in which all know about and respect the affairs and wishes of all family members; (2) the joint dominance type, where the organization centers about the mother and father who discuss matters together and reach agreement before discussing them with children; (3) the father-dominant type, where what the father says usually goes, although he sometimes consults the mother, but not the children; and (4) the mother-dominant type, where the mother runs things but not arbitrarily, trying to find out how everyone feels, considering both sides of the situation, and attempting to change the attitudes of both sides until they agree. The family council type showed the greatest amount of confiding in parents by children and the smallest degree of going outside the family for confidences. The joint dominance group was next. The other two groups were very close in their rank but mother-dominance was last. Mather also found that sex instruction of the
children was more common and more complete in the family council type with joint dominance second, mother-dominance third, and father-dominance fourth.\textsuperscript{24} It appears that the greater the amount of participation the adolescent has in family affairs in sharing authority, the freer he is to communicate and confide in his family. Conversely, communication is limited in proportion to the degree of authority vested in his parents.

Symonds in case studies of twenty-eight children of one or both dominant parents and twenty-eight children with submissive parents noted that Symonds is not contrasting "dominant" and "developmental" found that children of dominating parents have greater difficulty in self-expression than children of submissive parents, who tend to be "forward" and to express themselves effectively. He also found that the children of dominating parents tend to be better socialized and to have more acceptable behavior than children of submissive parents. They also tend to be more submissive, retiring, sensitive, and conforming to group mores, whereas children of submissive parents are disobedient, irresponsible, lazy, unmanageable, and tend to defy authority.\textsuperscript{25}

There is a conflict within the literature in regard to the effect of different authority patterns upon the offspring's personality and

\textsuperscript{24} W. G. Mather, Jr., "Defining Family Types on the Basis of Control," The Family, XVI (March, 1935), 9-16.

behavior. One suspects that much of this is due both to the interpretation given by various writers to such terms as "dominant," "strict," "authoritarian," and "permissive" and to other variables within the family, such as the fairness employed and the child's perception of the "normalcy" of his family authority pattern.

In a classification of personality types of adolescents as self-directive, adaptive, submissive, defiant, and unadjusted, Havighurst and Taba have found variations in family environment, social personality, and personal adjustment of each group. Although they do not consider communication per se, there are implications for communication in these findings: (1) Severe family training which permits no conflict with the family produces a timid adolescent who does not initiate action, is stubborn, and avoids conflict. He is submissive to authority, unaggressive, and experiences self-doubt and self-criticalness. (2) Strict family training with some conflict with the family is typical of the self-directive adolescent who is ambitious, conscientious, persistent, and introspective. This adolescent, too, experiences self-doubt and self-criticalness. He gains security through achievement but moves away from people, lacking warmth in relationships. (3) Permissive family training with no conflict with the family produces an adaptive adolescent who is outgoing and confident with positive and favorable reactions to his environment. This individual is unaggressive but moves toward people, is self-assured, and rates high on all adjustment measures. (4) Inconsistent family training combined with conflict with the
family and early neglect produces a defiant, openly hostile individual. This adolescent has aggressive impulses, moves against people, and is inadequately socialized. (5) Closely related to inconsistent family training is variable family training which produces an unadjusted adolescent who is discontented and complaining but not openly hostile. This individual has aggressive impulses coupled with feelings of insecurity.

Although Havighurst and Taba have not considered the question of the relationship of communication with authority pattern, their findings show that an adolescent coming from a family with permissive training tends to be outgoing and to move toward people. In contrast the individual from the strict family training pattern moves away from people and lacks warmth. It would be expected that the former type of individual would be more likely to have easy communication than would the individual who moves away from people.26

In a more recent book, The Lonely Crowd, David Riesman classifies individuals in three groups: (1) the tradition-directed person who, while feeling the impact of his culture as a unit, has it mediated through the specific, small number of people whom he meets daily and who expect him to behave in an approved way; (2) the inner-directed person who has his goals built-in by early parental direction, who later receives signals from other authority figures resembling his parents, but who is relatively insensitive to his general social

group; (3) the other-directed person who is extremely sensitive to the social environment of which his family is only a part, who is capable of "rapid if sometimes superficial intimacy with and response to everyone," and who has his peer-group as his source of guidance. It would appear again that the other-directed person with his sensitivity to the people around him would have the greatest motivation for communication and perhaps the greatest capacity. It is apparent that this individual comes from a permissive family who have not instilled within him their own goals and motivations.

Here again a clue is offered which indicates that authoritarianism discourages both the desire and the ability to communicate. Extremes in authority patterns (as shown in the Havighurst and Taba study), whether of severe autocracy or almost complete laissez-faire, appear detrimental to communication. In contrast, communication seems to flourish best in families where there is the philosophy that each child's need is to develop his own potentialities and where there is a permissiveness, but a permissiveness accompanied by observant concern and guidance of a developmental nature.

A concept closely connected with authority patterns is that of parental acceptance of the adolescent. There may exist, in varying degrees or not at all, acceptance with permissiveness implied, an acceptance which frees the child to be himself and to express his various feelings, knowing that whereas the parents may not agree nor

approve, their love and support will not be withdrawn. The 1934
Report of The White House Conference on children and youth states
that its study of urban white youth of American parentage indicates
that homes in which there is harmony, sympathy, and a lack of friction
between parents and children more often produce children who are well
adjusted socially and emotionally than do homes which lack these.
Related to this adjustment are demonstrativeness of affection and
methods of control. 28

Frank and Frank emphasize the need for a complete acceptance of
the adolescent by parents, pointing out that a girl who always gives
in to her parents, gaining acceptance in this way, is not going to
acquire strength in deciding what she wants and does not want in later
love relationships. She needs to be reassured that she will not be
denied parental love when for her own good she refuses a parent's
demand. 29 Zachry also emphasizes the need of the adolescent to be
able to express rebellious feelings to parents without too great
anxiety and with assurance that he still can turn to them for support
in time of need. 30

Blos comments that adolescence inevitably influences the emotional
balance between members of a family, creating an insecurity detri-
mental to the confidence of the adolescent. "Warm acceptance of the

28 The Adolescent in the Family, p. 141.
29 Frank and Frank, Your Adolescent at Home and at School, p. 82.
30 Zachry, Emotion and Conduct in Adolescence, p. 345.
child at one moment and angry rejection at another is perhaps the most common form of parental response and it indicates the highly conflicting reactions of parents in the face of the changed family situation. Under these circumstances the family ceases to be the place where the adolescent can express his feelings. Instead, secrecy may blanket a deep sense of guilt or inferiority and a profound need for help which the child is reluctant to express. Because he feels unworthy, he is afraid to reveal himself, lest he lose the love and respect of his parents. The adolescent often feels that his parents' love and acceptance is on a fair-weather basis.

In a study of parent-adolescent adjustment Stott administered a questionnaire to 490 young people in Nebraska. His key item in the questionnaire was: "Where your personal affairs are concerned, do you think: 'What my folks don't know won't hurt them?" Answers of "Frequently" were construed to indicate a lack of mutual confidence between youngster and parents, whereas "Rarely" indicated a closeness of relationships. In the cases where "Rarely" was given, the total picture presented was one of "affection, companionability, thoughtfulness, fairness, sympathy, and helpfulness one for another, as well as the mutual trust and confidence between parents and children which is implied." The young people commented that they received their

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33 Leland Stott, "Parent-Adolescent Adjustment: Its Measure and Significance," Character and Personality, X (1941), 143.
information on sex from their parents; they deserved the punishment which they received; their parents were affectionate, demonstrative, and listened to their side. It appears that they felt accepted.

With the group that answered "Frequently," indicating a lack of confiding in their parents, other items checked pictured a lack of companionability within the family, a lack of mutual affection and respect between parent and child, a feeling that their parents were unfair and dictatorial, a lack of acceptance and appreciation of the parents, and a critical attitude on the part of the child. Some of their frequent comments were: "Father resents it when I disagree with him," "My parents disapprove of my friends," "I hesitate to talk freely with parents," and "Mother says, 'because I told you so' when asked why certain things are required." 34 Stott's findings indicate that adolescent confiding in parents accompanies a feeling of affection between parent and child, mutual trust and confidence, fairness in punishment, sex information received from parents, and a general acceptance. Stott's key question seems to lack a sensitivity to many of the feelings of adolescents, such as the wish that they could talk with their parents accompanied by the feeling that they cannot. His study assumes that all answers were either "Frequently" or "Rarely" without taking into account possible degrees of variation between these two responses.

Frank and Frank believe that to the adolescent failure on the part of parents to accept his friends seems a rejection of himself. The

34 Ibid., p. 144.
adolescent often finds in his "best friend" the protection against loneliness in a crowd, the support, the repository of confidences, and the consolation for which he has searched. Especially in early adolescence this may be the very relationship with which parents are apt to interfere. In later adolescence parents may interfere with the relationship with the best friend of the opposite sex. "Hurting a friendship or maligning a child's friends is almost like hurting the child himself; as a matter of fact, sometimes the child feels the hurt more deeply than if he himself were attacked."  

Another factor affecting the mother's capacity to accept her offspring completely is her own level of aspirations. An experiment testing this was conducted at the Iowa Child Welfare Research Station with thirty mothers and their respective pre-school children. The subjects were of the upper socio-economic class and the mothers were above average in familiarity with child-training principles. When pressure was applied to the experimental mothers by a suggestion that the child's initial play performance had not been a satisfactory sample of his play potentialities, thus creating added motivation for the mother to have her child "do well," the mothers' interaction with their children changed. When the motivation was thus restricted to a specific situation, a limited time, and defined in terms of the performance desired, the mother tended to assume direct control of the child's actions and to impose her own standards, rather than to

Frank and Frank, Your Adolescent at Home and at School, p. 106.
interact with him in such a way as to help him to think and act independently and to promote his autonomy within limits of necessary guidance. Although this study dealt with reactions of mothers of pre-school children, there is a strong possibility that mothers of older children may feel similar pressures and experience similar reactions.

When parents perceive a child less as an individual and more as an extension of themselves and as a person who can fulfil inadequacies in their own life's achievement, they are likely to place upon him the burden for compensating for their own lack of achievement. Perhaps they need the satisfaction, too, of feeling that the child reflects the teachings of a "good" parent, as the Frankes suggest. Such aspirations on the part of parents limit their capacities for complete acceptance of their child.

A study of 256 carefully selected midwestern families, each of which had a child in the fifth grade, revealed that in regard to these children the mothers had a mean acceptance score slightly significantly higher than the fathers. It was believed that this could be explained by (1) the traditional cultural conditioning, the closer relationship and everyday interaction between the children and their mothers in contrast to fathers; and (2) the consequent greater understanding and acceptance on the part of the mother. The other


37Frank and Frank, Your Adolescent at Home and at School, p. 10.
significant finding from this study was that mothers who had been married sixteen years or more were more accepting of their children than those married a shorter time. It was believed that these mothers probably had more children, hence were more experienced and less anxious. No significant relationship was found between the marital satisfaction scores of the others and their child-acceptance scores.

In an earlier study with a higher socio-economic group Porter investigated the relationship between marital adjustment and parental acceptance of children. A comparison of total scores of each showed a relationship significant at the 1 percent level. The findings also revealed, however, that the high marital adjustment group had a lower mean acceptance score than did the middle marital adjustment group. Also, the high acceptance group had a lower mean marital adjustment score. Porter suggests that "perhaps marital adjustment suffers in the presence of a high degree of parental acceptance, and likewise, that parental acceptance suffers in the presence of a high degree of marital adjustment. It may be that concentration on either

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one of these variables by an individual may of necessity detract from the other. If it is true, however, that there is a positive relationship between parental acceptance of children and marital adjustment, is there also a relationship between marital adjustment and ability to communicate with an adolescent daughter?

If parent-child adjustment is accepted as an indication of communication, there are other clues in regard to factors affecting it. In recent years one of the much-discussed problems has been the effect of out-of-home employment of mothers upon their relationships with their adolescent children. In 1946, Essig and Morgan reported a study involving 151 girls of working mothers and 151 girls of non-working mothers. These girls were fourteen and fifteen years old and enrolled in homemaking classes. Responses indicated a stronger feeling of lack of love, understanding, interest, and cooperation among the daughters of working mothers than among daughters of non-working mothers. Mothers employed outside the home had a greater tendency to dominate their daughters and did not like to listen to what their daughters had to tell them when they came home from school. The daughters were inclined to disregard advice offered by parents, regarding it as unsound. Almost 70 percent more of the daughters of working mothers felt that "what my folks don't know won't hurt them."

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than did the daughters of mothers who were not employed outside the home.\textsuperscript{1}\textsuperscript{1} How much difference twelve years may have made in feelings about out-of-home employment for mothers is a matter of conjecture.

Contrasting with the findings of the preceding study are the more recent findings of Nye. Employment of mothers was one of several variables checked in relation to adolescent-parent adjustment. On this question he found that adjustment between the two is better in homes where the mother works part-time than where the mother works full-time outside the home or not at all. Nye offers two explanations: (1) the mother of a teen-ager needs something to keep her busy and interested and to keep her from interfering in her child's life too much and (2) by earning money the mother gains status in the eyes of her children and husband as well as in her own. Full-time employment may, however, cause neglect of the home and may be rooted in hostility toward one or more family members.\textsuperscript{1}\textsuperscript{2}

In the same study Nye found that adolescents in small families show better adjustment than in large families. He offers three explanations: (1) the children may receive more attention; (2) they require a smaller percentage of the family income, thus offering less competition for other things the family wants, such as cars, clothing,

\textsuperscript{1}\textsuperscript{1}Mary Essig and D. H. Morgan, "Adjustment of Adolescent Daughters of Employed Women to Family Life," Journal of Educational Psychology, XXXVII, No. 4 (1946), 219-33.

\textsuperscript{1}\textsuperscript{2}Ivan Nye, "Adolescent-Parent Adjustment: Age, Sex, Sibling Number, Broken Homes, and Employed Mothers as Variables," Marriage and Family Living, XIV, No. 4 (November, 1952), 327-32.
and recreation; and (3) smaller families are more apt to have been planned than are larger families and, consequently, are more welcome.

Damrin also investigated the effect of family size and sibling age, sex, and ordinal position in relation to intelligence, academic achievement, home, social, and emotional adjustment. In a group of 156 high school girls with a median age of sixteen, she found that family size had a slight but fairly consistent relationship to all of the above variables with children from smaller families being generally superior to those from families of five or more children. She concludes, however, that the relationships tested are so slight that they must, for practical purposes, be considered negligible. 143

Bossard has proposed a "Law of Family Interaction" based on the theory that in a family the number of persons increases in simple arithmetical progression while the number of relationships increases in the order of triangular numbers. For example, if the number of persons is two, the number of personal relationships is one; if the number of persons is three, the number of personal relationships is three; if the number of persons is four, the number of relationships is six, etc. Bossard emphasizes the complexities of relationships offered to a young child in a moderate-sized family. 144


however, criticizes this law on the basis that the quality of interpersonal relationships is often of more significance than their number.\(^4\)

It would appear that large families offer more problems for parent-adolescent adjustment because of time and demands upon the mother but that the real test is of the mother's skill in management and ability to spread her time, capacity for affection, and interests among a large number. A large family seems to offer many more problems in relationships for parents and children than a family with two to four children.

Various studies and pieces of literature have investigated the ordinal position of the child in relation to his parental adjustment. One of the most inclusive statements of this problem was made in the summary of the 1930 White House Conference on children and youth. This, based on a study by W. P. Carter at the University of Chicago, says that there is a tendency for parents to treat children differently, according to their position as oldest, youngest, middle, or only children; thus only children tend to be closer to their parents than children with siblings; also middle children are less closely bound to their parents than are any of the other groups.\(^6\)

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\(^6\) The Adolescent in the Family, p. 241.
Consideration of the effect upon families of rituals and special observance of holidays has been noted. Burgess reports that the homes where adolescents confided most freely in their parents were those in which a large number of holidays were celebrated. Bossard and Boll also gave consideration to the type and extent of rituals followed in American families as well as the meaning to these families. They noted, however, that even though such rituals may offer stability to the family, there is the danger, too, of rigidity and the possibility that such rituals make it even more difficult for the adolescent to free himself.

Summary of Literature

From the literature and related studies it appears that communication is closely related to an individual's ability to relate to others, including his family. Since it is within his family that his first patterns of interaction are set up and since the first relationship established is usually with the mother, it follows that ability to communicate with one's parents may be related to one's social adjustment.

Since the adolescent is at a stage in life where there are many problems and tasks to be mastered before he can progress to successful adulthood, communication plays an important role, not only in social

\[^{47}\text{Ibid., p. 114.}\]

adjustment but in clarification of feelings, goals, and an understanding of the role he is to play in life. In addition, ability to communicate with others at the present offers greater assurance of ability to do so in marriage and with one's own children, insuring chances of greater success in these relationships.

In our culture one of the outstanding changes today is the transition of the family from an authoritarian, rural institution to a democratic, companionship type of family relations. Studies made one and two decades ago indicate that communication between children and parents is limited in proportion to the degree of authoritarianism practiced by the parents. Will twenty years have made any difference in the swing toward developmental attitudes among parents and in communication between adolescent and parents? Is authority a major factor affecting communication between the two?

Closely associated to authoritarianism and permissiveness and yet slightly different is the idea of acceptance of children. Both findings of studies and opinions expressed in the literature indicate a relationship between parent-child adjustment and acceptance of the child as an individual worthy of the right to develop his own potentials. There are implications that parental acceptance of the child will foster communication as well as parent-child adjustment.

Characteristics which might be classed as indicative of parental acceptance of the child are (1) assurance of unconditional love and support, (2) expression of trust and confidence, (3) parental ease in discussing sex information, (4) acceptance of the child's friends,
(5) lack of parental need or desire to press own aspirations upon the child, and (6) respect for the child as an individual, rather than a perception of him as an extension of the parent. There are indications that mothers are more successful than fathers in accepting their children.

Studies reveal disagreement regarding the relationship of marital adjustment and acceptance of children. One study has found that extremely high marital adjustment is accompanied by a lower parental acceptance of the child and, likewise, high parental acceptance of the child is accompanied by lower marital adjustment. Moderately high ratings on marital adjustment tend to be accompanied by moderately high ratings on acceptance of children.

Factors of less importance than those previously discussed in connection with mother–daughter communication and relationships are:

1. Out-of-home employment of mothers—A 1946 study indicated that such employment had a detrimental effect upon mother–daughter communication. A more recent study implies that part-time employment fosters better mother–daughter relations than full-time or no employment outside the home.

2. Size of family—Large families appear to offer greater problems for both parent–child adjustment and sibling adjustment. How great the problems are will depend largely upon the mother and her capacities.

3. Ordinal position in the family—A cautious summary is that only children are closer to their parents than are other children and
that middle children are less closely tied to their parents than are the oldest or youngest.

4. Special observance of holidays—A 1934 study found that families observing such practices also tended to have free communication between children and parents. Later writings point out that while these offer stability, they also offer danger of rigidity and a problem for the adolescent as he tries to free himself from his family.
CHAPTER II

DESIGN OF THE STUDY

Hypotheses

From the findings of the writer's teaching experiences and 1955 study, from the literature and related studies, and from considered thought, the following hypotheses emerged.

1. The eleventh grade girl's ability to communicate freely with her mother will be related to the girl's positive social adjustment.

2. Freedom of communication between the eleventh grade girl and her mother will be related to a developmental authority pattern within her family.

3. Communication between the eleventh grade girl and her mother will be related to the girl's perception of her mother's acceptance of her as evidenced by (a) the mother's empathy, (b) the mother's affection and warmth, (c) the mother's respect for the girl as an individual, (d) the mother's acceptance of her daughter's peers, (e) the mutual ease of the mother and the daughter in discussing sex information, (f) the mother's satisfaction with the existing pattern of mother-daughter communication, (g) the time that the mother has available for the girl, and (h) the mother's level of aspiration for her daughter.
4. High communication with her eleventh grade daughter will be related to the mother's perception of her marital adjustment as satisfactory.

5. High communication between the mother and her eleventh grade daughter will be related to the way in which information about sex and menstruation was acquired.

Original plans were to consider the girl's communication with both parents. Findings from the data, however, indicated such a small percentage of father-daughter communication that the study had to be narrowed to consideration of communication with the mother only.

General Method

With the many details and interrelationships to be tested in the hypotheses, the question of the general method to be employed was of major concern. Awareness of the lack of proven instruments to test the desired factors with this age group, coupled with doubt of the value of the findings from available instruments, made a quantitative study seem undesirable.

Bossard, with misgivings about the study of mankind, has pointed out two frequent weaknesses: (1) the search for short-cut explanations of behavior in which one or a few particular traits are identified or some simple method is devised whereby the entire personality or its expected behavior can be interpreted or predicted and (2) the preoccupation with methodology. In amplifying the latter view, he states that this preoccupation occurs in two forms—one, in the case method when one small group of students insists that "only the most
intricate and subtle psychoanalytic procedure and interpretation" can reveal the true nature and origin of personality, and the other, the "undue concern with method which involves certain overly zealous statisticians. Here one finds academic exhibitionism at its best, and worst." 49

A similar point of view about statistics in relation to social sciences was made by Dr. Edwin B. Wilson in his presidential address to the American Statistical Association.

There are many problems in economics and sociology or the public health which are as yet very much in the position where we need not so much some kind of mathematics or some particular statistical technique as a general survey of a wide range of facts, many of them qualitative rather than quantitative, which may serve as a basis for some decision. . . . If choice must be made between familiarity with his subject and familiarity with mathematics, I should unhesitatingly prefer the former. Mathematics is a queer horse and all too easily runs away with its rider; and then there is such a satisfaction in trying its various gaits in all sorts of roads that many a rider has gone off in almost the opposite direction from the path he should have followed in his pursuit of the solution to some scientific problem; he may have ridden right over his solution to some purely fantastic goal. . . . In my youth, I acquired an unusually good acquaintance with mathematics. And if in my present studies I use but little of the vast amount I once learned, it is not because I do not like the exercise of using it but because I prefer tools more appropriate to my job, even though not so refined—one gets ahead faster. 50

Consideration of both of these opinions and of the nature of the hypotheses indicated a qualitative and subjective approach to the


present problem, in which an analysis of the many factors and their interrelationships could be made. Such a study would center chiefly on the girl's perception of herself, her family, and her life. It would, however, also include use of findings from related instruments for the clues which they might offer and use of parental contacts. The latter would reflect the parents' point of view as well as give a picture of the girl's home environment.

Murray has compared the case history to a picture puzzle, likening the many significant responses to as many puzzle pieces which must be examined in order to grasp a concept of the whole. Having attained an idea of the whole, one can reinterpret and understand the parts. Murray believes that having certain general intuitions about human nature is of greater value than "devising tests to measure with precision things that have no influence on the course of life." 51

Blos expresses a similar point of view.

There is no better way to gain an understanding of the complex picture of personality formation and function than to study a rich fund of concrete data concerning the individual and to subject the various constituents of a total situation—environmental and personal—to careful scrutiny. Through this approach it becomes possible to organize the many factors involved in a case and ultimately to relate them in their dynamic interaction. 52

In selecting individual cases for intensive study a large group of girls would be surveyed. Data obtained from the large group would


52 Blos, The Adolescent Personality, p. 236.
be analyzed, not only as a basis for case selection but for its own contribution to the problem of factors affecting communication.

Criteria for Selection of the Sample

Since the study was exploratory and emphasis was on depth and interrelationships, certain limitations were indicated in sample selection in order that the findings might offer an opportunity for clearer interpretation.

Selection of Large Sample

1. Age group

   Eleventh grade girls were chosen because of
   
   a. Freedom of expression of feelings
   
      1) Tenth graders may express themselves more freely than eleventh graders but may be too involved in the problems for objectivity.

      2) Twelfth graders may have more objectivity than eleventh graders but also may have greater skill in concealing information which they are reluctant to share. Also they may be too "sophisticated" to show concern.

   b. Variety of personalities available

      The twelfth grade is likely to have lost many of its poorly adjusted students because of drop-outs, whereas age limitations would legally prohibit drop-outs for most eleventh graders, thus offering a group more representative of all girls of that age.
c. Variety of problems

1) Menarche—The majority of eleventh grade girls have achieved puberty, whereas some tenth graders have not.

2) Decisions about college and immediate employment—In the spring twelfth graders usually have made this decision, whereas eleventh graders are still facing it, and tenth graders are less concerned.

3) Dating—Twelfth grade girls may be actively considering marriage, which usually means a pulling away from the family. Eleventh grade girls are more involved in dating problems than tenth graders.

2. Characteristics of families

a. Mid-socio-economic group

Since attitudes and general life patterns vary from group to group, it was desirable to limit the study to one particular socio-economic group. In order that the study might have meaning for the majority of parents and school personnel—the mid-socio-economic group, the middle group of families was selected, as defined by the mid-quartiles on the North-Hatt Scale. (This scale—based on the belief that a man's job is more than a means of livelihood, is an outlet for his creative energy, and is largely a determinant of his social position, his economic welfare and even his daily habits—was the outgrowth of a survey conducted by the National Opinion Research Center
in cooperation with the College Study of Inter-group Relations, the Graduate School of The Ohio State University.)

b. More than one child
c. Only parents and offspring living within the home
d. Parents of the adolescent American-born
e. The white race
f. Gentiles

Limitations b-f were made to avoid complications of the parent-daughter communication problems.

Selection of Individual Cases for Intensive Study

Ten cases were to be used for intensive study—five of low daughter-mother communication and five of high daughter-mother communication. The following criteria were observed in their selection.

1. Location of cases on the extreme ends of a communication continuum for the total group. ("Extreme" is defined as being within the end quartiles.)

2. Girl's willingness to participate

3. Parents' willingness to cooperate by granting an interview

4. Variety within the group of cases in regard to parental education, father's vocation, and out-of-home employment of mothers.

In selecting individual cases for intensive study, data from the communication and Kell-Hoeflin instruments of all girls at the extreme quartiles of the continuum were read. From these, twenty-one

were selected for preliminary interviewing. The selection was approved by the school administration to screen out possibilities of abnormal situations. (One girl was eliminated because the assistant principal felt her mother would be unsympathetic and uncooperative.) All girls were willing to continue with interviews but several questioned their parents' cooperation. Two girls were eliminated because they felt their relationship with their mothers was too unsatisfactory to allow needless probing. A third girl was eliminated because her full schedule of extra-curricular activities was presenting health problems and her interviews would mean loss of a study period, thus adding to her strain. Scheduling of interviews within the school day and during study periods or another free time, including part of the lunch period, was of necessity a consideration, but a secondary one.

**Group Studied**

**Survey of Large Group**

Two schools believed to be largely middle class and to have a minority of first generation Americans and a minority of the non-white races were selected for study. The communication instrument and the Kell-Hoeflin test were filled out by 280 eleventh grade girls. Of these, seventeen had incomplete communication instruments, 140 were eliminated because they did not fulfill the sampling criteria, and 123 were qualified for use. (Four of these 123 did not complete the Kell-Hoeflin test, although they completed the communication instrument.)
### TABLE 1

**REASONS FOR ELIMINATION OF 140 ELEVENTH GRADE GIRLS IN SELECTION OF TOTAL SAMPLE**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Cases</th>
<th>Percentage of Total Group Eliminated (140 Girls)</th>
<th>Percentage of Total Group Completing Instruments (263 Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken homes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stepmother - 10</td>
<td>10</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>Steppfather - 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One parent dead, no re-marriage - 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One parent away - 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl does not live with parents - 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl is an only child</td>
<td>42</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Others living in home</td>
<td>36</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Jewish faith</td>
<td>36</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Foreign-born parents</td>
<td>20</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>12</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: Within 41 of these cases more than one of the reasons for limitations existed.

The outstanding cause for elimination of girls in the selection of the sample was broken homes. This factor was one-fourth higher in number of cases than the next factor in rank. In sixteen percent of the families there existed more than one of the factors believed to be detrimental to communication.

With the elimination of the group from broken homes, foreign parentage, and non-white races many of the cases of very little communication were also eliminated, but a more homogeneous group resulted. Since the sample was to be a small one, elimination of as
many variables as possible would give greater validity to the findings. It is recognized that because of this means of sample selection the group classified in this study as "low communication" might, when compared with our total society, be classified instead as "moderate communication."

Survey of Individual Cases
Studied Intensively

Although ten was the number originally decided upon for cases to be studied intensively, twelve cases were begun in order to provide a safeguard. Two of the twelve sets of parents were not available for interviews and testing. These cases, Y and Z, appear in Appendix II and are referred to in other parts of the study but failure of the parents to cooperate prohibited general use of findings. A picture of the total group of cases, including Y and Z, is given in Table 2.

Although in the end there was not quite the desired educational distribution between the parents of the two groups, original information had placed Y in the high communication group which would have given a better balance between college and non-college backgrounds of parents.

Findings from the Ohio State Psychological Examination indicate capacity for mastery of academic matter. In addition to centile rating, general groupings are used with Group I representing the top 5 percent of the highest scores; Group II, the next 20 percent; Group III, the middle 50 percent of average scores; Group IV, the next 20 percent of the lower scores; and Group V, the bottom 5 percent. Table 3 shows these findings.
**TABLE 2**

DESCRIPTION OF FAMILIES IN CASES STUDIED INTENSIVELY

<table>
<thead>
<tr>
<th>Case</th>
<th>Father's Occupation</th>
<th>Father's Education</th>
<th>Mother's Education</th>
<th>Mother's Employment</th>
<th>Girl's Ordinal Position in Family</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Communication Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Teacher</td>
<td>College graduate</td>
<td>College graduate</td>
<td>Teacher</td>
<td>Younger of 2</td>
</tr>
<tr>
<td>B</td>
<td>Teacher</td>
<td>College graduate</td>
<td>College graduate</td>
<td>None</td>
<td>Older of 2</td>
</tr>
<tr>
<td>C</td>
<td>Engineer</td>
<td>College graduate</td>
<td>Attended college</td>
<td>Volunteer work</td>
<td>Oldest of 3</td>
</tr>
<tr>
<td>D</td>
<td>Inspector (large plant)</td>
<td>Attended high school</td>
<td>Attended high school</td>
<td>None</td>
<td>Youngest of 3</td>
</tr>
<tr>
<td>E</td>
<td>Engineer</td>
<td>College graduate</td>
<td>High school graduate</td>
<td>None</td>
<td>Oldest of 4</td>
</tr>
<tr>
<td><strong>Low Communication Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Factory worker</td>
<td>Attended high school</td>
<td>Attended high school</td>
<td>Factory worker</td>
<td>Older of 2</td>
</tr>
<tr>
<td>S</td>
<td>C.P.A.</td>
<td>High school graduate</td>
<td>High school graduate</td>
<td>Part-time secretary at home</td>
<td>Oldest of 3</td>
</tr>
<tr>
<td>T</td>
<td>Job evaluator</td>
<td>College graduate</td>
<td>High school graduate</td>
<td>Part-time library work</td>
<td>Oldest of 5</td>
</tr>
<tr>
<td>U</td>
<td>Credit manager</td>
<td>Attended college</td>
<td>Nurse's training</td>
<td>Volunteer work</td>
<td>Oldest of 3</td>
</tr>
<tr>
<td>V</td>
<td>Sales manager</td>
<td>College graduate</td>
<td>Attended college</td>
<td>None</td>
<td>Oldest of 4</td>
</tr>
<tr>
<td><strong>Incomplete Data Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>Cleaner of beer coils</td>
<td>High school graduate</td>
<td>High school graduate</td>
<td>Part-time cashier</td>
<td>Older of 2</td>
</tr>
<tr>
<td>Z</td>
<td>Factory worker</td>
<td>Below high school</td>
<td>Attended high school</td>
<td>Real estate saleswoman</td>
<td>Younger of 2</td>
</tr>
<tr>
<td></td>
<td>Centile</td>
<td>Group</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Communication Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>50th</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86th</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>100th</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>85th</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>94th</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Low Communication Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>76th</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>S</td>
<td>99th</td>
<td>I</td>
<td></td>
<td></td>
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<tr>
<td>T</td>
<td>79th</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>63th</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>89th</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Incomplete Data Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>70th</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>29th</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The high and low communication groups are balanced in regard to their capacity for mastery of academic matter.

**Procedure in Collection of Data**

In the early stages of planning, cooperation of the superintendent of schools in the desired system was sought and affirmed. When the time for actual research approached, he wrote an introductory letter to the principal and assistant principal of the two schools deemed the most appropriate within the system. Appointments were made and
explanations given of both the over-all plan of the study and of the specific help wanted from them. Copies of instruments to be used were shown them. Both sets of administrators offered their cooperation.

**Large Group**

**Arrangements.** In each school eleventh grade girls were asked to report from their study halls to a designated location on a particular day "to cooperate in some research." The writer was introduced by an assistant principal or the class sponsor. The group was told that this was their opportunity to contribute to research and were asked for their cooperation with the explanation that their answers would be confidential, but valuable only if sincere. A brief explanation of instruments was given.

**Instruments used.**—Both the communication instrument, designed to reveal the degree and pattern of communication between the eleventh grade girl and her parents, and the Kell-Hoeflin Incomplete Sentence Blank, used to obtain information about family authority patterns, were administered to the eleventh grade girls. Correlation of communication and authority patterns for the total group was expected to lend quantitative weight to the subjective findings from the individual case studies.

**Individual Case Studies**

**Arrangements.**—Interviews with students were held within the school in a room permitting privacy. The number of interviews for each girl ranged from three to four, depending upon her capacity and
willingness for expression. Girls came for interviews during study periods or at a time when no activity was scheduled. One girl regularly and willingly gave up two-thirds of her lunch hour.

Interviews with parents were arranged by telephone and held at their home at night. Parents were interviewed separately with one parent working with instruments while the other was interviewed in another room.

**Instruments used.**—The girls studied individually were administered, in addition to the instruments already given for communication and authority patterns, two others: (1) the Bell Adjustment Inventory for a measure of home, health, social, and emotional adjustment and (2) the Wooney Problem Check List to show the girl's perceived problems and her desire for help with them. These offered dual value, bringing to the surface for the girl some of her feelings and at times helping her to organize her discussion, as well as providing additional information. These were administered during interview contacts.

The girl's interviews were semi-directive, with the girl being given much opportunity to lead and with the interviewer supplementing as needed. (For general interview topics, see Appendix I, page 200.)

School records supplied grades and findings from both the Kuder Interest Inventory and the Ohio State Psychological Examination. (Original plans included use of findings of the California Mental Maturity Test but this appeared inadvisable upon discovery that it
had been given three years earlier and that all girls selected for
case studies had not had the instrument administered to them.)

Each parent was administered (1) the Hell-Hoeflin Incomplete
Sentence Blank to reveal authority pattern and (2) the LaForge and
Suczek Interpersonal Check List, to reveal the individual's per­
ception of the adjustment within his marriage. Only one interview
with parents was requested in the belief that a request for additional
time would bring an increase in refusals. Because of the need to
cover a wide range of material within a limited time, these inter­
views were, of necessity, more directive than the girls' interviews.
(Outlines for the parents' interviews are included in Appendix I,
pages 202-203.)

Interviews with both daughters and parents would be used to
greatly supplement instrument findings and to provide a check on the
instruments. It was recognized that some individuals express them­
selves more freely in writing than in conversation but also recogni­
tion was given to the distinct advantages offered by an interview,
since it permits the interviewer to receive the more subtle forms of
communication—facial expressions, posture, tone of voice, etc.—and
to develop leads given by the interviewee. Interviews offer greater
flexibility and adaptation in approach as well as greater scope for
obtaining pertinent material.

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54 Rolfe LaForge and Robert F. Suczek, "An Interpersonal
Check List," Journal of Personality, XXIV, No. 1 (September, 1955),
94-112.
Additional Preliminary Procedure before Major Study

Development of the Communication Instrument

Since no instrument for measuring the degree of daughter-mother communication was available, the only choice was to develop one. Since the major goal of the research was to determine factors affecting communication rather than to develop and refine an instrument, a test was prepared to produce answers which, when analyzed and sorted, would give general groupings of the daughter-mother communication pattern.

Because the device for measuring communication would be given to a fairly large group, because the group was to be adolescent, and because individual, uninfluenced answers were wanted, written responses permitting free expression were desirable. Since a strong indication of the daughter-mother communication might be the daughter's practice of discussing her problems and concerns with her mother, short samples of typical problems of mid-adolescence were prepared, followed by questions regarding to whom the girl would go for help with such problems. Selections of "typical" problems were based on adolescent problems described in the literature, problems discussed by tenth grade girls with the writer in her 1955 study, and problems frequently discussed by other teen-agers in homemaking classes. To permit the girl to face the problem first in an impersonal way and also to employ a projective technique, the problems were set up in a descriptive form, using a different girl's name within each problem. In addition to the problem situation, the imaginary girl's motivation for the problem solution was described, and specific
feelings were ascribed to her. Questions following each problem asked (1) from whom the fictitious girl should seek help and why, (2) from whom the girl using the instrument would seek help in such a situation and why, and (3) if the girl is satisfied with her own means of seeking help as described.

After much re-working of ideas, an instrument (see Appendix I) was composed, consisting of problems dealing with (1) concern over recently acquired skin blemishes, (2) fear of failing a subject in school, (3) concern and fear caused by severity of menstrual pains, (4) difficulty in getting along with a teacher, (5) concern caused by the feeling that her girl friends no longer want or like her, (6) concern about having no dates, (7) indecision in regard to college vs. accepting employment, (8) indecision regarding choice between popularity and maintaining her present standards of conduct, (9) uncertainty about whether she has chosen the right religion, and (10) uncertainty about accuracy of some sexual information. (The first problem was later omitted.)

In a preliminary testing the instrument was administered to ten eleventh grade girls in a homemaking class in a school not used for the pilot or final study. After the instruments were completed, the girls were asked to express on an evaluation sheet their feelings about "tests like this," to state which problems were of interest or lacking in interest for them, to state whether any words were unfamiliar, and to make suggestions for improving the problems and questions. Space was provided for general comments. Members of the
group were almost equally divided in their feelings about such tests. No one objected, six enjoyed it, four "did not care." Eight of the ten girls named one or several problems of special interest to them. Four named problems especially uninteresting to them. (The interviews which followed revealed that in some cases these problems were rejected because the girl or a member of her family had been unhappily confronted by a similar problem and, therefore, it represented a threat.) Few suggestions were made for improvement of problems but dissatisfaction was expressed with questions following the problems. The "why?" questions proved annoying to some as did the general repetition of questions from problem to problem.

Consideration was given to the suggestions made regarding the questions but the final decision was to leave them in their original form because the "why?" questions and the question, "Are you pleased that this is what you would do?" brought out in 10 percent of the answers feeling or information not previously given.

Five girls were interviewed to secure their reactions to the instrument and, more important, to see if the picture of communication presented on the instrument tallied with interview findings. The interviews were reassuring in regard to the accuracy of the communication instrument. In the opportunity for discussion the girl was able to amplify her point of view and often provided definite reasons for her choice of help with her problems and her pattern of parent communication.
As a result of the preliminary testing, three of the problems were revised. One was re-worded to give more emphasis to the girl's feeling in hope that the reader might become more involved. The other two were changed so that the one dealing with religion became more personal and described the untimely death of a young mother and the girl's desire to understand the reason behind it. The one concerning the feeling that the girl's friends (girls) no longer liked her became a situation in which a girl feels rejected because her boy friend no longer wants to "go steady."

The final testing of all instruments occurred during the pilot study (pages 58-59). Then it was discovered that the Kell-Hoeflin test could not be administered in the time suggested for it. Consequently one problem, the first one, was removed from the communication instrument, leaving nine problems and reducing the time required for the communication instrument in order to add to the time allotted for the Kell-Hoeflin test. Six interviews, used as follow-up of the communication instrument during the pilot study, indicated again that the instrument was successful in its purpose—rough sorting of communication patterns.

An important problem remained, however—establishment of the validity and reliability of the instrument insofar as possible within the boundaries of this study. As previously discussed, interview findings corroborated the instrument's rough sorting of the daughter-mother communication patterns. This rough sorting was originally based on scoring of the instrument by a counting method in which two
points were assigned to each problem when the mother was named first as a source of help, one point when the mother was named but not first, and one or two points were subtracted, according to degree when a negative attitude was expressed toward the mother as a source of communication. The resulting scores were arranged then on a continuum with one end quartile representing "high communication," the two mid-quartiles representing "moderate communication," and the remaining end quartile representing "low communication."

To test the reliability of the instrument three judges from the faculty of The Ohio State University School of Home Economics were given both the communication instrument and the Kell-Hoeflin Incomplete Sentence Blank for thirty-seven girls in the major study. Each was asked to classify the mother-daughter communication patterns as "little," "moderate," or "much." No guide or definition of these terms was given. When the classifications of the three judges and the writer's scoring were compared, exact agreement was found to exist 51.3 percent of the time. Three out of four agreed 27.6 percent of the time. Comparisons of the three judges' classifications showed exact agreement 56.8 percent of the time and two out of three agreeing 40 percent of the time.

Two explanations for the lack of agreement, other than weakness of the instrument, seemed possible. One of these was that an opportunity to read the girl's Kell-Hoeflin test provided judges with some information about the girl's feelings about her parents. This, coupled with assumptions which the judges held in regard to factors
affecting communication, might cause them to reach conclusions about the communication pattern based only on the Kell-Hoeflin findings and their own assumptions. Secondly, since the terms "little," "moderate," and "much" are relative, reflecting degree, different individuals would place different interpretations upon them. Consequently, a scale was needed in order that the same meaning might be used in assignment of scores.

Such a scale (Appendix I) was devised from variations revealed on the communication instrument findings and ranged from complete acceptance of the mother as a source of help to definite rejection. The scoring guide was tested against the communication pattern in several ways. With all girls, a general subjective rating was given to their total instrument before scoring it. Their Kell-Hoeflin statements were rated on the family picture revealed. With girls interviewed, a rating was given on daughter-mother communication as revealed in interviews. All ratings were compared and when differences occurred, reasons were located. Again the subjective ratings were very close to communication instrument ratings.

A second group of judges was obtained. These included a supervisor of secondary homemaking education in a large system; a full-time homemaker and mother who was formerly a member of a university home economics staff; and a part-time instructor on a university home economics staff, who has had much experience in teaching adolescent girls. The judges, working independently, were given only the communication instrument and a scoring guide for the instrument. Each
judge placed a score on each question. The total score was derived and classified according to the range of original quartile scores as "low," "moderate," and "high." The results gave a 69.4 percent complete agreement and a 22.4 percent agreement on three out of four.

A rank correlation of inter-observer ratings gave these results.

- Judge 1 and writer = .94
- Judges 1 and 2 = .93
- Judge 2 and writer = .95
- Judges 2 and 3 = .98
- Judge 3 and writer = .97
- Judges 1 and 3 = .91

The high correlations strengthen belief in the reliability of the instrument. Rank correlation was used because the relative degree of communication was deemed more important than the exact score.

**Pilot Study**

In a pilot study the general pattern for the final study was followed on a smaller scale. The communication instrument and the Kell-Hoeflin Incomplete Sentence Blank were administered to a class of 35 eleventh grade girls and, from the findings, six girls were chosen for initial interviews. These girls were interested, frank, and cooperative. Rapport was readily established. From these girls, two were chosen for more intensive study and parental interviews. The mother of one of these felt she had no time for an interview (for more complete details, see page 138) so a substitution was made. These two case studies were completed but not without some difficulties (described on pages 139-140). The pilot study gave clues and guides for the major study: (1) as a result of time problems revealed in the pilot study, the communication instrument
was shortened by eliminating one problem; (2) an abbreviated form of the communication instrument was omitted from parental testing; (3) since the parents felt nonplussed by the Incomplete Sentence Blank, more explanation and encouragement was given than planned with emphasis on the fact that each of the four identical check lists applied to a different person; (4) for the less educated parent there was concern about "the papers" (instruments) to be filled out; and (5) in the case of the less educated father, the daughter stayed in the room, apparently to lend support to him but posing a problem to be avoided in the major study. Most of the parents indicated a feeling of duty and almost obligation to cooperate; yet it was a parent that, for the less emotionally secure, the experience offered threats.

**SUMMARY OF DESIGN OF THE STUDY**

**Hypotheses**

The five hypotheses to be tested follow:

1. The eleventh grade girl's ability to communicate freely with her mother will be related positively to the girl's social adjustment.

2. Freedom of communication between the eleventh grade girl and her mother will be related to a developmental authority pattern within her family.

3. Communication between the eleventh grade girl and her mother will be related to the girl's perception of her mother's acceptance of her as evidenced by (a) the mother's empathy, (b) the mother's
affection and warmth, (c) the mother's respect for the girl as an individual, (d) the mother's acceptance of her daughter's peers, (e) the mutual ease of mother and daughter in discussing sex information, (f) the mother's satisfaction with the existing pattern of mother-daughter communication, (g) the time that the mother has available for the girl, and (h) the mother's level of aspiration for her daughter.

4. High communication with her eleventh grade daughter will be related to the mother's perception of her marriage adjustment as satisfactory.

5. High communication between her eleventh grade daughter and the other will be related to the way in which information about sex and menstruation was acquired.

Procedure
Sample Selection

1. Large group—All eleventh grade girls from two schools were used. The following limitations in regard to their families were applied to secure a more homogeneous group. Families had these characteristics:

a. Mid-socio-economic group
b. More than one child
c. Only parents and offspring living within the home
d. American-born parents
e. The white race
f. Gentiles
2. Cases for intensive study—Ten girls from the large group were used for case studies, five with low communication with their mothers and five with high communication. In selecting the cases, consideration was given to the following factors:

a. Location of cases on an extreme end of the communication continuum for the total group.

b. Girl's willingness to participate

c. Parents' willingness to cooperate by granting an interview

d. Variety within the group of cases in regard to parental education, father's vocation, and away-from-family employment by mothers.

Data Collection

1. Large group—An instrument to reveal the degree of mother-daughter communication and the Kell-Hoeflin Incomplete Sentence Blank to reveal the family authority pattern were administered to all.

2. Individual Case Studies

a. Girls—In addition to the communication and authority instruments, (1) the Bell Adjustment Inventory was given to show home, health, emotional, and social adjustment; (2) the Mooney Problem Check List was given to reveal the girl's perceived problems; and (3) three or four interviews were held. School records supplied grades and findings from the Kuder Interest Inventory and the Ohio State Psychological Examination.
b. Parents—Individual interviews were held with parents. The Kell-Hoeflin Incomplete Sentence Blank was administered to indicate authority patterns and the Interpersonal Check List was administered to show marital integration.

**Preliminary Steps Before Major Study**

In addition to formulating a plan for the study and selecting a sample, development of a communication instrument was necessary. Also, the entire design of the study was tested during a pilot study.
CHAPTER III

FINDINGS FROM DATA

The Girl's Social Adjustment in Relation to Her Communication with Her Mother

The first hypothesis, the eleventh grade girl's ability to communicate freely with her mother will be correlated with her positive social adjustment, was tested in two ways with the ten cases studied: (1) the Bell Adjustment Inventory was administered to each of the girls and special attention was given to the area of social adjustment, (2) during the interviews, and particularly the first interview, each girl's poise and ease were considered as one indication of her total social adjustment. Findings from the Bell Adjustment Inventory show no statistically significant relationship between social adjustment and communication when Fisher's exact Probability Test is applied. These do indicate, however, that the group having low communication with their mothers also find it difficult to talk before groups of people. Observations of each girl's social capacities during an interview situation indicate that there is a positive

\[ p = \frac{(A + B)(C + D)(A + C)(B + D)}{NIAIBIGIDI} \]

relationship between an adolescent girl's communication with her mother and her social adjustment to a stranger.

Findings from the Bell Adjustment Inventory

Although Table 4 shows that, in regard to adjustment, differences between the two communication groups are insignificant statistically for this small number, the high communication group does score slightly higher in the areas of home, emotional, and social adjustment. Home adjustment appears to offer the highest correlation with communication. The low communication group’s higher scores in the area of health largely explain the difference in the total scores of the two groups.

The individual with outstandingly high adjustment, as measured by the Bell, is C, whose parents give acceptance, support, and freedom. The lowest scorer in the ten cases is T, whose parents cannot give support and whom she perceives as rejecting. Outstandingly low is Z, one of the two girls whose parents were unavailable for interviews. It is this girl who has felt for several years that her family will supply her material needs but that they do not really care for her.

An analysis of the 140 items on the Bell Adjustment Inventory reveals a number of statements on which the low and high communication groups differ noticeably. Although statistically these, too, are insignificant, they show a trend of feeling.
TABLE I

COMPARISON OF BELL ADJUSTMENT INVENTORY RATINGS OF GIRLS STUDIED INTENSIVELY

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Scores for High Communication Group</th>
<th>Scores for Low Communication Group</th>
<th>Scores for Incomplete Data Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Excellent</td>
<td>X X X X 3 girls</td>
<td>X X X 2 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>X X 2 girls</td>
<td>X X 1 girl</td>
<td>X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>X X X X 4 girls</td>
<td>X X X 3 girls</td>
<td>X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>X X X 3 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Very unsatisfactory</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td>Health</td>
<td>Excellent</td>
<td>X X 1 girl</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>X X 1 girl</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>X X X 4 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>X X X 3 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Very unsatisfactory</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td>Social</td>
<td>Very aggressive</td>
<td>X X 1 girl</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Aggressive</td>
<td>X X 1 girl</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>X X X 4 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Retiring</td>
<td>X X X 3 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td></td>
<td>Very retiring</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
</tr>
<tr>
<td>Emotional</td>
<td>Excellent</td>
<td>X X 1 girl</td>
<td>X X X 5 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>X X 1 girl</td>
<td>X X X 5 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>X X X 4 girls</td>
<td>X X X 5 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>X X X 3 girls</td>
<td>X X X 5 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Very unsatisfactory</td>
<td>X X X 2 girls</td>
<td>X X X 5 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td>Total</td>
<td>Excellent</td>
<td>X X 1 girl</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>X X 1 girl</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>X X X 4 girls</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>X X X 3 girls</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
</tr>
<tr>
<td></td>
<td>Very unsatisfactory</td>
<td>X X X 2 girls</td>
<td>X X X 2 girls</td>
<td>X X X 3 girls</td>
</tr>
</tbody>
</table>
Bell items follow.

<table>
<thead>
<tr>
<th>Home Adjustment</th>
<th>Yes</th>
<th>High</th>
<th>Low</th>
<th>No</th>
<th>High</th>
<th>Low</th>
<th>?</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you sometimes feel that your parents are disappointed in you?</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has either of your parents ever criticized you unjustly?</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever thought that either of your parents did not understand you?</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was your father what you would consider your ideal of manhood?</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is either of your parents very easily irritated?</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Health Adjustment                                                              |     |      |     |    |      |     |    |      |     |
| Do you frequently come to meals without being really hungry?                   | 3   | 1    | 1   | 4  | 1    | 0   |    |      |     |
| Are you subject to hay fever or asthma?                                       | 3   | 1    | 2   | 4  | 0    | 0   |    |      |     |
| Have you ever had a surgical operation?                                       | 4   | 1    | 1   | 4  | 0    | 0   |    |      |     |
| Do you often feel fatigued when you get up in the morning?                     | 1   | 3    | 4   | 2  | 0    | 0   |    |      |     |

<p>| Social Adjustment                                                              |     |      |     |    |      |     |    |      |     |
| At a reception or tea would you seek out the most important person there?      | 3   | 1    | 2   | 4  | 0    | 0   |    |      |     |
| Do you find it easy to ask others for help?                                   | 2   | 4    | 3   | 1  | 0    | 0   |    |      |     |
| Are you troubled with shyness?                                                | 1   | 4    | 3   | 1  | 1    | 0   |    |      |     |
| Are you self-conscious when reciting in class?                                | 1   | 2    | 4   | 2  | 0    | 1   |    |      |     |
| Do you hesitate to volunteer in a class discussion?                           | 1   | 3    | 4   | 2  | 0    | 0   |    |      |     |</p>
<table>
<thead>
<tr>
<th>Social Adjustment (continued)</th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Communication</td>
<td>High Communication</td>
<td>High Communication</td>
</tr>
<tr>
<td>Have you frequently known the answer to a question in class but failed to answer when called upon for fear of speaking out?</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Do you find it very difficult to speak in public?</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Adjustment</th>
<th>Yes</th>
<th>No</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Communication</td>
<td>High Communication</td>
<td>High Communication</td>
</tr>
<tr>
<td>Do you often feel lonesome, even when with people?</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Are you often sorry for the things you do?</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Are you ever bothered by the feeling that things are not real?</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Does criticism disturb you greatly?</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Are you often in a state of excitement?</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Does some particular useless thought keep coming into your mind to bother you?</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Do you worry too long over humiliating experiences?</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Do you have ups and downs in mood without apparent cause?</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

The greatest number of differences occurs in the area of emotional adjustment (nine items), followed with social (seven items), home (five items), and health (four items). In contrast with the high communication group, more of the low group perceive their parents as
being disappointed in them, frequently criticizing them unjustly, being more easily irritated, and often not understanding their daughter. Their father is less frequently their ideal of manhood.

The picture obtained by contrasting the differences shows members of the low group as being shy, lonely, and withdrawn. They are uncomfortable when communicating with a group. Sometimes they seem to lose touch temporarily with reality. They are aware of little dread of the future but long remember humiliations and mistakes that are past.

Interview Findings in Regard to the Girls' Social Adjustment

During interviews with the ten girls, greater differences became apparent between the groups than were revealed by the Bell Adjustment Inventory. There was an outstanding contrast in (1) their poise in talking with a stranger who was encouraging them to reveal their thoughts and feelings and (2) their need for and use of such an opportunity.

Full details of these interviews are included in the individual case studies (Appendix II). A brief summary of each girl's reactions to the experience follows:

High Communication Group

A. Poised; aware of her feelings and able to verbalize them freely, even when very emotional; has little need for relief, however.

B. Poised, a trifle shy, analytical, seeking new information and answers to questions, willing to give and receive.

C. Poised, especially in the beginning; later spasmodic in quantity of talking; thinks about a new idea for a while before discussing it; talks fairly freely.
D. Poised, seems to know herself and her feelings and to have thought a great deal about factors influencing her, is often unhappy with herself, eager to please others, talks very freely.

E. Poised, slightly shy, willing to ask for information leading to personal understanding and improvement, discusses family with objectivity, usually is led into discussions.

Low Communication Group

R. Poised on the surface, yet shy and under a strain during the interviews; spoke voluntarily of feelings and important plans which she had not discussed with her parents.

S. Although a little shy at the beginning of each interview, when given an opportunity would launch into mild fantasy, apparently as a means of holding attention.

T. Experienced relief and release in having a listener; later voluntarily verbalized an awareness that interviews came at a time when she needed an opportunity to talk; although some of her consequent behavior was impetuous, having an accepting listener helped in her own clarification of her problems.

U. Pleased to be chosen but unable to give or to contribute, unhappy about her inability to talk to parents but unable to discuss it, has a shell of defense about her which makes it difficult to be close to anyone, stiff in her manner.

V. First interview painful for her—flushed cheeks, rapid speech, abrupt manner (partly because of her fear that her mother might discover her unfavorable comments); later became more relaxed in manner but conversationally veered away from personal subjects which she would discuss on paper; has many concerns which she cannot verbalize easily.

Incomplete Data Group

Y. Poised on the surface and cooperative but presented a false picture of her contentment with her parents, a picture which changed as she faced reality during the interviews.

Z. A little shy but pleased to have a listener who was interested.

The high communication group appeared much more poised in their contacts than did the low group. They were more at ease, more responsive. Although able to both give and receive information, there
was not the need for guidance and help apparent with T, U, and V of the low group. It appears that when girls have the experience and opportunity to talk out their ideas and feelings with one person, such as their mother, they become freer to repeat this pattern with another person.

The low communication group as a whole is less well adjusted socially and more inclined to be extreme in their social adaptations. Two of this group, U and V, have defenses which do not permit them to discuss their most personal problems. In contrast, T was ready and eager for an opportunity to talk out her difficulties and availed herself of the opportunity. S's use of fantasy reveals personal disorganization. R's reason for low communication with her mother seems to come less from a large barrier between them, as in the cases of T, U, and V, and to be more the result of her having grown past them and having acquired the feeling that she is mature enough to solve her own problems. This attitude carried over into her interviews—though not easy for her she felt she should participate and obtain possible value from them. Her general adjustment seemed superior to that of the other four girls in her group, all of whom have used less satisfactory—pragmatically speaking—ways of coping with their problems.

Social Adjustment to Peers of Opposite Sex

None of the girls in the high communication group are engaged. D is going steady and has thought of marriage in a few years. C dates many but is most interested in a particular boy whom she has dated for
three years. A has gone steady but at the close of the interviews
is dating several boys. B has gone steady once for a very short
while but did not like it. D is just beginning to date.

In the low communication group two of the girls, K and T, are
considering marriage after high school graduation. S dates very
little. T and V have gone steady but evidently have had little
emotional involvement. Y and L (for whom parental data were incom­
plete) have both dated a good deal. Y feels closer to the high
school sophomore boy with whom she is now going steady and has plans
to marry than to anyone else. Z has dated many but cannot feel real
affection for any boy. These girls having little communication with
their mothers, especially with personal topics, are more likely
either to seek a close and binding relationship with a boy or to
find it difficult to develop a casual friendship. In these cases
lack of a close relationship with the mother seems to be accompanied
by extremes in peer relationships.

Daughter-Mother Communication in Relation
to Authority Pattern

The second hypothesis originally was that the freedom of communi­
cation between the eleventh grade girl and her father and her mother
will be related to the developmental authority pattern in her family.
In contrast, an autocratic, authoritarian atmosphere would result in
the girl's communicating with her parents very little and then largely
about objective, relatively impersonal topics. Although the original
plan had been to consider factors affecting communication with both
parents, results from both the communication instrument given to the total group and from the cases studied intensively indicated such a small amount of communication between the girls and their fathers that the study had to be narrowed to factors affecting communication with mothers. For example, "father" was named as a source of help by only three of the total 123 girls, although many named "parents." (See page 120 for complete details.) The Kell-Hoeflin Incomplete Sentence Blank (administered at the time of the communication instrument) reveals an authority pattern for both parents as a unit. Since there is a possibility of a variation in the individual authority patterns of mother and father—for example, an autocratic father and a permissive mother—and since the Kell-Hoeflin test presents a total picture rather than a picture for individual parents, the value of the findings of the correlation of the instrument given to the total group for communication and for authority pattern is subject to question.

Findings from Large Group

Four of the Kell-Hoeflin papers had to be disregarded because of an insufficient number of answers. For the remaining 119 girls a linear correlation of .38 was found between high communication and a developmental family authority pattern, a statistically significant correlation for this group. (Fisher's $Z$ transformation test shows

\[ Z = \frac{1}{2} \log_e \frac{1+r}{1-r} \]

that at the 95 percent confidence limits the correlation of
authority patterns and communication patterns between eleventh grade
girls and their mothers are .23 and .53. For this group, Z is .41.

This analysis indicates that there is a relationship between a
developmental, democratic pattern and freedom in communication
between daughter and mother.

RANGE OF DAUGHTER-MOTHER COMMUNICATION SCORES
(123 Scores)

![Bar graph showing the distribution of daughter-mother communication scores. The mean is 18.9.]
RANGE OF SCORES ON KELL-HOEFLIN INCOMPLETE SENTENCE BLANK
(119 Scores)

Kell-Hoeflin Incomplete Sentence Scores
Analysis of the daughter-mother communication on the individual problems within the communication instrument shows the following correlations between high communication and a developmental authority pattern within the family:

Problem

Concern about parents being disappointed in girl because of a very low grade .32

Feeling of rejection because boy friend no longer wants to "go steady" .28

Concern and fright about unusual menstrual pains .23

Concern in regard to choice between college and immediate employment .225

Concern regarding choice between high standards of conduct and popularity .22

Fear that inability to get along with teacher will prevent getting a part in a play .21

Uncertainty about sex information .20

Concern about the reason for an untimely death .17

Concern about no dates, feeling of inferiority .10

Since no score for any one problem on the instrument had as high correlation with authority pattern as did the communication scores for the total instrument, no clear cut relationship between freedom in communication regarding specific problems and the authority pattern exists in these findings.

Findings from Cases Studied Intensively

Scores from the Kell-Koeflin Incomplete Sentence Blanks.—An examination of the findings of this instrument, administered to the
daughters and parents in the ten cases studied, shows these results.

TABLE 5

COMPARISON OF KELL-HOEFLIN INCOMPLETE SENTENCE BLANK
SCORES*, REVEALING AUTHORITY PATTERN, FOR HIGH
AND LOW COMMUNICATION PARENTS AND DAUGHTERS

<table>
<thead>
<tr>
<th></th>
<th>Girl</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Communication Group</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case A</td>
<td>3.12</td>
<td>4.65</td>
<td>3.63</td>
</tr>
<tr>
<td>Case B</td>
<td>3.21</td>
<td>3.47</td>
<td>4.11</td>
</tr>
<tr>
<td>Case C</td>
<td>2.89</td>
<td>3.21</td>
<td>2.89</td>
</tr>
<tr>
<td>Case D</td>
<td>3.53</td>
<td>3.94</td>
<td>4.06</td>
</tr>
<tr>
<td>Case E</td>
<td>3.55</td>
<td>3.94</td>
<td>4.11</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>3.26</td>
<td>3.34</td>
<td>3.76</td>
</tr>
<tr>
<td><strong>Low Communication Group</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case R</td>
<td>3.72</td>
<td>3.55</td>
<td>4.37</td>
</tr>
<tr>
<td>Case S</td>
<td>3.12</td>
<td>4.00</td>
<td>4.63</td>
</tr>
<tr>
<td>Case T</td>
<td>3.26</td>
<td>3.94</td>
<td>4.12</td>
</tr>
<tr>
<td>Case U</td>
<td>4.12</td>
<td>4.35</td>
<td>3.95</td>
</tr>
<tr>
<td>Case V</td>
<td>3.71</td>
<td>4.00</td>
<td>4.24</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>3.59</td>
<td>3.97</td>
<td>4.24</td>
</tr>
</tbody>
</table>

*These scores are arranged on a continuum, ranging from 1-7. Scores 1, 2, and 3 indicate a developmental, democratic family with the lower numbers representing a greater degree of this attitude. A score of 4 represents a neutral attitude with a mixture of developmental and authoritarian attitudes. Scores of 5, 6, and 7 indicate an authoritarian, traditional attitude, the larger scores representing the greatest degree.

Application of the t test indicates that there is no statistical significance in the findings in Table 5. Inspection of individual

57 Formula: \( t = \frac{(X_1 - X_2) - 0}{\sigma \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \)

Dornbusch and Schmid, op. cit., 166.
scores within comparable categories shows no consistency in rank of authority patterns and communication. The mean scores of daughters, fathers, and mothers in the high communication group, however, show a more developmental authority pattern than the corresponding scores in the low communication group. This indicates a trend toward freer communication within developmental families.

Effect of parents' childhood patterns upon present practices as a parent.—It is interesting to note that the parent's history of communication as an adolescent with his own parents will be reflected in his present relationship with his daughter, as will the authority pattern in his earlier family. This reflection appears either in repetition of the parents' authority pattern and closeness of relationship or in a rejection of their own earlier treatment by a deliberate choice of an opposite form. The imprint of their earlier training upon their families today is shown in the following statements.

High Communication Group

A. Mrs. A was not close to her mother who was thirty-six years older than she, but was closer to her older sister. With Mrs. A's older daughter, she has felt more of a sister relationship than a mother-daughter one. She feels, however, that she is playing a mother role with A. Mrs. A enjoyed her father, but they were not particularly close.

Mr. A's mother was understanding and kind. His father was sternly autocratic, disapproving and set high standards. Mr. A feels that if his parents were alive today, his mother would be proud of him, but his father would disapprove of many of the things he does. He appears to have a feeling that he should dominate but instead is dominated by his "family of females." He shows decided partiality toward his older daughter, whom he sees as being like him.
B. Mrs. B was moderately close to her mother as an adolescent and has grown closer through the years. As an adolescent, she respected her father but cannot now. She is close to her own daughter but has difficulty in coping with her young son.

Mr. B's mother was indulgent, his father strict. Mr. B seems very sensitive to feelings. When time permits, he develops a close relationship with his daughter.

C. Mrs. C's parents were not as stern as her husband's but also not as close as she would have liked and not as close as she is to her children.

Mr. C's parents were "not too stern" but not close to him. His mother was loving and "self-sacrificing"; his father, "hard-working, quiet and moral." He feels that he disappointed them when he left their church for another. He himself is hard-working, active in church and service clubs, and interested in and close to his family.

D. Mrs. D's parents died when she was small. Her grandmother reared her. They were "close" but she kept her problems to herself. Even now she regards herself as a "self-contained" person. She has tried to bring her husband and daughters to a better understanding of each other and has succeeded to a large degree.

Mr. D felt that he lacked a home as a child. His mother died when he was very young and he went to live with his grandmother. After his father's remarriage he was brought back to his father and step-mother, but they seemed unconcerned and unloving. He left home before completing high school. He evidently loves his present family deeply but is authoritarian and critical in his dealings with them.

E. Mrs. E's mother was "narrow-minded about most things" and her father took very little interest in her. She believes that she would have been happier as a child if her father had been more like her husband. The ICL reveals tendencies toward dominance in her which she probably struggles to withhold.

Mr. E's father was autocratic, emotional, and always giving advice. His mother was understanding, kind, intelligent, and "had no faults." He wishes his parents had associated with more people in his youth. He is attempting much permissiveness with his children.
Low Communication Group

R. Mrs. R's father would leave her mother and the children for as much as a year at a time. Her mother had many children and was never close to Mrs. R. Consequently, as a child Mrs. R often felt rejected and unloved. After marriage she made a home for her younger sister and has tried to be loving and never to let her children feel rejected.

Mr. R's mother died when he was small. He and the other children loved their father very much and tried to please him in every way that they could. He evidently desires a similar relationship with his own children.

S. Mrs. S came from German parentage. Her mother emphasized religion, gay holidays, autocracy. Her father "liked everyone" but does not seem to have played a prominent role in her life. She appears authoritarian in some respects, yet flexible.

Mr. S came from a broken home. His father was unsympathetic. He believes that if his mother had not worked, "things might have been different." There seems to be a lack of consistency in his outlook at times.

T. Mrs. T was closer to her own mother than T is to her. She has little to say about her father except that he has recently helped build a summer cottage for them.

Mr. T's mother is "one of the fine persons in my life" but he also describes her as "too soft." He has never felt that he has really known his authoritarian father. Mr. T, too, is very authoritarian in his outlook and rigid.

U. Mrs. U was not close to her own mother. She admired her father greatly, including his use of "psychology" to handle people. She believes his love of peace influences her resentment of the lack of peace in her own home now.

Mr. U's father was kind but autocratic and not close to him. As a boy Mr. U received many whippings, "all deserved." His mother he saw as exacting and a perfectionist, influencing his intolerance of others. He wishes his parents had made more effort to understand him. Mr. U apparently was authoritarian with the first child, more understanding with the second.
V. Mrs. V's mother was submissive, subdued, and dominated by her husband. She and her mother were not as close as Mrs. V believes she and her daughter are. Mrs. V's father was well-meaning but his domination made her childhood less pleasant than it might have been.

Mr. V's mother was "kind, protective, unselfish, and wholly devoted to her children," but not close to him. His father was stern, severe, and autocratic. He is trying to be understanding and to do what is best for his children. He forces them to do very little.

Although no cause-and-effect relationship could be proved on the basis of the type of information collected, it is apparent that the type of authority and communication experienced as a child affects the adult's authority and communication patterns in his own family.

Daughter-Mother Communication in Relation to the Mother's Acceptance of Her Daughter

The third hypothesis tested is that high daughter-mother communication will be related to the mother's acceptance as perceived by the eleventh grade girl and as evidenced by (1) empathy shown by the mother, (2) the mother's affection and warmth, (3) respect demonstrated by the mother, (4) the mother's acceptance of her daughter's peers, (5) the mutual ease of the mother and daughter in discussing sex information, (6) the satisfaction of the mother with the communication between her daughter and herself, (7) the time that the mother has available to the girl, and (8) the mother's level of aspiration for the girl. Table 6 embodies the working assumption that this constellation of factors determines the daughter's feeling of acceptance by her mother. The ratings in this table are subjective.
but take into account instrument findings as well as parents’ and daughters’ interviews.

Application of the Fisher Exact Probability Test to the total scores of each group shows that the relationship of communication and acceptance, as evidenced by this constellation of factors, is significant at the .05 and .025 levels. When the same test is applied to high and low communication in relation to individual factors, only empathy and mother’s lack of sharp aspirations show statistical significance at the .05 and the .025 levels. Other factors showing definite differences in high and low communication group scores are the mother’s affection and warmth, ease in discussing sex information with mother, mother’s availability (time), and mother’s acceptance of peers. The communication and average acceptance scores for individual girls are in the same rank order with the exception of T. Although statistically only the individual factors, empathy and lack of sharp aspiration, appear to have a direct relationship to communication, the statistical significance of the total constellation of acceptance factors in relation to communication indicates the importance of all. Throughout individual case studies the feeling of acceptance was predominant in the high communication group, whereas in the low communication group lack of acceptance verging toward real rejection was evident.

**Empathy**

Empathy is conceived here as the process of imaginatively putting oneself into another’s shoes, feeling as he would feel, perceiving a situation from his perspective.
### Table 6

**Findings in regard to factors indicating the mother's acceptance of her daughter in the cases studied intensively**

<table>
<thead>
<tr>
<th>Mother's Empathy*</th>
<th>Mother's Affection and Warmth</th>
<th>Respect Shown by Mother</th>
<th>Mother's Acceptance of Daughter's Peers</th>
<th>Ease in Discussing Sex Information with Mother</th>
<th>Mother's Satisfaction with Mother-daughter Communication</th>
<th>Mother's Availability (Time)</th>
<th>Mother's Lack of Sharp Aspirations**</th>
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*As perceived by daughter

**Accepts daughter as she is without discontent with social status of friends, with grades, etc.

Key: 5 - Great or much 2 - Moderately low 4 - Moderately great 1 - Low 3 - Moderate 0 - Very low
Empathy ratings were reached in several ways. During interviews parents were asked directly or indirectly what they felt their daughter's greatest concerns were and also what they felt made her happiest or gave most satisfaction. Similar questions were put to the daughter, usually in a less direct form, and answers were compared. The girl's comments on instruments also contributed to the picture of her perception of her mother's empathy. In one of the last interviews the meaning of empathy was discussed directly with the girl, and she was asked if she felt anyone had or had had empathy with her and, if so, who. She was also asked with whom she had had greatest empathy.

Complete discussion of this can be found in individual case studies in Appendix II. A brief summary of the mother's empathy in each of the ten cases follows:

**High Communication Group**

A. Daughter has felt that mother has the most empathy for her of anyone, although she expressed a doubt of this in the final interview. Mother tries always to understand the girl's feelings and what she can accept and understand in light of her stage of maturity.

B. Daughter believes that mother has much empathy with her. Mother's interview affirms this.

C. Daughter believes mother's empathy to be very high. Interview affirms.

D. Daughter has felt that mother has greatest empathy for her but lately feels boy friend has.

E. Mother's interview affirms daughter's belief in her high empathy.
Low Communication Group

K. Mother's interview and daughter's ratings indicate a moderate amount of empathy from mother.

S. Mother has empathy and a close bond with second daughter but little with S; father has greater understanding with S.

T. Daughter feels mother lacks understanding of her.

U. Daughter has conflict in feeling. On Mooney Problem Check List she says that parents do not understand her; she has no fun with them. In interview she named mother as having most empathy for her. Mother's interview indicates that lack of time and attention deters her understanding of daughter.

V. Daughter feels that mother has little empathy or understanding of her. Mother's interview affirms this.

Incomplete Data Group

Y. Little empathy exists.

Z. Almost no empathy exists.

The Mother's Affection and Warmth

The term "Mother's Affection and Warmth" is intended to go beyond the feeling of basic, underlying love (which all the girls concede except T, who sometimes questions this, and Z, who believes it has never existed for her) and refers to an expression of warmth and the ability to make her daughter feel loved. Demonstrativeness may or may not be a part. A summary of this quality follows.

High Communication Group

A. Apparently seldom demonstrative but daughter does not question mother's love.

B. Demonstrative, warm, loving.

C. Demonstrative, affectionate, warm.
D. Not demonstrative but daughter is confident of parents' concern for her. Daughter believes some families carry demonstrativeness too far, but appeared slightly perturbed by the question.

E. Not demonstrative but feeling is there, daughter believes.

Low Communication Group

R. Affectionate and warm.

S. Mother withdraws from emotions but daughter apparently feels secure in this respect.

T. One of the two girls to question whether there is a lack of love and real affection; verbalizes concern about her own inability to show affection to her family.

U. Expresses a wish for love and affection (Mooney Problem Check List); apparently there is not enough expressed.

V. Kisses parents good night and believes a bond exists between them but not the degree of closeness which she wants.

Incomplete Data Group

Y. Does not consider her family as affectionate and loving as many families.

Z. Believes that neither parent feels affection for her.

Respect Shown by the Mother

"Respect Shown by the Mother" refers to the mother's capacity to respect her daughter's individuality, her privacy, her capacities, and the fact that the daughter has feelings which she has the right and need to express. Ratings for this column were reached from indirect findings, largely from interviews of both mother and daughter. An example of great respect for the daughter is provided by Mrs. A. When her daughter was highly emotional and disturbed because she thought her boy friend was rejecting her for someone else, Mrs. A waited for her daughter to call to her and ask her to come to her
room before she attempted to help her. Then she did not offer advice out mostly listened. She follows a policy of honoring her daughters' privacy. If they close the door to their room, she does not open it. She does not probe. Even though she is holding a full-time job as well as being homemaker, she never permits her daughter to feel that anything comes before her where the mother's time and energy are concerned.

In contrast there is Mrs. T. When the interviewer was talking with Mrs. T on the telephone, the daughter came home from school. Mrs. T said to her, "Mrs. K and I are talking about you. When she comes to see me, we are going to lock you out while we discuss you."

Other classifications of respect shown by mother:

**High Communication Group**

B. Much.

C. Much; offers much freedom with support and encouragement; makes no attempt to find out what son and daughter discuss behind closed doors; emphasizes achievement of learning, not grades.

D. Moderate amount.

E. Much, expresses admiration for daughter's abilities, gives freedom.

**Low Communication Group**

R. Much, expresses pride in daughter's capacities.

S. Moderate; mother does not pressure but daughter is aware of sometimes disappointing mother; recreational needs of parents seem to be considered before children at times.

U. Some respect offered but presentation of suggestions is not tactful.
V. Much to moderate; reason is used a great deal with daughter; attempts to permit daughter to make own decisions but mother's goals and influence strongly felt by girl.

Incomplete Data Group

Y. Very little consideration given by mother to daughter's suggestions, needs, or feelings.

Z. None; concerns are chiefly with providing food, clothing, shelter, and money.

The Mother's Acceptance of Her Daughter's Peers

Scores for peer acceptance by mothers came from findings from both parents' and daughters' interviews, as did scores on ease in discussing sex information, satisfaction with communication, and mother's time available. With the mothers, most had disapproved of one or more of her daughter's friends at some time. How the mother handles her disapproval appears more important than the feeling itself. Permissiveness with concern appears to contrast with a judgmental, autocratic manner, the former being more successful.

High Communication Group

A. There have been friends whom the mother did not care for but she let time work this out, rather than making an issue of it.

B. The ...mother has liked all her daughter's friends except one; the daughter agreed that this girl was very inconsiderate.

C. The mother has reservations about the stability of one boy but the daughter says that she can handle him. The mother accepts the daughter's judgment.

D. The mother has in the past felt that one of her daughter's friends produced an inferior feeling in the girl. The mother attempted to guide the daughter away from her friend. The friend moved, removing the problem.

E. The mother sometimes comments, "I wonder about ___ " when an action appears questionable, but does not make an issue of objecting to anyone.
Low Communication Group

R. The mother did not object at the time but later told her daughter that she did not like a boy whom she formerly dated.

S. The mother has only objected to one friend, a girl friend's fiance; the daughter agrees.

T. The mother disapproves of all her friends, including the boy whom she is considering marrying. The daughter is keenly aware of this.

U. The mother at times has said she did not like particular friends, has given reasons, and the daughter has eventually dropped them.

V. The mother expressed disapproval of one boy with whom her daughter "went steady." After this, the daughter did not tell her mother about steady dating.

Incomplete Data Group

Y. No disapproval expressed.

Z. No disapproval expressed.

Daughter-Mother Ease in Discussing Sex Information

The daughter's ease in discussing sex information with the mother is not directly related to communication, according to statistical analysis of the findings in these cases. Two of the girls who have high communication scores otherwise find such discussions with their mothers awkward. On the other hand, one of the low communication group has never found such discussions at all difficult. A brief summary of this follows.

High Communication Group

A. No difficulty; discusses development of unborn baby, etc. (as studied in home nursing class) with both parents at dinner.

B. At ease, comfortable in discussions.
C. Such discussions with her mother not desired [communication instrument] as her mother tends to think her "too young" in this respect.

D. No difficulty, at ease.

E. Some awkwardness in such discussions.

**Low Communication Group**

R. Not a subject which she discusses with her mother.

S. Unwilling to talk about or even listen to her mother discuss this topic; rejected mother's early attempts to give sex information by leaving the room and slamming the door.

T. No difficulty at all in discussing this.

U. No discussion of this occurs but probably could.

V. Such a discussion would be extremely uncomfortable for her; knowledge of this feeling would shock her mother; would like to be able to talk about this with her mother but cannot.

**Incomplete Data Group**

Y. Many aspects discussed earlier; some difficulty now.

Z. Never any discussion on this topic with her mother; all her information from boys.

(The relationship of parent-daughter communication to the source of sex information is discussed on pages 104-106.)

**The Mother's Satisfaction with Her Communication with Her Daughter**

As indicated in Table 3, no mother expressed real concern about such a problem. The mothers' summaries follow, accompanied by a description of the daughters' feelings about their communication.
High Communication Group

A. Mrs. A believes her communication and relationship with A to be very close; she is disappointed that her relationship and communication with her older daughter have not been equally close. A believes that her mother knows all her thoughts and feelings.

B. Mrs. B feels that she and B are not as close as they were even a few months earlier but believes this is normal. B makes a similar comment. She also says that she goes to her parents about almost everything but there are some things which she cannot say to them.

C. Mrs. C believes that her daughter confides freely and says that C occasionally offers criticisms. C also says that she confides freely. She does not feel comfortable in discussions of sex information, however.

D. Mrs. D believes that her daughter is free to talk with her. D states that she is likely to confide in mother first, then girl friend, sister, and boy friend. However, when she and her boy friend have disagreements, she does not want her mother to know.

E. Mrs. E says that both her full schedule as a homemaker with a few club activities and E's full schedule hamper their opportunities to talk but that E confides a great deal. E finds talking with her mother easier now than in earlier years. She likes for her mother to take the initiative. E also finds difficulty in getting an opportunity to talk with her mother privately. She is embarrassed to discuss sex with her mother.

Low Communication Group

R. Mrs. R feels her daughter is free to talk with her. R, in contrast, wishes there were someone with whom to discuss her major problems, feeling that she can solve her minor ones alone if she will take the time and effort. She does not wish to "worry" her mother with her problems.

S. Mrs. S realizes her daughter is not as close as formerly but is not perturbed. S says that she "could talk to her mother but she does not want to" and will not discuss her problems except in an emergency or in desperation.
T. Mrs. T, as a result of T's earlier outburst and her own interview, seemed to be re-evaluating their entire relationship but made no statement about a need for more complete information. T says that she used to want to confide but her dissatisfaction with her mother's responses, coupled with difficulty in finding privacy, have caused her almost to give up.

U. Mrs. U believes that U understands that the many demands upon the mother's time and energy limit her opportunities to understand and help her daughter. U gives another point of view, saying that she "should" discuss problems as well as everyday experiences with her mother but that she cannot. She is unhappy and disappointed in herself because she cannot. Her brother will go into detailed discussions of small things whereas, she relates, she can only answer questions in monosyllables.

V. Mrs. V cannot imagine that any teen-age girl is unable to discuss social and sex problems with her mother, not guessing that this is her own daughter's problem. V cannot discuss at home some of the problems which concern her most. She expresses the wish that she will be able to learn how to be closer to her own children.

Incomplete Data Group

Y. At the end of the interviews Y was questioning parents' interest in understanding her and willingness to listen or communicate, contrasting with her earlier picture of high communication.

Z. She wishes her mother were interested in her.

The Mother's Time Available for Her Daughter

With "Mother's Time Available" for these ten girls it appears that the important factor is not the quantity of free time but rather how free to the daughter the mother makes her time. A clear contrast exists between Mrs. A and Mrs. V.

High Communication Group

A. Mother has very full schedule as teacher and homemaker but clearly states that she permits no activity to come before her daughter.
B. Daughter verbalizes pleasure that her mother does not work, is home to tell them good-bye in the morning and to offer welcome in the afternoon, and is available when needed.

C. Mother's volunteer teaching two nights a week presents no verbalized problem for daughter herself but daughter feels that this is unfair to younger brother, since her mother is not home at his bedtime. Daughter describes mother as "very busy, having lots of responsibility." Daughter can hardly wait to get home from school each afternoon, however, to share the day's happenings with her mother.

D. Mother usually at home, available. In fact, as only daughter at home, D sometimes feels that too much attention is centered upon her.

E. Dove-tailing mother's and daughter's full schedules so that there is privacy and time for discussions is biggest problem, even though mother is not employed outside the home.

**Low Communication Group**

R. Mother works, but working hours allow her to be available to daughter.

S. Mother and father both busy during the day, away from home four nights a week with clubs and recreational activities.

T. Part-time work takes mother from home several afternoons a week, but big problem is lack of privacy because of four other children.

U. Time and energy required for homemaking and younger children limit drastically the time available as well as the capacity for sensing the daughter's feelings and drawing her out.

V. Mother's need for out-of-home activities leaves her tired and "not as much fun."

**Incomplete Data Group**

Y. Mother's real estate selling keeps her away from home in afternoon and evenings.

Z. Mother's recreational and social activities keep her away from home in the afternoons and evenings.
For the total group, application of the Chi Square indicates that there is no statistical significance in the relationship between the mother's away-from-home employment and her communication with her daughter.

The Mother's Lack of Sharp Aspiration for Her Daughter

The mother's lack of sharp aspiration for her daughter, indicating the mother's acceptance and having statistical significance in relation to communication when Fisher's Exact Probability Test is applied, is the mother's lack of sharp aspiration for the daughter. The term "sharp" is used to indicate a distinction between a permissive attitude toward the daughter combined with a hope that she will "do her best" and an attitude of discontent with the daughter's achievement, combined with a strong desire to push her in the direction of her mother's ambitions. Either of these attitudes appears to be easily conveyed to the daughter.

The mother's level of aspiration was observed in three aspects—vocational, social, and academic. In response to the interview question, "What do you want your daughter to do after high school?" the usual first answer indicated a freedom of choice for the girl. As the individual interviews progressed, evidence of aspirations became more obvious. Although apparently all were aware of the current belief that an individual should be permitted to develop his capacities to the highest possible degree, some had strong ideas about what direction this development should take. The high
communication group mothers are much more permissive in their aspirations for their daughters than are the low communication mothers.

**High Communication Group**

A. Willing for daughter to make own social, academic, and vocational decisions within financial limitations; believes daughter capable of fairly good judgment; will offer advice if pressed but does not become disturbed if advice is ignored.

B. Interested and thoughtful about daughter's plans and activities but does not push.

C. Wants daughter to want to be a wife and mother, to go to college. (These are daughter's desires, also, so there is no conflict.)

D. In past attempted to redirect daughter from friend who made her feel inferior in comparison; prefers that daughter not "go steady" but acquiesces since all her crowd does; wants her to go to college for at least one year. (Although there is no evidence of social aspirations for daughters, mother's ICL indicates a tendency in this general direction.)

E. Tries to help with daughter's ambition for greater popularity; questions wisdom of daughter's wish to go to college and become a teacher, since daughter "will eventually marry."

**Low Communication Group**

R. Very eager for daughter not to marry for a while but to get a job, make money, and "enjoy life." (Daughter is considering marriage.)

S. Interested in daughter dating a particular boy; wants her grades to be higher; although daughter says that she purposely keeps them low in order to be more popular; would like for her to go to college but will not force. (Much conflict in expressed aspirations of mother and daughter.)

T. Feels that all of daughter's friends, including her boy friend, are not "her kind"; feels that daughter's grades should be much higher but her daughter will no longer discuss grades; would like very much for daughter to go to college for one year in order that she be thrown with people "of her kind." (Daughter is not interested in college.)
U. Rejected some of daughter's earlier friends, giving reasons, and daughter dropped them; still would like to pass approval on friends; does not approve of her interest in becoming an airline stewardess, but says parents will not block her. (Their disapproval is highly evident.)

V. Voiced disapproval of first boy with whom V "went steady." (The two other times that V went steady, her parents did not know it. V is at present planning to pursue a career very much like the one her mother was engaged in before becoming a full-time homemaker. V is not sure that this is best for her, since she has not investigated all possibilities. She seems to be following the line of least resistance in light of her parents' interests and wishes for her but she is not really satisfied. She appears to be molding her life in many ways according to their teachings but is not contented with it. She does say in regard to her choice of college that she supposes she will go to a particular one but that her mother has pushed her so hard toward it that she has lost interest.)

Daughter-Mother Communication in Relation to the Mother's Marital Adjustment

The fourth hypothesis, high communication with her eleventh grade daughter will be related to the mother's perception of her marital adjustment as satisfactory was not found to be affirmed statistically when the Fisher Exact Probability Test was applied, but there appears to be a trend in this direction worthy of further testing. Two characteristics emerge strongly in the analysis of data collected by use of the Suczek-LaForge Interpersonal Check List (to reveal marital adjustment) and by interview—the dissatisfaction and restlessness of over half of the wives and a concern and confusion in regard to authority roles. These problems appear influenced by personality traits and feelings existing before marriage and by patterns in their earlier families.
The term "marital adjustment" as used here means that the husband and wife feel that the marriage is meeting their expectations and that they feel reasonably satisfied with each other.

**TABLE 7**

**COMPARISON OF THE PARENTS' MARITAL ADJUSTMENT AND THE MOTHERS' AWAY-FROM-FAMILY ACTIVITIES FOR THE HIGH AND LOW COMMUNICATION GROUPS**

<table>
<thead>
<tr>
<th>High Communication Group</th>
<th>Rating of Marital Adjustment</th>
<th>Away-from-Family Activities of Mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Low</td>
<td>Low</td>
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<td>A</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Communication Group</th>
<th>Rating of Marital Adjustment</th>
<th>Away-from-Family Activities of Mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Low</td>
<td>Low</td>
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<tr>
<td>T</td>
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<td>U</td>
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<tr>
<td>V</td>
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<tr>
<td>Total</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Because of the difficulty in accurately assessing the marital adjustment of a couple on the basis of an interview and the findings of two instruments (the Interpersonal Check List for marital adjustment and the Kell-Hoeflin Incomplete Sentence Blank), only a crude attempt at classification was made. Fisher's Exact Probability Test shows no statistical significance in the relationship of marital adjustment and daughter-parent communication.

It is readily apparent, however, from Table 7 that the parents having the least satisfactory adjustment in their marital relationship also have low communication with their daughters. In contrast the two couples having the highest marital adjustment also have good communication with their daughters. It is one of these, the C's, who have freed their daughter to be herself and yet have made her feel at ease in seeking guidance and emotional support from them.

A brief summary of each marriage picture follows. A more complete picture may be obtained within the case record for each girl.

High Communication Group

A. In this marriage the wife is the much more stable individual, emotionally secure. She sees herself as aggressive but self-effacing, responsible, and over-generous. It appears that these qualities have enabled her to be compatible with her husband, whom she sees as less aggressive and less lovable than the ordinary husband. She pictures her husband as dependent and modest, but exploitive, autocratic, and fairly aggressive. She seems to have enjoyed giving to him and helping him but is concerned when his insecurities affect the girls.

As a result of his childhood with an understanding mother and a severely authoritarian father who was away from home a great deal and apparently disapproved of him, the husband is in conflict about the authority role. He feels he should play an authoritarian family role but does not, perhaps cannot.
Instead he is "dominated by his family of females." He reveals his conflict in the picture of himself as aggressive, docile, dependent, modest, and over-generous. He sees the ordinary husband as more cooperative than himself. He views his own wife as much less docile and cooperative than the ordinary wife.

B. In this happy marriage, the wife enjoys home and family life and is content in her role, though sometimes concerned about child-rearing. Her husband is the stable, sensitive, introverted one. Communication is exceptionally free between them.

The husband sees his own wife as lovable, both less autocratic and less docile than the ordinary wife. He views himself as more lovable but less autocratic, managerial, and blunt than the ordinary husband. The wife sees no extremes in herself or in the ordinary wife. She perceives her husband as more lovable than the ordinary husband but less aggressive.

C. In this happy marriage the wife is more aggressive than her husband and a bit restless in her role as homemaker. She sees herself as much more aggressive and a little less lovable than the ordinary wife. Her husband, too, perceives her as more aggressive than the ordinary wife but also more lovable. She pictures him as slightly more aggressive, slightly less lovable.

D. The wife is less satisfied than the husband in this marriage. Each has received many satisfactions from their marriage but for different reasons. Much older than his wife, the husband has enjoyed an emotional fulfillment as a family man. Always more of an onlooker than a participant, an authoritarian in work and at home, he has through his wife's skill been subtly brought into the family life. Although wanting to be loving, he finds it difficult because of his childhood experiences.

He perceives himself as more domineering and less lovable than the ordinary husband. He sees his own wife and the ordinary wife as quite similar, extreme in no qualities.

The wife pictures the husband as very unlovable and very domineering—far different from the ordinary husband. Apparently she has learned to live with this with some happiness, though often concealing her feelings and playing a role to fill his needs. She has no doubt enjoyed both for herself and for the girls the prestige and possessions his income has increasingly brought through the years. The costs have existed for her but perhaps have been worthwhile. She sees herself as competitive, over-generous, distrustful, modest, self-effacing, but not unlike the ordinary wife.
E. The wife is more dissatisfied than the husband. There seems to be an underlying love and admiration for each other but a confusion as to the authority role. The husband believes strongly in permissiveness but his own childhood makes implementation difficult. He sees himself as very mild in all qualities, the ordinary husband as more hateful and domineering. He believes the ordinary wife to be more lovable than his own, as well as more docile.

The wife sees her husband as more lovable than the ordinary husband but less dominating. In contrast she perceives herself as more dominant, more managerial, and less lovable than the ordinary wife. It appears that with the husband's easy permissiveness the wife has felt compelled to assume what she considers a too-dominant role with her children to compensate for the husband's role. This has not been easy for her, although she sympathizes in part with his philosophy.

Low Communication Group

R. There are meager to moderate satisfactions in this marriage. The husband probably resents the aggressiveness and lack of gentleness on the part of the wife. She experiences restlessness, dissatisfactions. Her doctor recommended a return to her work, which produced improvements.

The husband sees himself, his wife, the ordinary husband, and the ordinary wife as very lovable with tendencies toward domination. He sees himself as being more shy and modest than the others and his wife as being cruel and unkind, easily led, and not oversympathetic. The wife also views all four people as lovable with tendencies to dominate. She views her husband as extreme in cooperativeness, responsibility for others, and over-generosity. She sees herself as responsible, over-generous, and cooperative as well as distrustful and blunt.

S. Moderately happy in their marriage, this couple apparently put their needs ahead of their children's as far as social activities are concerned. Recreationally frustrated in adolescence, they now enjoy a full program of activities. The husband appears to have less integration than the wife, perhaps stemming from his earlier broken family.

The husband sees in both the ordinary husband and himself almost a division between love and hate qualities. He pictures the ordinary husband as more apt to be lovable, himself more apt to be hateful. His own wife is seen as more aggressive and less conventional than the ordinary wife—
a view in which the wife concurs—but as very lovable. The wife perceives the ordinary husband as aggressive and very autocratic, her own husband as autocratic and exploitive.

T. The wife is more dissatisfied than the husband in this marriage. She is very dissatisfied with herself as a person, a wife, and a mother. She apparently married her second choice and has tried to convince herself that he is good and right for her. She sees herself as much less lovable than her husband pictures her. She finds her husband lacking in loveliness and warmth, being aggressive and exploitive. The husband sees himself as more aggressive and exploitive, less lovable than the ordinary husband. He admits a rigidity in his family role but will not or cannot permit himself to see the consequences. He is apparently oblivious to many of his wife's dissatisfaction.

U. Extremely unhappy in their marriage, this couple lack a common philosophy and have opposing expectations of marital roles. She resents his traveling, her resulting responsibilities. She sees him as far less lovable, much more autocratic than the ordinary husband. She feels confused within herself, torn between aggression and submission. This strife she believes much greater in herself than in the ordinary wife. With her children she attempts permissiveness but is uncertain in its use.

The husband is extremely dissatisfied with his wife, finding her less lovable and more aggressive than the ordinary wife. He sees himself and the ordinary husband, however, as not extreme in any quality. He believes in authoritarianism but vacillates in its practice.

V. The wife is more dissatisfied than her husband in this marriage. The husband is seemingly content with the marriage and with his wife, although he recognizes a few of his wife's feelings. The wife gave up her vocation with its great satisfactions to her to become a mother and full-time homemaker. With her husband traveling some in the early years of her marriage and when at home too tired to offer much companionship, she was lonely and dissatisfied. Her own parents had not offered a pattern of depth in relationships. Consequently, she expresses satisfaction with her own interpretation of the role of mother, limited though it seems to outsiders. Her real satisfactions come outside the home. She sees herself as more aggressive than the average wife, her husband as less aggressive and less hateful than the average husband. In the formal structure of their relationship, however, the husband apparently assumes the dominant role.
Throughout the collection and analysis of the data concerning the marriage, two characteristics stood out—the dissatisfaction and restlessness of over half of the wives and a concern in regard to authority roles. These are more acute with the less satisfactorily adjusted marriages, as might be expected.

The wives' dissatisfactions seem to stem from within themselves, originating prior to marriage and perhaps intensified by displeasing relationships within the home or perhaps largely contributing to displeasing home relationships. For many of these wives, marriage has solved no problems but merely has multiplied and aggravated them. Dissatisfactions increased, affecting all family relationships.

Work is sometimes viewed as a release for such dissatisfactions. Only two of these wives—Mrs. A and Mrs. R, both rated moderately happy in marriage—worked full time outside the home. The former, a high communication mother, did so to augment the family income in order that both daughters could have advanced education. The latter, a low communication mother, worked in order that her 'nerves' would be better.

Two of the other low communication mothers work part-time. Mrs. T, dissatisfied with marriage and home, welcomes her work away from home as a stimulus and an escape. Mrs. S works at home, sees it as an escape from feelings sometimes.

Two wives—one, Mrs. C, happily married and with high communication with her daughter and the other, Mrs. V, less happily married and with very low communication with her daughter—do volunteer work.
The latter states that work on a volunteer basis is "safer" than paid work. Both daughters recognize some disadvantages in their mothers' work. None of the wives appear to be very strong clubwomen, although Mrs. U, Mrs. V, Mrs. S, and Mrs. E participate some.

The significance of non-home work and club participation seems to lie less in the amount of each and more in the reason for participation. It also appears that the mother who is happy in marriage is apt to have close mother-daughter communication. The mother unsuccessful in marriage is often unsuccessful in the mother-daughter relationship, too. At times the latter may be developed as a compensation.

That the husbands are in three cases noncommittal about their wives' dissatisfactions indicates either an unawareness of it or an unwillingness to reveal this to an outsider. Since the ICL does not suggest to the subject the categorization of answers, the latter possibility is an unlikely one. It is interesting to note, too, that there is a greater tendency for the husbands and wives to agree on pictures of the husbands but often to be very dissimilar in their pictures of wives. From this one concludes that either the wife successfully hides from her husband many of her traits, playing a role that will be pleasing to him, or that the husband is so preoccupied with other activities, especially in the area of earning a living, that he does not really know his wife. Part of this may stem directly from the concept of the husband as the authority figure in the marriage relationship rather than the concept of existence of a
partnership in which both husband and wife need and deserve understanding. Part may be attributed to a general lack of communication.

The second outstanding characteristic of the marriages, the disturbance caused by differing concepts of desirable authority patterns, is another illustration of the carry-over of the adult's own parents and early childhood. There is a tendency either to repeat an approved pattern of parental authority or to reject it completely and go to the other extreme. An illustration of the latter is Mr. E, who rejected his own authoritarian upbringing for permissiveness; yet he is insecure in the permissive role, letting it become almost laissez-faire. His wife appears to have felt the need for more authority, assuming a more dominant role herself; yet both husband and wife see her dominance as unusual. The confusion is reflected in the daughter's comments that her father is often too lenient and does not act his age.

Mr. A is another man disturbed by authority patterns. As previously described, he was the son of a severely autocratic minister who was away from home a great deal, leaving him in care of a gentle mother. He feels even now that were they alive, his mother would be proud of him, his father ashamed and disapproving. He feels some displeasure with himself and reveals conflict between aggressive and docile qualities. He apparently feels some need to be autocratic, yet feels he is dominated by his family, all female.

A third illustration is the U marriage. The husband believes in the authoritarianism practiced by his parents, and the wife believes
in the permissiveness and "psychology" used by her own peace-loving father. This conflict causes disturbances. She finds the lack of peace in her present home even more disturbing because of her earlier, more peaceful home life. What the final effect will be upon their children cannot be predicted. On the oldest, the daughter who was studied, there has been a continuous poor adjustment with difficulty in relating to others. She has a feeling of resentment toward her father and is unable to talk to either parent, even her mother whom she greatly admires. It is highly probable that Mrs. U is so dissatisfied with her marriage and experiences so much inner strife and turmoil that she has little to give to her children emotionally.

When marriage partners have held conflicting philosophies of authoritarianism since childhood and these have become thoroughly ingrained, compromise on such an important issue as child-rearing becomes very difficult, perhaps impossible, if the individual has a high degree of rigidity. Where there is an attempt to change from one authority pattern to another with little guidance or support, or without mutual understanding with one's spouse, results may be unfavorable.

The Relation of Communication to the Way in which Information about Sex and Menstruation Was Acquired

The fifth hypothesis, high communication between the eleventh grade daughter and her mother will be related to the way in which information about sex and menstruation was acquired, was not affirmed statistically when Fisher's Exact Probability Test was applied. The
two girls, R and S, who did not receive at least part of their first sex information from their mothers also have low communication with their mothers at present and still are not at ease in discussing this topic with them. Table 6 shows that there are others, however, who are not at ease in discussions of sex with their mothers. In the low group, S and V are unable to discuss the topic at all with their mothers, whereas C, E, R, and U experience some difficulty.

Information about sex and menstruation was received in the following ways:

**High Communication Group**

A. Mother read a book to her and her older sister, sharing illustrations. A was too young to be very interested and occasionally fell asleep during discussions. At present she is studying prenatal development in home nursing class and discusses the topic freely with her parents.

B. She first heard about the topic outside the family. She told her mother about it and they discussed the subject. Later she talked it over with girl friends.

C. Mother initiated a discussion when pregnant with her third child. C had asked no questions, accepting earlier explanation that God brought babies. Mother showed illustrated book on sex to C and brother. Young aunts discussed menstruation with her.

D. She learned about sex relations from a young matron and friend for whom she was baby-sitting. Mother was upset, believing she was too young for information. Mother talked further with her then, supplementing other information.

E. Mother discussed it with E. They went to a Girl Scout sponsored movie on menstruation together, followed by talk.

**Low Communication Group**

R. She received information from a young aunt who lived in their home.
S. When her mother attempted to give her information, S left the room. Instead she read library books, saw the Girl Scout sponsored film on menstruation, and learned more from a home economics class.

T. Mother answered questions, provided books, and went with daughter to see the film on menstruation sponsored by the Girl Scouts.

U. Mother and daughter attended Girl Scout film. Mother answered questions as they arose.

V. Mother and daughter attended Girl Scout film together. Mother answered questions as they arose.

Incomplete Data Group

Y. Mother discussed subject with her.

Z. Mother gave no information. Z learned almost everything from boys.

The Relation of Daughter-Mother Communication to Other Data

For the larger group of 123 girls an analysis was made of a possible relationship between communication and the following factors: family size, position in the family, education of the mother, and away-from-home employment of the mother. Data were tested by use of Chi Square, but no significant relationship was found in any case.

\[ X^2 = \sum \frac{(o_t - e_t)^2}{e_t} \]

SUMMARY OF FINDINGS

The first hypothesis, the eleventh grade girl's ability to communicate freely with her mother will be related positively to the girl's social adjustment, was not affirmed statistically by findings from the Bell Adjustment Inventory, but a trend was evident toward lower scores in the low communication group. Findings from interviews did affirm the hypothesis as there was an outstanding contrast between the two groups.

The second hypothesis, freedom of communication between the eleventh grade girl and her mother will be related to a developmental authority pattern within her family, was affirmed with a .38 correlation between high communication and a developmental authority pattern, statistically significant for the group of 119 girls. Findings within the ten cases studied, although statistically insignificant, indicated a trend toward a higher degree of developmental attitude in the high communication group than in the low.

The third hypothesis was that high communication between the eleventh grade girl and her mother will be related to the girl's perception of her mother's acceptance of her as evidenced by (a) the mother's empathy, (b) the mother's affection and warmth, (c) the mother's respect for the girl as an individual, (d) the mother's acceptance of her daughter's peers, (e) the mutual ease of mother and daughter in discussing sex information, (f) the mother's satisfaction with the existing pattern of mother-daughter communication, (g) the time that the mother has available for the girl, and
(h) the mother's level of aspirations for her daughter. This was affirmed as statistically significant at the .05 and .025 levels. Analysis of the individual components of acceptance showed that empathy and lack of sharp aspirations have statistical significance in relation to acceptance. The one item failing to show a distinct difference between the high and low groups was the mother's satisfaction with her communication with her daughter.

The fourth hypothesis, high communication with her eleventh grade daughter will be related to the mother's perception of her marital adjustment as satisfactory, was not affirmed statistically but a trend in this direction appears.

The fifth hypothesis, high communication between her eleventh grade daughter and the mother will be related to the way in which information about sex and menstruation was acquired, was not affirmed.

A statistical analysis was made of the relationship between mother-daughter communication scores for 123 girls and these following factors: family size, position in the family, education of the mother, and away-from-home employment of the mother. No significant relationship was found.
CHAPTER IV

INDIRECT FINDINGS

Evaluation of Instruments and Techniques

From the beginning of the study it was recognized that there was a lack of suitable instruments for measuring factors affecting communication as well as communication itself. As Sargent tersely expressed the problem in regard to his own field, "Psychology has the choice of two alternatives: to study important problems with as yet inadequate instruments or to study with adequate instruments unimportant problems."\(^{59}\) A means of coping with the problem of inadequate instruments is to use a variety of instruments, checking the findings in more than one way.

The case history method offers such an opportunity and is worthy of confidence when a variety of appropriate instruments, including interviews, is used; when rapport is established and the subject is cooperative; when sufficient data are collected to give a well-rounded picture; and when the researcher has sufficient skill and insight to put the various findings together in a meaningful fashion.

There are general limitations on the type of written instruments used in this study: there is a degree of transparency to them which means the subject cooperates only if he is willing; there may be a variation in answers according to the mood of the individual; there is a problem in interpretation—to know how much of a quality is desirable and when "too much" has occurred; and there is a difficulty in validation. (When a quality or state, such as adjustment, is measured and the condition exists inside the person or in a relationship, it is difficult to arrive at a criterion not subject to the same limitations as the test itself.) Another great weakness of the instruments, their tendency to draw forth shallow rather than deep responses, was revealed in the interviews. The first interview usually corroborated findings of the instruments, but further interviews often changed the picture, bringing deeper feelings to the surface as in the cases of T and Y.

On the other hand, advantages were offered through instrument findings in supplementing information given in interviews and in providing valuable leads to pursue. For individuals with strong defenses, such as U and V, it appeared easier to express deep feelings on paper than in conversation. Other advantages of the instruments were convenience in use, identification of trait patterns, and the provision of objective scores and ratings to compare with subjective gleanings and group norms.
As stated elsewhere this instrument was designed to give a rough sorting of communication patterns existing between adolescent girls and their parents. Its intent was to involve the reader in the problems; to get her opinion of what another girl should do in such a case and why; and then to find out what she herself would do with such a problem, her reasons for her action, and her feelings about it. The frequency and freedom in seeking help from her mother were assumed to reveal the existing daughter-mother communication.

Evaluation.—The outstanding weakness of this instrument is that validity and reliability have not been fully established. With instrument findings for 36 girls, however, a rank order correlation of three judges' classifications with the writer's classification gave .94, .95, and .97 correlations (page 56), indicating a high agreement in rank assigned girls on a communication continuum and offering justification for the use of the instrument within the design of this particular study. Also the interviews supported the instrument findings.

Although the number of problems used was limited in order to fit into a specified time allotment, the validity of the findings of the instrument would have been increased had each type of question been approached in different ways through several problems rather than through only one. For example, a more complete picture of the girl's communication with her parents in regard to religious matters might have been obtained had there been opportunity to include
problems dealing with selection of a religion, attendance of church services, application of religious teachings, etc., rather than the one problem used. (With some issues two problems were used, however.)

Another improvement in the instrument might be made in the wording of the questions at the end of each problem. The intent of the questions seems good and in many instances answers revealed much feeling. Greater variety in wording and more subtlety, however, might produce an instrument of greater interest, thereby gaining more complete cooperation from individuals involved. Also there is a possibility that the repetition of the questions following each problem may have caused the girl to feel a need to give different answers for the sake of variety.

Another weakness revealed in a few cases is the feeling of the girl that despite oral instructions, certain answers are "right" or "logical" and therefore should be put down, regardless of her actual practice. Sometimes the "right" answer was perceived as "I should figure this out for myself, consulting no one." On some papers answers to the last question contradicted her expression of the "right" answer, giving the girl an opportunity to say what she would actually do.

Kell-Hoeflin Incomplete Sentence Blank

This instrument is intended to provide insight into the individual's perception of the authority pattern within his family, including his perception of his relationships with his family and his feelings about his childhood. Classification of families range from the
developmental or democratic family on one end of the continuum to the traditional or autocratic family on the opposite end. It is intended for use as a guide in counseling.

Evaluation.—The instrument reveals a great deal of feeling from some individuals, especially with the more indirect stimuli, such as "If my father. . ." In administering the instrument it was observed, however, that many individuals had difficulty filling it out, apparently blocking at some phrases or else experiencing no ready stimulus.

Whether the instrument measures all forms of authoritarianism is subject to question. It tends to reveal family leadership and control relative to family activities but there is a question about how much it takes into account the authoritarianism which exists in the form of subtle accommodations of interpersonal relationships. An example of this is the girl who is not free to pursue her own interests and inclinations because she cannot bear to displease her parents, even though they do not admittedly compel her to any one course of action. The Kell-Hoeflin would record an expression of acceptance and love of parents as a developmental attitude but probably would not draw forth the feeling of obligation or intense desire to please which has been instilled by the parents.

Another question in regard to the Kell-Hoeflin is its capacity for reflecting a true authority pattern when the parents are not in unison in the type of authority applied. The assumption is that there is a compromise or that one type is predominant to the
offspring. But is that true? An illustration is the U family, where the mother appears during interviews to be very permissive, the father to be autocratic, and there has been no real integration of viewpoints. There seems to be no category which covers such a situation. "Neutral," which is mid-way between "Developmental" and "Traditional," is inaccurate. There is no other appropriate classification.

The Kell-Hoeflin contributed much to gaining an insight into and an understanding of an individual’s feeling, especially in regard to her parents. It offered a valuable supplement to other findings. In considering it as a measure of authority pattern, one must, however, bear in mind its limitations.

Bell Adjustment Inventory

This instrument was devised for use largely in personal counseling. The scores represent the individual's own feelings and his evaluation of his home, health, social, and emotional adjustments.

Evaluation.—The division of the scores into the four areas of adjustment made the instrument particularly appropriate for this study. As previously discussed, the value of its findings depends upon the willingness of the individual to reveal his feelings as well as his awareness of his feelings.

60 Hugh M. Bell, The Theory and Practice of Personal Counseling (Stanford, Calif.: Stanford University Press, 1935).
There is a question about why certain statements pertaining to earlier health conditions were included in considering adolescent health adjustment. An example is the case of C, who is seemingly healthy but whose score is lowered because she has had "one or more surgical operations" (a tonsillectomy perhaps) as well as "several childhood illnesses." Thus her present health score is lowered because of earlier illnesses which do not necessarily affect the present and consequently are of questionable significance in regard to adolescent adjustment. Whereas certain symptoms might indicate neurotic tendencies or a persistence of poor health conditions would present general adjustment problems, a few of the items taken individually seem to have doubtful value. Whereas the high communication group generally made a higher adjustment score than the low communication group, the health area was an exception.

Another question in connection with this instrument is the apparent equating of the terms "Very Aggressive" and "Excellent Adjustment." Is the optimum social adjustment evidenced in extreme aggression, as implied?

Despite these two weaknesses this instrument offered additional insight into the girl's perception of herself and her parents.

LaForge and Suczek Interpersonal Check List

The instrument's use in research in marriage and family life is based on the belief that the "integrative quality of a given marriage is... dependent upon the degrees of harmony, consistency, or
congruity among the role perceptions and role expectations of those
who function within the family circle. Three of the hypotheses
suggested by the role idea, as Dr. Mangus perceives it, follow:

1. The integrative quality of a family is reflected in
degrees of congruence between the way each member
defines his own role in the family and the way that
role is viewed by other members of that same family.

2. The integrative quality of a marriage is reflected in
degrees of congruence between what a spouse expects a
mate to be and what he actually perceives that mate to
be.

3. The integrative quality of a family is seen as reflected
in the degree to which the role expectations that each
member has of each other member is consistent with that
member's own role expectations.

Evaluation.—This instrument has much value through its revealing
of an individual's concepts of himself, his spouse, and the ordinary
husband and wife. Its greatest potential for use is in counseling
or clinical work where each case can be considered at length rather
than in a statistical study where a mathematical interpretation must
be given. (For example, in interpreting the findings one suggested
mathematical computation of the total differences between the
ordinary spouse and one's self or one's spouse fails to take into
account the fact that differences seem favorable rather than dis­
appointing.)

A basic assumption in the development of the ICL—that everyone
expects one's self and one's spouse to be like the "ordinary"

61 A. R. Mangus, "Theory and Research in Family Counseling,"
paper read before the Conference on Research in Family Life, Chicago,
Illinois, October 31-November 3, 1956.
husband or the "ordinary" wife is strongly questioned. Drastic differences from that perceived as the ordinary may be disturbing but one suspects that often an individual enters into matrimony with the realization that his mate is different—with pride if the difference is a pleasing one to him or with a desire to give help (or to be punished, if the individual is neurotic) if the characteristics are unfavorable. Failure to take into account the segment of the population which not even subconsciously desires to be himself or to have his spouse be like the ordinary husband or wife is a weakness of the instrument.

Another weakness of the ICL is the failure to take into account in picturing the marriage the adaptations which one mate may have learned to make through the years for a less satisfactory spouse. An example is the D case in which the husband is not lovable but wants to be both loving and lovable. His desire and efforts to be lovable may largely compensate to his wife for his inability to be so. She probably understands his limitations and the underlying causes for them and therefore can accept him with his limitations now; yet this does not appear on the instrument findings. It is recognized that the instrument is based on the assumption that such deviations from the ordinary and such adjustments make for poor mental health. The questions follow: "Is the strain necessarily a continuing one? If so, does it necessarily continuously produce poor mental health?"
The term "ordinary" as used on the instrument was confusing to subjects because they were unsure whether to think in terms of averages or to visualize an imaginary "ordinary person." Also the use of a combination of meanings in one phrase such as "Admires and imitates others," "Trusting and eager to please" were disturbing since sometimes the subject could honestly check one half of the phrase but not the other. Certain phrases such as "Self-seeking" and "Lets others make decisions" seem vague, capable of more than one interpretation. Use of the instrument presupposes an understanding of a certain vocabulary. With one family (the R's), the understanding of some phrases was questioned because of their educational deficiencies; yet they were of the middle socio-economic class.

The aforementioned weaknesses indicate that a statistical analysis of the findings of this instrument will not have the same value as its use in counseling or clinical study where its limitations in light of the subjects can be taken into account. For this study it offered much help and enrichment of the parental and family picture.

Mooney Problem Check List

This instrument was designed, not to reveal a score of an individual and to show where he ranked in comparison with other individuals, but rather to give increased understanding of the problems of a specific individual or of a particular group. Such knowledge serves to facilitate counseling interviews by preparing students and providing
the interviewer with a quick summary of the counselee's problems as he perceives them. It is a tool for use in research on youth problems.

Evaluation.—The Mooney Problem Check List offered several advantages in this study. It helped girls, by seeing their problems in print, to view them more objectively and to see, in some cases, their interrelationship. The summary questions helped the writer to see the priority given by the girl to her problems as well as to see her feelings about the desirability of additional help.

THE ROLE OF THE FATHER

The lack of communication between father and teen-age daughter discovered in the writer's 1955 study has already been discussed. It was believed that this earlier finding might be atypical and that an urban group in which fathers possibly had more stable hours, a higher education, and a higher socio-economic position would present a different picture. The present study, however, tends to bear out the findings of the earlier one. Few of the 123 fathers in this group are close to their daughters or are consulted for help with personal problems.

Although the original plan of the study had been to consider factors affecting the eleventh grade girl's communication with both her father and her mother, the lack of frequency with which "father" was mentioned in the communication instrument indicated little justification for the assumption that these girls discussed their problems with their fathers.
On the communication instruments for 123 girls "Father" as an individual not linked with "Mother" appeared on three girls' instruments and then in only a total of five answers. "Mother and Father" appeared more frequently and "Parents" still more frequently.

### TABLE 8

FREQUENCY AND TERMINOLOGY USED BY 123 GIRLS IN NAMING FATHER AND MOTHER AS SOURCES OF HELP WITH PROBLEMS ON THE COMMUNICATION INSTRUMENT

<table>
<thead>
<tr>
<th>Girl's Problem</th>
<th>Father</th>
<th>Father and Mother</th>
<th>Parents</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern about parents' disappointment in girl because of low grades</td>
<td>2</td>
<td>11</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>Concern about severe menstrual pains</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Concern about not getting along with a teacher</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Feeling of rejection because boy friend no longer wants to go steady</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Concern about no dates</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>51</td>
</tr>
<tr>
<td>Concern about college vs. immediate job</td>
<td>1</td>
<td>3</td>
<td>71</td>
<td>12</td>
</tr>
<tr>
<td>Concern regarding whether to lower standards for popularity</td>
<td>1</td>
<td>0</td>
<td>51</td>
<td>42</td>
</tr>
<tr>
<td>Concern about untimely death</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Desire for correct sex information</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>21</td>
<td>251</td>
<td>366</td>
</tr>
</tbody>
</table>
Since the father was named individually only five times, named in linkage with "Mother" twenty-one times (although included more frequently under the term "Parents," the study was limited to communication between daughter and mother.

Within the cases studied, there seemed to be an assumption with even those girls who felt close to their fathers that they would not discuss intimate, personal topics with them. S, for example, seems to admire her father to the extent of imitating some of his behavior and perhaps gearing her general conversational approaches to attract his attention. Her father believes that they share freely in their talks after the other members of the family have gone to bed, adding that he has said nothing in his interview that S would not already know. S also refers to the nocturnal discussions but says that they discuss chiefly ideas, such as mental telepathy, and that she reserves her personal problems for discussion with her peers and her sister. One of the more personal topics about which she and her father have disagreed is S's lowered grades. She has deliberately kept them low in an effort to increase her popularity. Because her grades were low, her father restricted her social privileges, pointing out that greater popularity was no help if she could not benefit from it. This conflict has not been resolved.

B, too, is or has been close to her father. Both he and she see this closeness as contingent upon the time available for them to be together. She describes him as her guide and "main man" but believes that when they had a longer drive together to school, they talked more
and were closer. Mr. B appears to be a sensitive person, aware of her needs and feelings. Interestingly, he commented that he felt that he and B were closer at the present time than in the preceding year.

C, too, is one of the three girls who seem to feel a real closeness to their fathers. On the Kell-Koeflin she speaks of him with a greater fondness and warmth than of her mother, but it is her mother to whom she confides the most intimate things and with whom she shares her letters and her after-school resumes of the day's events. C shares many interests with her whole family. For example, she commented that after a week end at her boy friend's college, she could hardly wait to get home and tell her family about it. When she is in low spirits, according to her mother, C enjoys sitting in her father's lap, as she has seen her mother do, and being consoled. Mr. C feels that at the moment he is closest to his fourteen-year-old son, because of their shared experience in building a cloud chamber for a science exhibit. Mr. C believes that he would be extremely uncomfortable and inadequate in discussing any type of sex information with his daughter. He implies, as do many of the fathers, that girls are largely the mother's responsibility, boys the father's.

C remarked that her father often was very fatigued at the end of a day's work and would lie down to rest before dinner. His schedule of church, school, civic, and professional activities is a full one. Mr. C commented to the interviewer that he felt a study should be conducted to help parents determine the place of their obligations to
school, civic, church, etc., in relation to their family obligations. It is apparent that Mr. C is aware of a problem of limited time for his family as well as limited energy during the time he has at home.

Although Mr. R said that R was closer to him than to her mother, R did not affirm this. R shares some of her interests with him but not the personal ones. She does not seek his advice or his opinions.

E once enjoyed her father's company a great deal, taking walks with him, engaging in sports and play. Now when she does these things, it is with her own friends. She describes her father as failing to "act his age"; for example, his current love for riding a motorcycle. The "debunking" role which the father states that he plays with her has contributed, probably, to their loss of compatibility.

A said in her first interview that she knew her father loved her but that they were not close. When he hears her problems, it is because he is one of a group with whom she is talking. Her very close relationship to her mother does not extend to her father.

V seems to feel much love and respect for her father. His views, as well as her mother's, are known to her and in her desire to please him, she would find it difficult to oppose him. It appears that she will not risk the loss of his love. Consequently, she keeps to herself things which might disturb him or her mother.

Both D and U are apt to be indirect in their communication with their fathers, expressing their thoughts to their mothers who transmit them to the father. Reverse communication from father to daughter
also is transferred through the mother. Occasionally a direct
father-daughter conference will be held. It appears that there is
such a wide gap between father and daughter that the mother's skill
and finesse are needed to bridge it.

With T there is very little communication between father and
daughter. She describes him as very shy. He perceives himself as
unable to understand teen-agers and children and as functioning best
at the adult level. He says that he and T may become closer when she
is an adult and more understanding of him. He will not be able to
change.

The significance of the relationship of communication and
authority pattern is apparent in daughter-father communication
patterns. In these cases lack of permissiveness, lack of acceptance,
and lack of interest definitely hamper father-daughter communication.
Cavan believes that the father has withdrawn from active interaction
with his family but, insofar as he does function, it is in an
authoritarian role. She points out that urban conditions are forcing
him to turn over to social and public agencies many of his former
duties and responsibilities and, also, that the increase in the pro-
portion of working wives has robbed him of, or at least altered, his
role as economic provider of the family. She observes that in the
middle class the mother has preceded the father in breaking away from
the authoritarian pattern, partly because of her opportunity to study
child psychology in college or in child study groups. The mother
often adopts a nonauthoritarian philosophy and techniques of
child-rearing which the father lacks. Consequently, parental unity is threatened. The parents may disagree or the father may withdraw, becoming passive and declaring that this is the mother's field.  

Many questions arise as to the value placed by men upon their role within the family. In his recent book, The Organization Man, William H. Whyte, Jr., while covering in much detail many phases of the organization man's way of life, including the suburbia in which he lives and the philosophy of the school which his child would likely attend, has almost nothing to say about the role of this man as husband and father. He does comment:

To bring the problem full circle, you often find wives in deep emotional trouble because they can no longer get understanding or help from their husbands on their social problems. The wife's talk about the court or the block is not just idle gossip; this is the world she and her children must live in, and the personal relationships in it are quite analogous to the ones that are the basis of the husband's worries. But husbands have a double standard on this: office politics they see as part of a vitally important process, but the same kind of relationship in the community they dismiss as trivia, the curse of idle female tongues.

In the same book's appendix there is a section, "How to Cheat on Personality Tests." In giving advice on how to obtain a good score, he says:

When in doubt, however, there are two general rules you can follow: (1) When asked for word associations or comments about the world, give the most conventional, run-of-the-mill

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pedestrian answer possible. (2) To settle on the most beneficial answer to any question, repeat to yourself:
(a) I loved my father and my mother, but my father a little bit more
(b) I love my wife and children.
(c) I don't let them get in the way of company business. 

This conception—that the man is primarily the bread-winner with his first interest being the fullest development of his vocational capacities and his secondary or tertiary interests and values being the development of his potentialities as a husband and father—seems further brought out by the comments made by the eleventh grade girls on their Kell-Hoeflin Incomplete Sentence Blanks. In 121 responses to the stimulus phrase, "If my father," answers varied a great deal. Several ideas appeared repeatedly as indicated below.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A wish that the father had more money</td>
<td>22 times</td>
<td>18 percent</td>
</tr>
<tr>
<td>Father's hard work, busyness, lack of time preventing type of family relations girl wants</td>
<td>10 times</td>
<td>9 percent</td>
</tr>
<tr>
<td>Concern about father's lack of education and its effect on his job or his happiness</td>
<td>9 times</td>
<td>7.5 percent</td>
</tr>
<tr>
<td>Father's lack of understanding of girl</td>
<td>8 times</td>
<td>7 percent</td>
</tr>
</tbody>
</table>

These first three, all concerning the father's capacities as earner-of-the-living, compose slightly more than one-third of the total answers.

When the total responses to this stimulus phrase were classified in regard to the girl's feeling about her father, the results indicated that the girls are not content with their fathers.

64 Ibid., p. 405.
Deep satisfaction with father       Girls Percent
Moderate satisfaction with father       11 8.9 28.4
Mixed feelings about father          24 19.5
Mild dissatisfaction with father       7 5.7  5.7
Strong dissatisfaction with father       40 32.5 57.9
Factual, no classification 19 15.4

Over one-half of the statements of the total group indicate dissatisfaction with their fathers, despite the fact that about one-fifth of the answers cannot be classified.

Some of the answers indicating satisfaction and acceptance were:

If my father were twenty-five years younger, he would be perfect as one of today's teen-agers.

If my father were not so kind, I know our home life would not be as pleasant.

If my father were any nicer than what he is now, I really don't know what would happen.

If my father were anyone else, I don't know what I'd do.

If my father were unhappy, I would be unhappy too.

Some of the answers indicating dissatisfaction and non-acceptance were:

If my father measured up to the qualifications I feel a father should, I would be a happier, better-adjusted youth.

If my father would only leave or go somewhere.

If my father would only care more for me.

If my father's business did not take so much time, things would be better at home.

If my father were more understanding, I would have more respect for him.

If my father would only try to tolerate me more instead of picking me apart, I could be much happier when he is around.
A natural question at this point seemed to be, "Is the teen-age girl dissatisfied with her mother as well as her father or is the father alone failing to measure up to her expectations?" Inspection of responses to the stimulus phrase, "If my mother," resulted in the following classification of responses:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep satisfaction with mother</td>
<td>23</td>
<td>18.7%</td>
</tr>
<tr>
<td>Moderate satisfaction with mother</td>
<td>40</td>
<td>32.5%</td>
</tr>
<tr>
<td>Neutral, mixed feelings</td>
<td>6</td>
<td>4.9%</td>
</tr>
<tr>
<td>Mild dissatisfaction with mother</td>
<td>29</td>
<td>23.6%</td>
</tr>
<tr>
<td>Strong dissatisfaction with mother</td>
<td>12</td>
<td>9.8%</td>
</tr>
<tr>
<td>Answer not classifiable, no answer</td>
<td>13</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

With the mother over one-half the girls express satisfaction and acceptance and only one-third express dissatisfaction. Contrasts of girls' satisfactions with father and with mother reveal strong differences.

<table>
<thead>
<tr>
<th></th>
<th>With mother</th>
<th>With father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>51.2%</td>
<td>23.5%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>33.1%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Mixed, neutral feelings</td>
<td>4.9%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Factual answers or no answers</td>
<td>10.6%</td>
<td>17.9%</td>
</tr>
</tbody>
</table>

Further evidence that fathers play a much less satisfactory parent role than mothers is provided by another type of analysis of these statements. Comparisons of ratings of "If my father" and "If my mother" within individual papers reveals 24 statements of dissatisfaction with father in contrast to 6 statements of dissatisfaction with mother. Statements of satisfaction with both parents were made by 27 girls and statements of dissatisfaction with both were made by 29 girls. The remaining 37 papers had one or more answers neutral, factual, or lacking.
Tasch in an earlier study presents the father's point of view and a different picture. This study involved interviews with 85 fathers of children, aged one through seventeen, in New York in an effort to secure their opinions and attitudes with regard to their role in family life and the responsibilities, satisfactions, and perplexities which fatherhood entails. These fathers reported sharing a large number and a variety of activities with their children. They expressed satisfaction and pleasure in the activities as well as dissatisfaction when they were lessened. Tasch suggests that it is not necessarily the amount of time they have but using what time they do have with their children that is important. She believes that the study indicates that the father is not "vestigial" nor has he "abdicated" to the mother the rearing of the children but instead a more equalitarian pattern is emerging. She points out, however, that the role of economic provider is still a primary one and that it may present a dilemma to the father who would enjoy spending more time with his children, yet has his time heavily limited by his job.65

With the ten fathers interviewed in this present study, only two, Mr. B and Mr. C, indicated that lack of time has interfered with their relationship with their daughters. These two fathers, however, also have good relationships with their daughters, even though they

would like deeper ones. Time, although having possibilities as a limiting factor, is not the major deterrent to father-daughter relations within the group studied.

The ineffectualness of the father in his family role is not unimportant to his daughter. Zachry discusses the tendency of the young adolescent girl to be keenly devoted to her father, sensitive to his pleasure, approval, and disapproval. It is through this attachment to the father, and awareness of him, that the adolescent girl begins her relating to the opposite sex. Omission of this step may jeopardize her capacities for developing a later, normal love relationship. Child psychologists have generally agreed upon the need of both boys and girls for an adult male model in order that they develop an adequate conception of the husband and father roles. Terman in his study of marital success found correlations between marital adjustment and attachment to father as well as lack of conflict with father. In a comparable study Burgess and Cottrell found that no attachment to the father worked against a high marital adjustment score for girls.

Freud and his followers have placed much emphasis upon the role of the father and the Oedipus complex in the development of the girl's

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66Zachry, op. cit., p. 113.


68Ernest W. Burgess and Leonard S. Cottrell, Predicting Success or Failure in Marriage (New York: Prentice-Hall), p. 98
capacity for heterosexual relationships. The usual development is perceived as a turning away from the mother (the earlier love object) and a turning toward the father. As the Oedipus complex dissolves slowly and gradually because of the disappointment at non-fulfillment of the wish for a child, the girl intensifies her identification with her mother once more, consolidating femininity while developing a sublimated love for her father and becoming more interested in peers of the opposite sex. Development of complete femininity may be disturbed either by the girl's formation of a weak attachment for her father coupled with an inability to give up her mother completely or a disappointment in her father as a love-object in substitute for the mother may redirect her interest back to the mother. Sach believes that frustration of the girl's Oedipus complex and final renunciation of the father are essential to a highly developed super-ego. Thus the father's failure to play the needed role may have hampered his daughter's earlier development.69

Within the cases studied, none of the fathers believed that they were closer to their daughters at an earlier period than they were at the time of the interview. Two of the girls—B and E—believed, however, that they had been closer to their fathers earlier. B does not appear to reject her father at this point but E clearly expresses her disappointment in her father.

To a follower of this Freudian theory, the cases of S and V seem to offer examples of either an unresolved Oedipus complex or a father fixation. S has adopted much of her father's outlook, evidently, and seems to employ conversational devices which would capture his attention. She also describes him as "the perfect teenager if he were twenty-five years younger." Her plan to attain popularity through lowered grades has been thwarted by her father and may be interpreted by the girl as a wish to keep her to himself. V is rejecting some of her strong desires for peer acceptance, recreational activities, and exploration of vocational possibilities for fear of loss of her father's—and mother's—approval and love.

Summary of Father's Role

Findings of this study show that over one-half of the total girls involved reveal dissatisfaction with their fathers. Some of them have never experienced any real relationship with their fathers; others show evidence of unsuccessful, disappointing relationships. The findings indicate that the father needs to place higher value upon his roles as father and husband, roles which require sensitivity and understanding.

Statements made by the girls show that the father still is viewed chiefly as the economic supporter of the family. He, too, apparently sees this as his prime responsibility with civic activities in many cases also claiming time. As Havighurst wrote:

In American society vocation is the most important single thing about a man. He has been taught to evaluate his worth to society, and sometimes even his worth in the
sight of God, by the level of his occupation and the quality of his performance in it.™

His greater interest in proving his worth through his vocation has resulted in lessened value of his role as father and husband, and consequently a weakened relationship with his adolescent daughter. The latter is frequently perceived as the mother's responsibility.

The father, however, may make important contributions to his daughter's total development. Success in his own marriage relationship provides his daughter with a pattern for her marriage as well as favorable perceptions of the role of husband and father. A marriage with high adjustment also produces, other factors being equal, a better adjusted, less frustrated, mother and father who are capable of offering a happier atmosphere as well as better general relationships with the girl. In his direct relationship with his adolescent daughter the father can help her, especially in the early years of adolescence, to adapt to the male sex in general by the interaction between father and daughter. Sensitivity and support on the part of the father can help the girl through the Oedipus complex phase, resolving it successfully and moving on to good heterosexual adjustment.

The father has the potentiality of great help to the girl in present adjustment and also in regard to her future as a woman, wife, and mother. Existing values of most fathers of adolescent girls and

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70 Havighurst, Developmental Tasks and Education, p. 48.
of our culture in general do not encourage the fulfillment of this role of the man.

FEELINGS INVOLVED IN THE STUDY

As a help to other investigators as well as a matter of interest in relation to the total study, a recording of the feelings involved in all aspects of the study seems desirable. Because of the personal nature of the study and the length of contact with interviewees, the quantity and depth of feeling are greater than in the type of research that has less involvement.

School Administrators

In the early planning of the study it was recognized that there might be difficulty in obtaining a school which would meet the requirements and which would also be willing to sponsor, in an indirect fashion, the study. When a system had been selected as first choice, an appointment was made with the superintendent to explain the proposed research and to seek his cooperation. At this time the writer gave him her background of teaching and educational experience. She explained the purpose of the study, presented a copy of the plan and copies of instruments to be used, discussed the need for a middle socio-economic grouping, and outlined the role which a school system was needed to play. She expressed the belief that such a study should not offer threats to a school system nor produce repercussions of any sort. No pressure was brought to bear and not until the close of the interview was a request for the superintendent's help
The writer had previously concluded that her method of approach would be evaluated by the superintendent in his decision about permitting the use of the school system.

The superintendent was cordial, courteous, and gave full attention to the proposed plan, asking pertinent questions. He seemed to check indirectly on the writer's philosophy. He also discussed schools fitting the requirements for the sample. At the conclusion of the interview he gave tentative approval to the use of the school system for the study, with definite plans to be laid after the writer's faculty committee gave final approval to the design of the study. When the latter step had been taken, the superintendent was again visited. Two schools were selected as the best possibilities. The superintendent wrote an introductory letter to the principal and assistant principal of each school, explaining the purpose of the study and stating that the writer would contact them in regard to an opportunity to present her plan. Following the interview, the principal was to notify the superintendent of his willingness or unwillingness for the research to be conducted within his school. The decision would be that of the principal and assistant principal.

Interviews with the principal and assistant principal of each school were pleasant and comfortable. The writer attempted indirectly to assure them of her interest in students, as well as her desire not to upset any individual or to overload an already busy student. Both principals offered their cooperation directly during the first contact. Although both seemed genuinely interested in cooperating
with research, one principal appeared eager that his school be used, possibly in hope that some recognition might be forthcoming. The assistant principals were more reserved in their responses, perhaps because the mechanics of arrangements would fall in their already crowded realm of duties. (These arrangements, however, consisted only of finding a location for the administration of the two instruments to groups throughout one day and arranging for a room with privacy for interviews.) When tentative choices had been made for the first interviews, these were shown to the assistant principal in each school. (It was felt that with the school's sponsorship of the research, the administrators were owed the consideration both of being informed of plans and also of having an opportunity to avoid needless repercussions.) One girl's name was removed because the assistant principal believed her mother would be uncooperative. In the new school the assistant principal was eager that "good students" be chosen, apparently with a feeling of competition with the older school. No changes were made in the original plan, however. Although these administrators appeared interested in the study, they made no attempt to find out the specific contents of the interviews or the instrument findings.

The supervisor of homemaking instruction in this same system was approached in regard to a place for preliminary testing of the communication instrument. She was extremely cooperative, giving positive and negative suggestions about schools to use and seeming to chiefly consider the needs for the research. The teacher named
by the supervisor was contacted and arrangements made for use of her class. Both she and the students were cooperative and interested. The writer has observed that when students have a favorable attitude toward a sponsoring teacher they are likely to more quickly project such an attitude toward the research person.

The principal in the smaller school system used for the pilot study was less cooperative. In the first telephone conversation when an appointment was requested to talk with him about the possibility of conducting a small study in his school, he asked abruptly how long it would take to discuss it. When a time was indicated, he asked if it could not be done in ten minutes less. He also said that he might need to leave the final decision to the superintendent of his system.

During the conference the principal was given a full explanation of plans. He agreed to the use of his school and indicated the teacher (and class sponsor) through whom the arrangements would be made. Later, on the second day of the interviews when case studies were in progress, he met the writer in the hall and asked, "Are you back again?" The writer felt that this principal had a strong block against research in his school.

The teacher and counselor whom the principal had recommended was a sensitive person, very cooperative and helpful. She made one of her classes available, as well as helping with interview arrangements. Her support was whole-hearted and on the one occasion when she was drawn into the picture, she was apologetic. (For further details, see "Student Response—Pilot Study."
The Girls and The Parents

Pilot Study

In administering the communication and the Kell-Hoeiflin instruments to the class of eleventh grade girls, their interest was apparent. Girls selected for the individual interviews were cooperative, responsive, and talked freely. When, at the end of the first interview, they were asked if they believed that their parents would cooperate with interviews, two of them indicated that they felt that they had spoken too freely. The interviewer assured them, as at the first of the interview, that what they had said was confidential. It was evident in one case that the girl felt disloyal to her parents in her statements; in the other, the girl wanted to run no risk in having her parents find out how she really felt on an issue.

Another girl, no longer close to or confiding in her mother and feeling guilty because she was not, seemed genuinely surprised each time the interviewer summarized or elaborated on the girl's feelings. She asked, "How did you know?" with amazement several times. An effort was made to use this girl and her parents as a case study, but her mother was unwilling to give the time for an interview, saying that her work and her trips to take this daughter various places left her no free time. When it was evident that the mother would not give an interview, an effort was made to relieve her of the guilt feelings which she was clearly displaying in regard to her refusal.

The girls selected for case studies were asked to tell their parents that they would be called about an interview. With the L
family, a close communication one, this proved effective. The mother agreed readily, when telephoned, and a date was set. When the interviewer arrived, the mother greeted her but was evidently very ill at ease and tense. When the father joined her, a lack of unity between them was noticeable in regard to some aspects of their life. (This the daughter had referred to in her first interview.) During her interview, Mrs. L was still tense but relaxed some as the interview progressed. When the husband was interviewed, he spoke very freely and objectively of his life, his feelings, and problems. Although he was not critical in reference to his wife, again there was evidence of some disagreement. At the conclusion of his interview, Mrs. L still had not completed her instruments. As the hour grew late, the interviewer asked if Mrs. L would prefer mailing them to her. Mrs. L agreed readily and Mr. L commented that his wife would be unable to sleep unless she first completed them. When the interviewer left the house, all seemed pleasant on the surface, but the wife's instruments were never received.

The daughter was notified in advance of her next interview by the teacher, but did not appear, sending word that she had to practice a dance. A note was left for the teacher, stating that L did not report and that the writer felt that she would be unable to obtain help from L if she insisted upon her coming.

The teacher later said with apologies that she had felt obligated in terms of L's growth as an individual and a school leader to call her in and talk with her about her responsibilities since she had
agreed to cooperate with the study. Following the teacher's confer-
ence with L, Mrs. L had telephoned the teacher, protesting her
reprimands to L. The teacher offered apologies to the interviewer
for fear the former's actions might have damaged the rapport between
L and the interviewer. The mother's telephone call had not upset the
teacher.

When L did report for the next interview, she seemed sulky and
withdrawn. To avoid immediate discussion, she was asked to complete
either the Bell Adjustment Inventory or the Mooney Problem Check
List, whichever she preferred. After she had completed the Bell,
she began to relax and although the original rapport was not regained,
some was re-established. This case was not completed as it seemed
to have served its purpose.

The other case, M, offered fewer problems. The mother and
daughter appeared to feel it their duty to cooperate to the fullest
degree. The father, largely because of his limited education, was
uncomfortable in his interview and at the prospects of "the papers"
he must cope with. This was the case in which the daughter remained
within the room all the time the father was interviewed. There
seemed two possible explanations of this: the girl had just come home
as the father's interview began and she may have felt a need to play
hostess or she may have felt a need to support and help her father.
As a result of this experience, in the major study emphasis was given
both in telephone conversations with the mother and at the beginning
of home visitation to the need for private interviews.
Major Study

1. Girls

a. Group reaction

The reaction to the administering of the instruments was a usual one. Some students were intrigued by the instruments; some took them as a matter of course. No one objected aloud to them and many seemed pleased at the thought of contributing to research. The Kell-Hoeflin Incomplete Sentence Blank seemed confusing to some and consumed more time than had been originally expected.

b. Within interviews

Not until the conclusion of the administration of the two instruments was the group told of the possibility of individual interviews and asked if they would participate. This timing was intended to permit free expression on the two instruments. In one school the girls selected for interviews were called in by the assistant principal prior to interviews and asked if they would be willing to cooperate. She also asked them to tell their parents about the study and the possibility of their being interviewed. This action served to add weight to the school's support of the study. In the other school the assistant principal also was asked to notify the girls a day in advance but she did so partially by note.

In an effort to establish rapport and to free the girl to talk the interviewer usually began by telling briefly of her earlier study, her interest in those girls' problems, their freedom in talking, and their desire to participate in interviews. The
The interviewee was assured that all findings were confidential and that her name would not be linked with them. Then the girl was asked which problems on the communication instrument had interested her most, a blank instrument being supplied if the girl could not recall the problems. This often served as a stimulus to the girl and she would begin to assume the lead in the interview.

Reactions of the girls within the interview situation varied, depending in part upon her feelings about what she recalled having written on the instruments, her feelings about her relationship with her parents, what her most pressing problems were, her general state of emotional security, and her freedom to converse with a stranger. With V it was evident that she was very ill at ease during the interview. At the conclusion when she was asked about the possibility of interviewing her parents, she questioned anxiously, "You won't tell my mother what I wrote, will you?" Another girl also revealed much tension, having large red splotches on her neck and flushed cheeks, but she seemed less concerned about her parents than V. To the second girl the interview seemed to be more of a personal trial.

Two other girls in the low communication classification spoke quite freely of their intense problems with their mothers. One perceived her mother as mentally unbalanced, saying that she had "picked on" the oldest child until she drove him from home. This girl, formerly humored and petted, was now the victim of her mother's hostilities while the younger daughter had assumed perfection in her
mother's eyes. This girl planned to leave home at the earliest opportunity. The second girl was very emotional as she talked, saying that she had discussed her problem with two friends earlier and now regretted telling them. She sobbed as she told of how her mother three years ago had forbidden her to continue to date the boy whom she was going with. The mother's decision, according to the girl, was based on false information but the girl could not convince her of this. The girl had seen the boy a few times since but felt guilty about going against her mother's wishes, while at the same time feeling disturbed for fear she was hurting the boy. The girl talked past the time allotted for the interview but said that she felt much better for getting her feelings out of her system at last. Her house was so small and compact that she could not even cry without her mother knowing it. The girl believed that her mother would not consider cooperation with the study. She said that her father never talked to anyone, not even small talk. This situation was believed to be an abnormal one and one in which the interaction involved in the study might be highly disturbing to the parents. The girl was offered an opportunity for additional interviews apart from the study. She came in the following week and said that she had felt much better since talking of her problem, referring with interest to dating another boy.

Another low communication possibility, later eliminated because of evidence of a too-high socio-economic classification, described her rejection as a young child by her paternal grandmother.
because, as she heard her grandmother say, she was very ugly while her younger sister was pretty. This girl revealed no emotion as she spoke of her complete rejection of her grandmother now. She has managed to conceal this from her father, even when her grandmother spends weeks with them. This girl, stocky in build and boyish in hair arrangement, said that she had clarified her thinking on this several years ago when, as a result of a suggestion she read, she wrote out the details of her life in a diary no one knows of. She now plans to be an actress, never marrying. Evidently she is rejecting the feminine role, feeling unqualified for it.

Still another girl from the cases of intensive study in the low communication group, T, gave complete expression of her feeling of rejection by her mother, clarifying her feelings as she went. (For complete details, see Case T in the Appendix.) Having brought her concerns to the surface, she went home and at dinner shocked her family by accusing her mother of rejecting her in favor of the younger sister. This girl made use of the interviews as a counseling situation, getting out her feelings and attempting to work out some solution.

In general the low communication group had a greater need for the counseling opportunities provided than did the other group. Some (U, for example) had defenses too strong to permit them to look completely at themselves and their situation. Others used the opportunity to gain release through talking, to analyze themselves and their situations, and to make some effort to resolve problems. One
girl, Y, gradually reversed her expressed perception of her family during the course of her interviews.

The high communication group had less need for emotional release. While on the whole able to talk with freedom and poise, the degree of this freedom seemed in proportion to the degree of communication existing with their mothers. Whereas A and others revealed emotion, there was not the quality of urgency or intensity revealed in the low group. Neither did the interviews seem to present as much threat for the high communication girls.

2. Parents

As described earlier, the mothers of the twelve girls studied intensively were contacted by telephone to request appointments for interviews and administering of instruments. No one refused interviews, but two mothers (Y and Z) postponed a decision until it was apparent that they did not intend to cooperate. (Complete details of these contacts are included in each case history.) School cooperation with the study no doubt was most helpful in securing an entree into the homes. The girls had been asked to tell their parents about the possibility of such a call. V, Y, and Z did not do this. In V’s case it seemed that the parental interview must have continued to present a threat.

One mother, Mrs. T, was definitely hostile in her reactions over the telephone, although she was cordial in conclusion. She stated that if T wanted to tell the interviewer her problems at school it was all right but she did not see why the interviewer would wish to
come to the home. The interviewer's repeated statement that she wanted to talk to the parents only if they were willing to talk seemed to free the mother to be cooperative. Mrs. T appeared anxious about T's feelings and felt guilt, not only that they existed, but that another person should be aware of them.

Mrs. D also was leary of the interviews and instruments, asking, "What kinds of questions will they ask?" Some illustrations were offered which seemed to satisfy her.

On the other hand Mrs. U was one of the most cordial of the mothers during telephone conversations. She was reflecting her daughter's pleasure in being "chosen" and also was interested in the university connection of the writer and the possibility that this might serve to interest her daughter in attending this institution.

The interviewer talked with the parents together at the beginning of the home contact, establishing rapport. She then offered the explanation that she was attempting through research to learn more about adolescent girls and their parents for use in teacher education. She stated that she had previously done research with tenth grade girls and was now working with eleventh grade girls in two schools. She explained that she had interviewed a number of girls, choosing some of the cooperative ones to work with at greater length. Usually she added, with a laugh, that the girls were not chosen because of any sort of abnormalcy but rather that they seemed fairly typical of a group.
There was evidence that the question, "Why was our daughter chosen for study?" was anxiously held in the parents' minds. One of the first clues was D's statement that she had told her mother that the interviewer might call about talking with her and that the mother immediately asked, "What's wrong with you?" D was not perturbed, however. Another mother, Mrs. A, murmured, as the writer explained her choice of girls, that even though she had tried very hard with her daughters, "sometimes you wonder about them." Mrs. E also indicated, as the writer gave her explanation of choices, that she had wondered why E was chosen. Of all the mothers, Mrs. C showed the highest degree of confidence.

Most of the parents seemed to enjoy the interviews themselves, to want to cooperate, and to make an effort to be honest. Again the interviewer felt that there should be no pressure placed and no evidence of any judgmental inclinations. Certainly this procedure was effective with Mrs. B who said, "If you had been demanding, I would have clammed right up!"

At the conclusion of the individual interviews and use of instruments the interviewer asked a general question to both parents and expressed her gratitude for their help. Three sets of parents requested a report of the findings when the study was completed.

**Summary of Feelings Involved**

In studies dealing with personal problems and of a continued nature there will be much feeling involved.
With school administrators factors affecting their cooperation in research are likely to be: the individual's interest in research and his belief in its value, his conception of the disruption of school routine and other disturbances which the research might produce, and his feeling about the amount of his own time and energy required. Recognition should be given, too, to existence of competition and jealousy between individuals within the same school organization as well as between systems.

With parents there existed two questions, often unspoken: "Why is this research being carried on?" and "Why was my daughter chosen?" To gain full parental cooperation these and any other questions needed to be cleared before interviews began. Anxiety about inadequacy of relationships tended to create blocks and hostile feelings.

Girls were generally very cooperative and interested. Those communicating freely with their mothers found the interviews easier and less of a threat than did some of the low communication group but in the end the high communication group probably received less satisfaction from interviews than the low communication group. For the low communication group the interview experience offered more counseling possibilities and greater insights.
CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary of Study

This study was undertaken to determine—

1. The relation of daughter-mother communication to the social adjustment of the adolescent girl (specifically, the eleventh grade girl).

2. The relation of the daughter-mother communication pattern and
   a. The authority pattern within the family.
   b. The mother's acceptance of the daughter.
   c. The mother's marital adjustment.
   d. The way in which the daughter acquired information about sex and menstruation.

The sample consisted of a group of 123 eleventh grade girls to whom were administered instruments designed to reveal daughter-mother communication and authority patterns. From these girls ten were chosen for intensive case studies, five with low communication with their mothers and five with high communication with their mothers. The degrees of communication, "low" and "high," were relative, based on comparisons with the total group.
Case studies involved, in addition to the communication and authority instruments already given, (1) interviews with the girls; (2) the administering of instruments to the girls to reveal (a) problems, and (b) home, health, social, and emotional adjustments; (3) individual interviews with the girls' parents; and (4) the administering to the parents of instruments designed to reveal authority patterns and marital integration. Analyses of findings of the study are largely qualitative and subjective. The specific findings as related to each hypothesis follow.

Relation of Daughter-Mother Communication to Girl's Social Adjustment

The first hypothesis, the eleventh grade girl's ability to communicate freely with her mother will be related to her positive social adjustment, was not affirmed statistically by the findings from the Bell Adjustment Inventory, but the low communication group tended to score lower on this instrument. Social adjustment was also noted during the interviews. Differences between the high and low communication groups were readily apparent in interviews. The low communication group (1) was less poised in talking with a stranger about highly personal matters and (2) used the interviews more frequently as a counseling experience in which emotions were released and thinking clarified. In contrast, girls communicating freely with their mothers were free to talk easily with others. Girls with little communication with mothers tended toward extremes in peer
relationships, especially with boys, either seeking a close, binding relationship or finding difficulty in developing any relationship based on real feeling.

**Relation of Daughter-Mother Communication and Parental Authority Pattern**

The second hypothesis was that high communication between the eleventh grade girl and her mother will be related to a developmental authority pattern within her family. Statistical analysis of communication and authority scores for the group of 123 girls shows a correlation of .38, significant for this group and indicating that a developmental attitude on the part of parents fosters communication whereas an authoritarian attitude hampers communication. Within the 10 cases studied no statistical significance occurred between the authority scores of girls, mothers, and fathers in the high and the low communication groups, but there was a noticeable difference between the two groups, especially in the mothers' scores. The high communication group is more developmental in authority pattern.

The imprint of the parent's own earlier authority pattern shows clearly in either repetition or strong rejection of the earlier pattern in present child-rearing. A combination of conflicting authority patterns of father and mother or a rejection of a former authority pattern with an attempt to implement a new one often produces confusion and conflict unless the parents are able to work together and, possibly, receive additional help in solving the problem.
Relation of Communication and Mother's Acceptance of Daughter

The third hypothesis was that the daughter-mother communication will be positively related to the mother's acceptance of her daughter as evidenced by (1) empathy shown by the mother, (2) the mother's affection and warmth, (3) respect demonstrated by the mother, (4) the mother's acceptance of her daughter's peers, (5) the mutual ease of the mother and daughter in discussing sex information, (6) the mother's satisfaction with the communication between her daughter and herself, (7) the mother's time available for her daughter, and (8) the mother's level of aspiration for the girl. This hypothesis was affirmed as significant at the .05 and .02 levels. Analysis of individual items shows that the relationships of the mother's empathy and the mother's lack of sharp aspirations to communication with her daughter are significant at .05 and .025 levels. Comparisons of average scores for individual girls or for the high and low communication groups show marked differences on each item except "mother's satisfaction with mother-daughter communication." Only one mother expressed any concern about this.

Relation of Mother's Marital Adjustment and Her Communication with Her Daughter

The fourth hypothesis, high daughter-mother communication will be related to the mother's perception of her marital adjustment as satisfactory, was not affirmed statistically. A noticeable trend in this direction, however, indicates that further study is worth while.
Satisfactory daughter-mother communication and relationships appear to accompany a well-integrated, happy marriage, whereas lack of success in daughter-mother communication and relationships seems to accompany lack of success in the marriage relationship.

The findings of both the Interpersonal Check List and interviews reveal (1) the dissatisfaction and restlessness of over half the wives and (2) the concern and confusion among parents regarding authority roles. The wives' dissatisfactions appear to stem from within, originating prior to marriage and being intensified by and contributing to unhappy home relationships.

A possible contributant to the wives' dissatisfactions may be the husbands' lack of perceptiveness in regard to the wives. Evidence of this was produced on the ICL in the general agreement of husband and wife on the profile of the husband and the lack of agreement on the profile of the wife. Possible explanations are (1) a lack of communication between the two, (2) the husband's lack of sensitivity, (3) the husband's lack of interest, (4) role-playing by the wife to conceal her feelings, and (5) a conception of the husband in an authoritarian rather than a partnership role.

The second outstanding characteristic of these marriages, the disturbance and concern regarding authority roles, is revealed by (1) conflicting opinions between husband and wife regarding authority patterns and (2) confused behavior when a parent attempts to implement a philosophy which he has not experienced in practice. Conflict in opinions on an issue as important as child-rearing is difficult to
resolve when the concept of authority pattern has been held since childhood and is deeply ingrained. Earnest effort on the part of the couple and, frequently, outside help are needed in solution of this problem.

Relation of Daughter-Mother Communication to the Way in Which Information about Sex and Menstruation Was Acquired

The fifth hypothesis, high daughter-mother communication will be related to the way in which information about sex and menstruation was acquired, was not affirmed statistically. The low communication group feels less at ease in discussing this topic with their mothers, however, than does the high group.

Relation of Communication Pattern to Other Data

Data from the total group was checked on the relationship of communication scores to these factors: family size, position in the family, education of the mother, and away-from-family employment of the mother. None showed a significant relationship.

The Role of Fathers

Fathers played a very unimportant role in communication with their eleventh grade daughters. Within the cases studied even those girls who felt close to their fathers would not discuss intimate, personal topics with them. The fathers' lack of permissiveness, lack of acceptance of the daughter, and lack of interest hamper father-daughter communication. Lack of time does not appear to be a basic problem.
On the Kell-Hoeflin Incomplete Sentence Blanks for 121 girls analysis of responses to the stimulus phrase "If my father" reveals that over one-half of the statements indicate dissatisfaction with the father. One-third of the statements concern the father's capacities as earner-of-the-living. These might be interpreted as indicating that the girl views her father chiefly as an economic provider but she is not satisfied with him. Some girls have never experienced any real relationship with their fathers. Others have been disappointed in the quality of relationship existing.

The father can make important contributions to his daughter by helping her to adjust to and accept males as well as by providing her with a pattern for her marriage and favorable perceptions of the role of husband and wife.

Conclusions

These are, in reality, tentative conclusions, based on the evidence from this study and subject to revision if indicated by future contacts with families.

1. The adolescent girl who is able to communicate freely with and relate to her mother has made a basic step toward communicating freely with and relating to others.

2. Although the adolescent girl's state of maturity and her independence from her parents may affect the frequency of her communication with them, it is important that she is able to talk with them when she needs to.
3. Easy communication with her parents will aid the adolescent in experiencing a minimum of guilt in the task of freeing herself from them.

4. The adolescent unable to communicate with parents but with strong drives for social adjustment may have the strength to overcome family deficiencies with the help of other agencies, individuals, or even alone. The stability of this strength is subject to question. If this adjustment is blocked, compensations may be sought.

5. Adolescent girls having little communication with their mothers will have a greater urgency in their need for counseling with its opportunity for emotional release and clarification of thinking. Emotional blocks set up by the inability to communicate with the mother may also, however, hamper ability to talk freely with a counselor or anyone.

6. Girls having little communication with mothers, especially on personal topics, are more likely to find extremes in peer relationships, seeking a close, binding relationship or finding it difficult to establish any kind of relationship involving real feeling.

7. A developmental attitude on the part of parents fosters communication with their adolescent daughter whereas an authoritarian attitude shuts off this communication. Either extreme in authority pattern, severe authoritarianism or almost complete laissez-faire, is detrimental to communication. Communication flourishes best in developmental families where observant concern and thoughtful guidance are used.
8. The influence of childhood authority patterns is clearly revealed in many adults by their repeating or strongly rejecting this earlier authority pattern with their own children.

9. Rejection of the parental authority pattern may leave the individual without a pattern or clear concepts to follow with his own children, making difficult the implementation of his more recently acquired theories unless help is received.

10. Lack of communication between husband and wife, accompanied by conflicting concepts of authority patterns which have been instilled in childhood and may be at the subconscious level, will make marital adjustment and integration difficult. If one partner subjugates his own feelings and beliefs in an effort to maintain harmony, the cost to him will be also reflected in his family relations. When conflicting ideas exist and no adaptation or resolving of the conflict occurs, the split in parent philosophy means that the child or adolescent receives confusing inconsistencies in family training.

11. Many families reflect the transitional problems, disorders, and neuroses which accompany the changing authority patterns in America, a result of the ever-changing culture.

12. Fathers in general continue to play largely the role of economic provider, failing to establish real relationships with their adolescent daughters, failing to play the role which would help the daughters to adjust to and accept the male sex, and often failing to provide for their daughters a desirable marriage pattern and favorable perceptions of the role of husband and wife.
13. An adolescent's feeling of acceptance by the mother will foster communication between them whereas lack of acceptance will hamper communication.

14. Acceptance of the adolescent is closely associated with the family authority patterns with the developmental family showing more complete acceptance of the adolescent than the traditional authoritarian family.

15. Acceptance of the adolescent is closely related to the mother's capacity for empathy and her ability to permit the adolescent, with guidance, to set her own goals according to the adolescent's capacities and objectives. Other factors affecting the girl's feeling of acceptance by the mother are: (a) the respect shown to the girl by the mother, (b) the mother's affection and warmth, (c) the mother's acceptance of the daughter's peers, (d) the mutual ease of mother and daughter in discussing sex information, and (e) the time that the mother has available to the girl. Total acceptance involves taking into account feelings, regardless of logic.

16. The adolescent girl needs to be able to express rebellious feelings to her parents and to oppose them, knowing that she will not lose their love. Parental acceptance of her opposition provides strength in later love relations. Fear that parents cannot accept opposition may cause the anxious adolescent to barter sublimation of her own goals and interests for parent approval and acceptance.

17. There is a need for middle class parents to relax their high aspirations and imposition of own values upon their children.
Adolescents need more support and guidance, less structured direction from their parents.

18. The restlessness and dissatisfaction apparent in many wives and mothers often were present before marriage and represent a basic dissatisfaction with self. Marriage and parenthood have intensified and aggravated earlier problems.

19. Gainful employment of the wife and mother outside the home and much participation in civic or social activities have most significance for family relations not in the quantity of activity but in the motivation for it.

20. Wives who have well-adjusted, well-integrated marriages also tend to have high communication with their adolescent daughters. Wives with poorly integrated marriages tend to have low communication with their daughters.

21. Lack of agreement of husband and wife in their perceptions of the wife as contrasted to their agreement in perceptions of the husband has several possible explanations: (a) a lack of communication between the two, (b) the husband's lack of sensitivity, (c) the husband's lack of interest, (d) role-playing by the wife to conceal her feelings, and (e) a conception of the husband in an authoritarian role rather than as a partner.

22. When the husband is uncommunicative, disinterested, and absorbed in his work to the detriment of his family, the wife has a greater need to band with other wives to exchange ideas and feelings or to use out-of-home work as an outlet. When the marriage is more complete, this need diminishes.
23. Girls with low communication with their mothers tend to be less at ease in discussing sex information with their mothers than do girls with high communication. With the increase in freedom of discussion of sex in printed materials, the public schools, television, etc., the subject, however, has lost some of its more intimate quality. Failure of the mother to supply this information is no longer as significant to the girl as in former years since the information can be obtained without difficulty elsewhere. Most girls, however, feel that the imparting of this information is the mother's responsibility.

24. There is a need for refined instruments which combine validity, reliability, and ease in measuring such factors as communication, empathy, acceptance, aspirations, and authority patterns.

25. Interviews have much value in obtaining information of a personal nature as they offer opportunities for (a) developing leads given by the interviewee in interviews and in written instruments, (b) obtaining breadth in scope, (c) obtaining depth in pertinent material, bringing some submerged feelings to the surface, (d) using greater flexibility and adaptation in approach, and (e) observing the more subtle forms of communication, such as facial expressions and tone of voice.

26. Opportunity for longitudinal study of communication between parent and child from birth through adolescence would provide a more complete picture.
Implications

Findings from this study indicate that mother-daughter communication is important to the girl's social adjustment and state of well being. It clearly shows the blocks to communication and the contrast in practices of mothers having much communication with their daughters and those having little. To utilize the findings from this study and thus to reduce the difficulties in daughter-mother communication, the public schools, the colleges and universities, the in-service teacher education programs, and other organizations interested in the family have a share in the burden of responsibility.

For the Public Schools

If the philosophy is accepted that the public school is concerned with all problems of the pupil and not merely with academic preparations for college or a vocation, the following implications drawn from this study have meaning.

1. To improve family understanding and interaction, a general education program for both boys and girls at all levels from nursery school through senior high school can include education for family living both in special units and courses and in relation to other teachings. With the current national emphasis on the scientific areas in education in an effort to preserve our way of life, it is important that maintaining the values of this same way of life not be neglected. Objectives of the general education program include—

   a. Understanding and acceptance of self and others.

   b. Improving communication between family members for individual and mutual benefit.
c. Gaining an understanding of (1) the potentialities of the roles of husband, wife, mother, father, and offspring of various ages, and (2) the interrelatedness of these. Special effort is needed to help boys to realize the importance of the roles of husband and father, not only to their mates and children, but to themselves in fulfillment of their potentialities. Special effort is needed to help girls to clarify the feminine role and its significance in a changing society.

2. To supplement for the adolescent the deficiencies within his family, counseling opportunities within the school may be made available and publicized. All teachers need to be aware of the counseling needs of adolescents and be helped to become interested and find time to function in the capacity of counselor when their personalities indicate potentialities in this area.

3. To improve family understanding and interaction parent education is necessary and can be an integral part of the school program. Whereas the approach to parent education may be both direct (through study courses, Parent-Teacher Association programs, and group counseling) and indirect (by bringing parents into class and other school activities and through home visitation), goals are similar to those for adolescents and include an understanding and acceptance of the following:

   a. Himself—his problems, needs, limitations, and assets.

   b. His spouse and his spouse's needs, problems, limitations, and assets.
c. The potentialities and limitations of his own marital relationship and its effect upon himself, his mate, and his children.

d. The adolescent girl, her needs, problems, interests, and capacities, as well as the general tasks of adolescence.

e. The potentialities of the parent-daughter relationship and the role that communication plays, not only in the relationship but in the daughter's total development.

f. The factors which affect communication and the reasons why they may affect it: authority patterns; acceptance of daughter, especially empathy and parents' level of aspirations; and the parents' own marital happiness.

For Higher Education

If Whitehead's philosophy that education is "the acquisition of the art of the utilization of knowledge"\textsuperscript{71} and "the guidance of the individual toward the art of life"\textsuperscript{72} is accepted along with the statement from the Harvard Report "that the aim of education should be to prepare an individual to become an expert both in some particular vocation or art, and in the general art of the free man and citizen,"\textsuperscript{73} implications for higher education in regard to the development of the individual become very clear.


\textsuperscript{72} Ibid., 50.

1. The curriculum may be so designed that the goal of improvement of the student's personal relations and philosophy is implemented. Such courses in general education as psychology, biology, sociology, anthropology, and literature may be designed in part (1) to help the student to consider the course material in relation to himself, his family, and his life, and (2) to integrate and apply knowledge from all areas to his continuous improvement as an individual and as a family member. Increased objectivity toward and analysis of his earlier life helps to free any earlier blocks to communication, thus preparing him for greater freedom in communication as a marriage partner and parent. He may progress from basic, survival thinking in regard to his personal relations to a critical appraisal of his experiences accompanied by constructive and imaginative thinking and problem-solving.

Elective courses available to all may deal more specifically with the problems of marriage and family. The involvement of male students in these and the general education courses is most important in order that they adequately fill their roles.

General objectives of all these courses include—

a. Increased understanding of self and others.

b. Increased understanding of potentialities and problems of marriage and parenthood, including

1) communication.

2) authority patterns.

3) roles within the marriage and family.
c. Increased sensitivity to and awareness of others, their problems, goals, and interests.

2. Counseling service may be available to all, not only for emergency situations, but as a resource for helping students integrate learnings with their own lives when such help is desired. In addition to the clarification of ideas, these situations enable blocked students to progress in their capacity for communication with others. When faculty members are gifted and sympathetic toward counseling, their services need to be made available.

Both pre-marital and marital counseling are also needed, apart from the other counseling service. Opportunities for help to newly married couples with their adjustment problems involving communication and authority patterns as well as emergency problems are important in light of today's family situation.

3. Additional research is needed (a) in the area of family relations and communication to further verify the leads from this study; (b) in the development of more adequate instruments for measurement of authority pattern; communication; acceptance, including empathy and level of aspirations; and marital adjustment; and (c) in the development of ways of helping to reveal the contradiction and discrepancies of expectancies instilled in childhood and the actualities of the present time, particularly in regard to authority patterns and parent-offspring communication.
For Teacher Preparation

Knowledge of human behavior and factors affecting it, knowledge of subject matter, and skills in teaching are important acquisitions for the teacher. These need to go deeper than verbalization, however, and become an integral part of the teacher. Such depth of knowledge is acquired, not through reading and classes alone, but with the addition of experience.

Even this, however, is not sufficient in itself to produce a true teacher. If, in addition, she can be a whole, well-integrated person who is free to release her capacities as a teacher, this self-fulfillment becomes a continuous process.

With these objectives, the following implications emerge:

1. Pre-service

   a. The objectives of the general education program listed under "Higher Education" (pages 164, 165) need more emphasis.

   b. A strong and broad experience program with adolescents and their families from varying backgrounds may be provided in order that the teacher-to-be gets a deep realization of the effects upon individuals and their families of such factors as communication, authority patterns, empathy, and acceptance, and that she begins to develop ideas on how to help with these problems.

   c. Emphasis is needed in the curriculum on the importance of parent education and on the study of and experience in theory and method of teaching adults.
d. Insofar as possible faculty members are selected who are interested in and sensitive to the needs of individuals and capable of helping them progress.

2. In-service

a. Special help is needed by the first year teacher in (1) her transition from student to an independent teacher, particularly in helping her to focus on students and their problems rather than wholly on subject matter; and (2) giving support and help with adult and general education.

b. All teachers need help in keeping aware of the findings of research and in implementing them in their work with adolescents and parents.

c. Teachers need to help parents and adolescents, both for their present and future needs, to be aware of the importance of communication and the factors which inhibit or prevent it.

d. Teachers need help in recognizing symptoms of problems with the adolescent and her family and in utilizing available information and techniques in solution of these.

For Other Agencies Interested in the Family

Since there is the urgent need previously described (1) for help to the adolescent, (2) for pre-marital counseling, (3) for help to the young married couples with their early adjustment problems, and (4) for help to parents, any agency offering aid with these problems while at the same time making individuals and couples free to avail themselves of the service without guilt or embarrassment is making a
great contribution. When communication in a family is blocked, a qualified outsider can often help either to break down the barriers to communication or to help the individuals to make adjustments.

It is obvious that free communication between the adolescent daughter and her parents is highly desirable for the girl's optimal present development as well as for her future roles as wife and mother. Since this is an area in which parents have difficulty, supplemental help for adolescent girls and their parents might be provided by public schools, institutions of higher education, and agencies interested in and qualified to serve the family.
COMMUNICATION INSTRUMENT
The following are some of the problems which sometimes face girls of your age. Answer the questions regarding how the girl should go about finding an answer to her problem but do not be concerned about the solution. There are no right or wrong answers. It is your opinion which is wanted.

1. Mary's parents have always been very proud of her success in school. For Mary and for them, passing is not enough. Now for the first time she dreads getting a report card and feels ashamed of the low grades which she knows will appear on two subjects. In spite of hard work and conferences with her teachers, she can't seem to improve in these two classes. She feels disappointed in herself and depressed at the thought that she is letting down her parents.

a. With what persons would you suggest that Mary talk over this problem, if anyone?

b. Why?

c. If you were Mary, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
2. Regina has felt very uncomfortable during her past two menstrual periods. During her present period the pains have been even more severe and at noon she almost fainted as she stood in the cafeteria line. Now she feels quite frightened, wonders what is causing the difficulty, and wonders what she should do.

a. With what persons, if anyone, would you suggest that Regina talk over this problem?

b. Why?

c. If you were Regina, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
3. Jane is beginning to wonder if she will ever be able to get along with Miss X, her dramatic teacher. Although most of the students like Miss X, Jane has found her very critical, hard, and unsympathetic. She has felt that Miss X made no effort to understand her problems. Now Jane learns that Miss X will select the cast for the class play as well as directing it. Jane's chief ambition has been to be in this play but she feels that if the decision is left to Miss X in her present frame of mind, Jane will not have a chance. She has thought of going to talk with Miss X, but has feared she might make matters worse. She feels something should be done but is not sure what.

a. With what persons, if anyone, should Jane talk over her problem?

b. Why?

c. If you were Jane, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
4. After going steady for six months Ted suggested to Barbara today that they break up. He says that he isn't angry about anything but doesn't want to be tied down to one girl any longer. Barbara was very upset and asked him to think about it a little longer. She wonders what is wrong with her that he doesn't like her as much as he used to; how she can hold him; and if she can't hold him, how she will ever get back into circulation. All of these thoughts keep running through her mind. She finds it difficult to think of anything else. Barbara is getting a real case of "the blues". She feels very dissatisfied with herself.

a. With what persons, if anyone, should Barbara talk over her problem?

b. Why?

c. If you were Barbara, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
5. For many months Elaine has been concerned because she has no dates. Although not unattractive, she is conscious that she is taller and thinner than the average girl. She fears, too, that her good school grades make her less appealing to boys. She used to go to parties and athletic events with other girls but now that they usually go with dates, she is left alone. She wants to know how to attract boys and get dates but none of her own ideas seem to help.

a. With what persons, if anyone, should Elaine talk over her problem?

b. Why?

c. If you were Elaine, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
6. Kathleen wonders what to do after high school graduation. She has always enjoyed small children and has given serious thought to going to college and becoming a primary grade teacher. She thinks she would find college interesting and stimulating. However, there would be a good bit of money, time and effort involved. Kathleen has been offered a good secretarial job with her uncle after she graduates. She could live at home and would have a good bit of money to spend or to save. Since she expects to get married some day, she wonders what would be best for her to do, all points considered.

a. With what persons, if anyone, should Kathleen talk over her problem?

b. Why?

c. If you were Kathleen, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
7. Susie wonders what to do in order to be popular and yet keep her own present standards of conduct. Lately when she has double-or triple-dated with friends and when she has gone to parties, she has been unwilling to go along with some of the things her crowd does. She keeps asking herself, "Am I right? Should I change?" She wonders if she doesn't change and accept what the crowd is doing whether she will not soon be left out of things.

a. With what persons, if anyone, should Susie talk over her problem?

b. Why?

c. If you were Susie, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
8. Last month one of Gloria's favorite neighbors was killed in an automobile accident, leaving a husband and two small children. Gloria had always thought that both Mr. & Mrs. A - were two of the finest people she had ever known. She can't understand why this should happen to two people who tried so hard to do what was right. The more she thinks about it, the more disturbed and confused she feels.

a. With what persons, if anyone, should Gloria talk over her problem?

b. Why?

c. If you were Gloria, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
9. Yesterday after school, some of Louise's friends made a statement about sexual relations which Louise questioned. She believes that her friends are incorrect but isn't positive. She looked in one of the books in the library but it didn't give the answer.

a. To what persons, if anyone, should Louise go for an answer to her question?

b. Why?

c. If you were Louise, is this what you would do?

d. Why?

e. Are you pleased that this is what you would do?

f. Why?
SCORE GUIDE

Score For Communication Instrument

It is recommended that total answers for each problem be read before score is given and that implications within answer be considered.

Score

4  "Mother" or "parents" seem a definite first choice as a source of help in solving the problem. Reason given indicates or implies a great degree of confidence in her, a belief in her understanding, reassurance, or acceptance. The reason may indicate the daughter's awareness of relief from strain or increased self-confidence as a result of taking her problem to her mother.

Ex. "I feel I can tell my parents anything and they will understand and try to help me."

3  "Mother" or "parents" named as first choice as a source of help in problem solving. Stated or implied reason shows a moderate degree of warmth and confidence but less than in 4. Information communicated may be more helpful to them than to girl.

Ex. "Parents should be people she feels free to talk with—should be understanding."

"So they will understand."

2  "Mother" or "parents" named as a first choice as a source of help. The reason given indicates that the mother is regarded as a source of authority and/or a person who possesses information rather than giving emotional help.

Ex. "They will know whether we can afford it."
Score

1  Mother is named but is not an important source.

0  "Mother" or "parents" not named as a source of help with problems.

-1  Mother is stipulated or strongly implied as a person who would not be sought for help. The girl may feel that she should go to her mother but will not.

   Ex.  "I should go to my mother but it would be too embarrassing."

-2  Girl expresses desire to talk with her mother about problem but states that she cannot.

   Ex.  "I should like to discuss this with my mother but we are not that close."
KELL-HOEFLIN INCOMPLETE SENTENCE BLANK (Student Form)

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

1. Our family

2. As a child I enjoyed

3. My mother

4. Being a child

5. Obedience

6. Children should not

7. If my father

8. When I was in high school

9. I wish my parents had

10. Being a girl

11. Discipline

12. Teen-agers

13. My father

14. Making high grades in school

15. Punishment

16. As a child I disliked

18
17. If my mother

18. Being at home

19. Making decisions in the home
KELL-HOEFLIN INCOMPLETE SENTENCE BLANK (Parent Form)

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

1. Our family
2. As a parent I enjoy
3. My mother
4. Being a child
5. Obedience
6. Our children should not
7. If my father
8. When I was a teen-ager
9. I wish our children would
10. Being a mother
11. Discipline
12. Teen-agers
13. My father
14. Making high grades in school
15. Punishment
16. As a parent I dislike
17. If my mother
18. Being a father
19. Making decisions in the home
THE ADJUSTMENT INVENTORY
STUDENT FORM
(For students of high school and college age)
By HUGH M. BELL

Published by
STANFORD UNIVERSITY PRESS
Stanford, California

NAME

AGE

SEX

NAME OF SCHOOL

SCHOOL CLASS

DATE

DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer honestly and thoughtfully all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself.

There are no right or wrong answers. Indicate your answer to each question by drawing a circle around the “Yes,” the “No,” or the “?” Use the question mark only when you are certain that you cannot answer “Yes” or “No.” There is no time limit, but work rapidly.

If you have not been living with your parents, answer certain of the questions with regard to the people with whom you have been living.

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28d Yes No ? Does the thought of an earthquake or a fire frighten you?
29b Yes No ? Have you lost weight recently?
30a Yes No ? Has either of your parents insisted on your obeying him or her regardless of whether or not the request was reasonable?
31c Yes No ? Do you find it easy to ask others for help?
32a Yes No ? Has illness or death among your immediate family tended to make home life unhappy for you?
33b Yes No ? Have you ever been seriously injured in any kind of an accident?
34a Yes No ? Has lack of money tended to make home unhappy for you?
35d Yes No ? Are you easily moved to tears?
36c Yes No ? Are you troubled with shyness?
37a Yes No ? Has either of your parents frequently found fault with your conduct?
38b Yes No ? Have you ever had a surgical operation?
39c Yes No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
40d Yes No ? Do you dread the sight of a snake?
41a Yes No ? Have your parents frequently objected to the kind of companions that you go around with?
42b Yes No ? Do things often go wrong for you from no fault of your own?
42b Yes No ? Do you have many colds?
43a Yes No ? Have you had experience in making plans for and directing the actions of other people?
44a Yes No ? Are you frightened by lightning?
45a Yes No ? Do you feel very easily irritated?
47c Yes No ? Are you subject to attacks of influenza?
Yes No ? Do you day-dream frequently?
Yes No ? Do you take cold rather easily from other people?
Yes No ? Do you enjoy social gatherings just to be with people?
Yes No ? Does it frighten you when you have to see a doctor about some illness?
Yes No ? At a reception or tea do you seek to meet the important person present?
Yes No ? Are your eyes very sensitive to light?
Yes No ? Did you ever have a strong desire to run away from home?
Yes No ? Do you take responsibility for introducing people at a party?
Yes No ? Do you sometimes feel that your parents are disappointed in you?
Yes No ? Do you enjoy social gatherings just to be with people?
Yes No ? Are your eyes very sensitive to light?
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All rights reserved
Have you frequently been depressed because of low marks in school?

Do you have difficulty in starting conversation with a person to whom you have just been introduced?

Have you had considerable illness during the last ten years?

Have you frequently disagreed with either of your parents about the way in which the work at home should be done?

Do you sometimes envy the happiness that others seem to enjoy?

Have you frequently known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?

Do you frequently suffer discomfort from gas in the stomach or intestines?

Have there been frequent family quarrels among your near relatives?

Do you find it easy to make friendly contacts with members of the opposite sex?

Do you get discouraged easily?

Do you frequently have spells of dizziness?

Have you frequently quarreled with your brothers or sisters?

Are you often sorry for the things you do?

If you were a guest at an important dinner would you do without something rather than ask to have it passed to you?

Do you think your parents fail to recognize that you are a mature person and hence treat you as if you were still a child?

Are you subject to eye strain?

Have you ever been afraid that you might jump off when you were on a high place?

Have you had a number of experiences in appearing before public gatherings?

Do you often feel fatigued when you get up in the morning?

Do you feel that your parents have been unduly strict with you?

Do you get angry easily?

Has it been necessary for you to have frequent medical attention?

Do you find it very difficult to speak in public?

Do you often feel just miserable?

Has either of your parents certain personal habits which irritate you?

Are you troubled with feelings of inferiority?

Do you feel tired most of the time?

Do you consider yourself rather a nervous person?

Do you enjoy social dancing a great deal?

Do you often feel self-conscious because of your personal appearance?

Do you love your mother more than your father?

Are you subject to attacks of indigestion?

When you want something from a person with whom you are not very well acquainted, would you rather write a note or letter to the individual than go and ask him or her personally?

Do you blush easily?

Have you frequently had to keep quiet or leave the house in order to have peace at home?

Do you feel very self-conscious in the presence of people whom you greatly admire, but with whom you are not well acquainted?

Are you subject to tonsillitis or laryngitis?

Are you ever bothered by the feeling that things are not real?

Have the actions of either of your parents aroused a feeling of great fear in you at times?

Do you frequently experience nausea or vomiting or diarrhea?

Are you sometimes the leader at a social affair?

Are your feelings easily hurt?

Are you troubled much with constipation?

Do you ever cross the street to avoid meeting somebody?

Do you occasionally have conflicting moods of love and hate for members of your family?
Do you find it necessary to watch your health carefully?

Do you get upset easily?

Have you disagreed with your parents about your life work?

Do you find it difficult to start a conversation with a stranger?

Do you worry too long over humiliating experiences?

Have you frequently been absent from school because of illness?

Have you ever been extremely afraid of something that you knew could do you no harm?

Is either of your parents very nervous?

Do you like to participate in festival gatherings and lively parties?

Do you have ups and downs in mood without apparent cause?

Do you have teeth that you know need dental attention?

Do you feel self-conscious when you recite in class?

Has either of your parents dominated you too much?

Do ideas often run through your head so that you cannot sleep?

Have you had any trouble with your heart or your kidneys or your lungs?

Have you often felt that either of your parents did not understand you?

Do you hesitate to volunteer in a class recitation?

Does it frighten you to be alone in the dark?

Have you ever had a skin disease or skin eruption, such as athlete's foot, carbuncles, or boils?

Have you felt that your friends have had a happier home life than you?

Do you have difficulty in getting rid of a cold?

Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?
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<td>Yes</td>
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<td>If you come late to a meeting would you rather stand or leave than take a front seat?</td>
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<td>Yes</td>
<td>No</td>
<td>Were you ill much of the time during childhood?</td>
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<td>Yes</td>
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<td>Do you worry over possible misfortunes?</td>
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<td>Do you make friends readily?</td>
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<td>Yes</td>
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<td>Have your relationships with your mother usually been pleasant?</td>
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<td>Yes</td>
<td>No</td>
<td>Are you bothered by the feeling that people are reading your thoughts?</td>
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<td>Yes</td>
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<td>Do you frequently have difficulty in breathing through your nose?</td>
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<td>Are you often the center of favorable attention at a party?</td>
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<td>Does either of your parents become angry easily?</td>
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<td>Yes</td>
<td>No</td>
<td>Are you considerably underweight?</td>
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<td>Does criticism disturb you greatly?</td>
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<td>Yes</td>
<td>No</td>
<td>Do you keep in the background on social occasions?</td>
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<td>Yes</td>
<td>No</td>
<td>Do you wear eyeglasses?</td>
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<td>Yes</td>
<td>No</td>
<td>Does some particular useless thought keep coming into your mind to bother you?</td>
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<td>Yes</td>
<td>No</td>
<td>Did your parents frequently punish you when you were between 10 and 15 years of age?</td>
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<td>Yes</td>
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<td>Does it upset you considerably to have a teacher call on you unexpectedly?</td>
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<td>Do you find it necessary to watch your health carefully?</td>
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74b Yes No  Do you feel tired most of the time?
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76c Yes No  Do you enjoy social dancing a great deal?
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88c Yes No  Are you sometimes the leader at a social affair?
89d Yes No  Are your feelings easily hurt?
90b Yes No  Are you troubled much with constipation?
91c Yes No  Do you ever cross the street to avoid meeting somebody?
92a Yes No  Do you occasionally have conflicting moods of love and hate for members of your family?
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I’m told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don’t like
55. Subjects not related to everyday life
56. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don’t really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can’t see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes
MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY
Bureau of Educational Research
Ohio State University

Age.........................................................Date of birth.................................Boy.....Girl

Your class, or the number of your grade in school..........................................................

Name of school..........................................................

Name of the person to whom you are to turn in this paper....................................................

Your name or other identification, if desired.................................................................

Date..........................................................

DIRECTIONS

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, pick out the problems which are troubling you. There are three steps in what you do.

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight." Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are troubling you most. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "1. Being underweight."

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
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42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Not taking some things seriously enough
57. Parents making me go to church
58. Disliking church services
59. Doubting the value of worship and prayer
60. Wanting to feel close to God
61. Affected by racial or religious prejudice
62. Not living with my parents
63. Parents separated or divorced
64. Father or mother not living
65. Not having any fun with mother or dad
66. Feeling I don't really have a home
67. Needing to decide on an occupation
68. Needing to know more about occupations
69. Restless to get out of school and into a job
70. Can't see that school work is doing me any good
71. Want to be on my own
72. Not really interested in books
73. Unable to express myself well in words
74. Vocabulary too limited
75. Trouble with oral reports
76. Afraid to speak up in class discussions
77. Textbooks too hard to understand
78. Teachers too hard to understand
79. So often feel restless in classes
80. Too little freedom in classes
81. Not enough discussion in classes
First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily

6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)

11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette

16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates

21. Getting into arguments
22. Hurting people's feelings
23. Not getting along well with other people
24. Worrying how I impress people
25. Wanting more time to myself

26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying

31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs

36. Worried about a member of the family
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home

41. Unable to enter desired vocation
42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school

46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study

51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life

56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight

61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work

66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself

71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex

76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability

81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough

86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice

91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home

96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own

101. Not really interested in books
102. Unable to express myself well in words
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104. Trouble with oral reports
105. Afraid to speak up in class discussions

106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes
of health, money, social life, home relations, religion, education, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, pick out the problems which are troubling you. There are three steps in what you do.

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight." Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are troubling you most. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "1. Being underweight."

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

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522 Fifth Avenue, New York, N. Y.

Printed in U.S.A.
111. Not as strong and healthy as I should be
112. Not getting enough outdoor air and sunshine
113. Not getting enough sleep
114. Frequent colds
115. Frequent sore throat
116. Wanting to earn some of my own money
117. Wanting to buy more of my own things
118. Needing money for education after high school
119. Needing to find a part-time job now
120. Needing a job during vacations
121. Nothing interesting to do in my spare time
122. Too little chance to go to shows
123. Too little chance to enjoy radio or television
124. Too little chance to pursue a hobby
125. Nothing interesting to do in vacation
126. Disappointed in a love affair
127. Girl friend
128. Boy friend
129. Deciding whether to go steady
130. Wondering if I'll find a suitable mate
131. Slow in making friends
132. Being timid or shy
133. Feelings too easily hurt
134. Getting embarrassed too easily
135. Feeling inferior
136. Moodiness, "having the blues"
137. Trouble making up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born
141. Wondering how to tell right from wrong
142. Confused on some moral questions
143. Parents old-fashioned in their ideas
144. Wanting to understand more about the Bible
145. Wondering what becomes of people when they die
146. Being criticized by my parents
147. Parents favoring a brother or sister
148. Mother
149. Father
150. Death in the family
151. Choosing best subjects to take next term
152. Choosing best subjects to prepare for college
153. Choosing best subjects to prepare for a job
154. Getting needed training for a given occupation
155. Wanting to learn a trade
156. Not getting studies done on time
157. Not liking school
158. Not interested in some subjects
159. Can't keep my mind on my studies
160. Don't know how to study effectively
161. Not enough good books in the library
162. Too much work required in some subjects
163. Not allowed to take some subjects I want
164. Not getting along with a teacher
165. School is too strict
166. Poor complexion or skin trouble
167. Poor posture
168. Too short
169. Too tall
170. Not very attractive physically
171. Living too far from school
172. Relatives living with us
173. Not having a room of my own
174. Having no place to entertain friends
175. Having no car in the family
176. Not being allowed to use the family car
177. Not allowed to go around with the people I like
178. So often not allowed to go out at night
179. In too few student activities
180. Too little social life
181. Being in love
182. Loving someone who doesn't love me
183. Deciding whether I'm in love
184. Deciding whether to become engaged
185. Needing advice about marriage
186. Being criticized by others
187. Being called "high-hat" or "stuck-up"
188. Being watched by other people
189. Being left out of things
190. Having feelings of extreme loneliness
191. Afraid to be left alone
192. Too easily moved to tears
193. Failing in so many things I try to do
194. Can't see the value of most things I do
195. Unhappy too much of the time
196. Can't forget some mistakes I've made
197. Bothered by ideas of heaven and hell
198. Afraid God is going to punish me
199. Troubled by the bad things other kids do
200. Being tempted to cheat in classes
201. Being an only child
202. Not getting along with a brother or sister
203. Parents making too many decisions for me
204. Parents not trusting me
205. Wanting more freedom at home
206. Deciding whether or not to go to college
207. Needing to know more about colleges
208. Needing to decide on a particular college
209. Afraid I won't be admitted to a college
210. Afraid I'll never be able to go to college
211. Trouble with mathematics
212. Weak in writing
213. Weak in spelling or grammar
214. Trouble in outlining or note taking
215. Trouble in organizing papers and reports
216. Classes too dull
217. Teachers lacking personality
218. Teachers lacking interest in students
219. Teachers not friendly to students
220. Not getting personal help from the teachers
4. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? ...........Yes. ...........No. If so, do you have any particular person(s) in mind with whom you would like to talk? ...........Yes. ...........No.
221. Trouble with my hearing
222. Speech handicap (stuttering, etc.)
223. Allergies (hay fever, asthma, hives, etc.)
224. Glandular disorders (thyroid, lymph, etc.)
225. Menstrual or female disorders
226. Parents working too hard
227. Not having certain conveniences at home
228. Not liking the people in my neighborhood
229. Wanting to live in a different neighborhood
230. Ashamed of the home we live in
231. Wanting to learn how to dance
232. Wanting to learn how to entertain
233. Wanting to improve myself culturally
234. Wanting to improve my appearance
235. Too careless with my clothes and belongings
236. Going with someone my family won't accept
237. Afraid of losing the one I love
238. Breaking up a love affair
239. Wondering how far to go with the opposite sex
240. Wondering if I'll ever get married
241. Wanting to be more popular
242. Disliking someone
243. Being disliked by someone
244. Avoiding someone I don't like
245. Sometimes acting childish or immature
246. Being stubborn or obstinate
247. Tending to exaggerate too much
248. Having bad luck
249. Not having any fun
250. Lacking self-confidence
251. Sometimes living without meaning to
252. Swearing, dirty stories
253. Having a certain bad habit
254. Being unable to break a bad habit
255. Lacking self-control
256. Clash of opinions between me and my parents
257. Talking back to my parents
258. Parents expecting too much of me
259. Wanting love and affection
260. Wishing I had a different family background
261. Lacking training for a job
262. Lacking work experience
263. Afraid of unemployment after graduation
264. Doubting ability to handle a good job
265. Don't know how to look for a job
266. Don't like to study
267. Poor memory
268. Slow in reading
269. Worrying about grades
270. Worrying about examinations
271. Teachers not considerate of students' feelings
272. Teachers not practicing what they preach
273. Too many poor teachers
274. Grades unfair as measures of ability
275. Unfair tests
276. Poor teeth
277. Nose or sinus trouble
278. Smoking
279. Trouble with my feet
280. Bothered by a physical handicap
281. Borrowing money
282. Working too much outside of school hours
283. Working for most of my own expenses
284. Getting low pay for my work
285. Disliking my present job
286. Too little chance to do what I want to do
287. Too little chance to get into sports
288. No good place for sports around home
289. Lack ing skill in sports and games
290. Not using my leisure time well
291. Thinking too much about sex matters
292. Concerned over proper sex behavior
293. Finding it hard to control sex urges
294. Worried about sex diseases
295. Needing information about sex matters
296. Being too envious or jealous
297. Speaking or acting without thinking
298. Feeling that nobody understands me
299. Finding it hard to talk about my troubles
300. No one to tell my troubles to
301. Too many personal problems
302. Having memories of an unhappy childhood
303. Bothered by bad dreams
304. Sometimes bothered by thoughts of insanity
305. Thoughts of suicide
306. Being too envious or jealous
307. Speaking or acting without thinking
308. Feeling that nobody understands me
309. Finding it hard to talk about my troubles
310. No one to tell my troubles to
311. Friends not welcomed at home
312. Family quarrels
313. Unable to discuss certain problems at home
314. Wanting to leave home
315. Not telling parents everything
316. Not knowing what I really want
317. Needing to plan ahead for the future
318. Family opposing some of my plans
319. Afraid of the future
320. Concerned about military service
321. Getting low grades
322. Just can't get some subjects
323. Not smart enough
324. Afraid of failing in school work
325. Wanting to quit school
326. School activities poorly organized
327. Students not given enough responsibility
328. Not enough school spirit
329. Lunch hour too short
330. Poor assemblies

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.
Third Step: Answer the following four questions.

QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?  
   ... ... Yes ... No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.
251. Sometimes lying without meaning to
252. Swearing, dirty stories
253. Having a certain bad habit
254. Being unable to break a bad habit
255. Lacking self-control

256. Clash of opinions between me and my parents
257. Talking back to my parents
258. Parents expecting too much of me
259. Wanting love and affection
260. Wishing I had a different family background

261. Lacking training for a job
262. Lacking work experience
263. Afraid of unemployment after graduation
264. Doubting ability to handle a good job
265. Don't know how to look for a job

266. Don't like to study
267. Poor memory
268. Slow in reading
269. Worrying about grades
270. Worrying about examinations

271. Teachers not considerate of students' feelings
272. Teachers not practicing what they preach
273. Too many poor teachers
274. Grades unfair as measures of ability
275. Unfair tests

306. Sometimes not being as honest as I should be
307. Getting into trouble
308. Giving in to temptations
309. Having a troubled or guilty conscience
310. Being punished for something I didn't do

311. Friends not welcomed at home
312. Family quarrels
313. Unable to discuss certain problems at home
314. Wanting to leave home
315. Not telling parents everything

316. Not knowing what I really want
317. Needing to plan ahead for the future
318. Family opposing some of my plans
319. Afraid of the future
320. Concerned about military service

321. Getting low grades
322. Just can't get some subjects
323. Not smart enough
324. Afraid of failing in school work
325. Wanting to quit school

326. School activities poorly organized
327. Students not given enough responsibility
328. Not enough school spirit
329. Lunch hour too short
330. Poor assemblies

Second Step: Look back over the items you have underlined and circle
the numbers in front of the problems which are troubling you most.
3. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? Yes. No. Please explain how you feel on this question.

4. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? Yes. No. If so, do you have any particular person(s) in mind with whom you would like to talk? Yes. No.
141. Wondering how to tell right from wrong
142. Confused on some moral questions
143. Parents old-fashioned in their ideas
144. Wanting to understand more about the Bible
145. Wondering what becomes of people when they die

146. Being criticized by my parents
147. Parents favoring a brother or sister
148. Mother
149. Father
150. Death in the family

151. Choosing best subjects to take next term
152. Choosing best subjects to prepare for college
153. Choosing best subjects to prepare for a job
154. Getting needed training for a given occupation
155. Wanting to learn a trade

156. Not getting studies done on time
157. Not liking school
158. Not interested in some subjects
159. Can't keep my mind on my studies
160. Don't know how to study effectively

161. Not enough good books in the library
162. Too much work required in some subjects
163. Not allowed to take some subjects I want
164. Not getting along with a teacher
165. School is too strict

196. Can't forget some mistakes I've made
197. Bothered by ideas of heaven and hell
198. Afraid God is going to punish me
199. Troubled by the bad things other kids do
200. Being tempted to cheat in classes

201. Being an only child
202. Not getting along with a brother or sister
203. Parents making too many decisions for me
204. Parents not trusting me
205. Wanting more freedom at home

206. Deciding whether or not to go to college
207. Needing to know more about colleges
208. Needing to decide on a particular college
209. Afraid I won't be admitted to a college
210. Afraid I'll never be able to go to college

211. Trouble with mathematics
212. Weak in writing
213. Weak in spelling or grammar
214. Trouble in outlining or note taking
215. Trouble in organizing papers and reports

216. Classes too dull
217. Teachers lacking personality
218. Teachers lacking interest in students
219. Teachers not friendly to students
220. Not getting personal help from the teachers
INTERPERSONAL CHECK LIST

This instrument has eight parts:

The wife's check list for herself  
The wife's check list for her husband  
The wife's check list for the ordinary husband  
The wife's check list for the ordinary wife

The husband's check list for himself  
The husband's check list for his wife  
The husband's check list for the ordinary wife  
The husband's check list for the ordinary husband.

Each check list has the same items, arranged in the same order. Differences exist only in the headings and instructions.
IV. WIFE'S CHECK LIST FOR THE ORDINARY WIFE

Following is a list of 128 words and phrases (items) often used to describe the qualities of a person in his dealings with another person or persons.

You are asked to identify all of those items that, in your judgment, represent qualities that people generally expect in a wife.

Place an X in the "yes" column before each word or phrase that you consider describes a quality generally expected in a wife.

Place an X in the "no" column before each word or phrase that you consider describes a quality not generally expected in a wife.

Be sure to enter an X in the yes or no column for everyone of the items.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Able to give orders</td>
<td>21. Cold and unfeeling</td>
</tr>
<tr>
<td>2. Accepts advice readily</td>
<td>22. Cooperative</td>
</tr>
<tr>
<td>3. Acts important</td>
<td>23. Can be obedient</td>
</tr>
<tr>
<td>4. Able to take care of self</td>
<td>24. Complaining</td>
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<td>5. Admires and imitates others</td>
<td>25. Cruel and unkind</td>
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<td>6. Always ashamed of self</td>
<td>26. Can be strict if necessary</td>
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<tr>
<td>7. Affectionate and understanding</td>
<td>27. Clinging vine</td>
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<td>8. Able to doubt others</td>
<td>28. Can be frank and honest</td>
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<td>9. Always pleasant and agreeable</td>
<td>29. Critical of others</td>
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<td>10. Agrees with everyone</td>
<td>30. Considerate</td>
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<tr>
<td>11. Apologetic</td>
<td>31. Can complain if necessary</td>
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<td>12. Able to criticize self</td>
<td>32. Dominating</td>
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<td>13. Always giving advice</td>
<td>33. Distrusts everybody</td>
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<td>14. Appreciative</td>
<td>34. Dependent</td>
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<td>15. Big-hearted and unselfish</td>
<td>35. Dictatorial</td>
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<td>16. Bitter</td>
<td>36. Easily embarrassed</td>
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<td>17. Boastful</td>
<td>37. Egotistical and conceited</td>
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<td>18. Bossy</td>
<td>38. Eager to get along with others</td>
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<td>20. Can be indifferent to others</td>
<td>40. Encouraging others</td>
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<td>Yes</td>
<td>No</td>
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<td>41. Enjoys taking care of others</td>
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<td>42. Expects everyone to admire her (him)</td>
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<td>43. Easily fooled</td>
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<td>44. Frequently angry</td>
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<td>45. Firm but just</td>
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<td>46. Forceful</td>
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<td>47. Fond of everyone</td>
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<td>48. Forgives anything</td>
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<td>49. Friendly at all times</td>
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<tr>
<td>50. Frequently disappointed</td>
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<td>51. Friendly</td>
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<td>52. Generous to a fault</td>
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<td>53. Gives freely of self</td>
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<td>54. Grateful</td>
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<td>55. Good leader</td>
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<td>56. Hard-boiled when necessary</td>
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<td>57. Hardly ever talks back</td>
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<td>58. Helpful</td>
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<td>59. Hard-hearted</td>
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<td>60. Hard to impress</td>
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<td>61. Impatient with others mistakes</td>
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<td>62. Independent</td>
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<td>63. Irritable</td>
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<td>64. Jealous</td>
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<td>65. Kind and reassuring</td>
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<td>66. Likes responsibility</td>
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<td>67. Likes to compete with others</td>
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<td>68. Loves everyone</td>
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<td>69. Lacks self-confidence</td>
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<td>70. Likes to be taken care of</td>
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<td>71. Lets others make decisions</td>
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<td>72. Likes everybody</td>
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<td>73. Meek</td>
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<td>74. Manages others</td>
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<td>75. Makes a good impression</td>
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<td>76. Modest</td>
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<td>77. Often unfriendly</td>
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<td>78. Obeys too willingly</td>
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<td>79. Outspoken</td>
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<td>80. Often gloomy</td>
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<td>81. Oversympathetic</td>
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<td>82. Often helped by others</td>
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<td>83. Overprotective of others</td>
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<td>84. Often admired</td>
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<td>85. Passive and un-aggressive</td>
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<td>86. Proud and self-satisfied</td>
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<td>87. Resentful</td>
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<td>88. Rebels against everything</td>
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<td>89. Respected by others</td>
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<td>90. Resents being bossed</td>
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<tr>
<td>91. Self-respecting</td>
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<td>92. Shrewd and calculating</td>
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<td>Yes</td>
<td>No</td>
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<td>93.</td>
<td>Somewhat snobbish</td>
</tr>
<tr>
<td>94.</td>
<td>Self-confident</td>
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<tr>
<td>95.</td>
<td>Sarcastic</td>
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<td>96.</td>
<td>Skeptical</td>
</tr>
<tr>
<td>97.</td>
<td>Selfish</td>
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<tr>
<td>98.</td>
<td>Shy</td>
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<td>99.</td>
<td>Slow to forgive a wrong.</td>
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<tr>
<td>100.</td>
<td>Stubborn</td>
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<tr>
<td>101.</td>
<td>Self-punishing</td>
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<tr>
<td>102.</td>
<td>Sociable and neighborly</td>
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<tr>
<td>103.</td>
<td>Spineless</td>
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<tr>
<td>104.</td>
<td>Self-reliant and assertive</td>
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<tr>
<td>105.</td>
<td>Spoils people with kindness</td>
</tr>
<tr>
<td>106.</td>
<td>Stern but fair</td>
</tr>
<tr>
<td>107.</td>
<td>Straightforward but direct</td>
</tr>
<tr>
<td>108.</td>
<td>Self-seeking</td>
</tr>
<tr>
<td>109.</td>
<td>Too easily influenced by friends</td>
</tr>
<tr>
<td>110.</td>
<td>Tries to comfort everyone</td>
</tr>
</tbody>
</table>
SCHEDULE FOR INTERVIEWS WITH GIRLS

These interviews were semi-directive with the girl being given the opportunity to lead as much as possible. Prior to each interview, tentative topics were outlined, based on instrument findings and, after the first interview, on previous interview information. This outline was a guide, followed only if it seemed advisable. It was adapted to each case. Feelings were noted and explored.

I. First Interview

A. Establishing rapport

1. Explanation of purpose of study as an effort to learn more about adolescent girls and their problems in order to improve teacher preparation

2. Description of earlier study with tenth grade girls, their concerns and problems, their freedom in discussion, and their desire for interviews

3. Assurance of anonymity and confidentiality of her contributions as far as her acquaintances were concerned

4. Request for girl's opinion regarding which problems on communication instrument were most interesting and why
B. Obtaining girl's picture of herself and her family

1. Parents' work and away-from-family activities
2. Number and age of siblings
3. Comparison of self with siblings
4. The closeness of her mother and her father to their daughter
5. Affection within family
6. Observance of holidays and special occasions
7. Her general feeling of acceptance by her parents

II. Second Interview

In most cases the Mooney Problem Check List was administered during this interview but changes in procedure were made as seemed desirable.

A. Girl's sources of help with her problems; reasons for her choice

B. Girl's feeling about communication with her parents—its desirability, her satisfaction with her own pattern

C. Her plans for the future

D. Her feelings about school

E. Her parents' acceptance of her friends

The last three topics were used in part as a means of finding out her own goals in comparison to her parents' aspirations as she perceived them.
III. Third Interview

Usually the Bell Adjustment Inventory was given within this interview.

A. Explanation of "empathy" and questions regarding (1) who has felt empathy for her and (2) for whom she has felt empathy

B. Girl's earliest memories

C. The way she learned about sex and menstruation

D. When she is happiest

E. What her major concerns are

IV. Fourth Interview

This interview was used to discuss topics not previously covered, to pursue further leads from instruments, and generally to complete the picture.
SCHEDULE FOR INTERVIEWS WITH PARENTS

These interviews because of time limitations were more directive than were the girls' interviews. Topics, however, were approached as seemed natural and were explored as desirable. Questions were made as general as possible.

The first contact was with both parents. After an explanation of purpose was given and rapport was established, individual interviews were held. At the conclusion of both interviews the parents together were asked a general question.

I. Mother
   A. Description and comparison of children
   B. Aspirations for daughter
   C. Perception of daughter
      1. When happiest
      2. What her concerns are
   D. Daughter's method of solving her problems
   E. Her perception of her closeness to daughter
   F. Comparison of mother's relationship and communication with her daughter to mother's relationship and communication as an adolescent with her own mother
   G. Her time for daughter—club and social activities, employment, household responsibilities
H. Family's affection for each other
I. Discipline used with daughter
J. Husband's role with daughter
K. Her feeling about her daughter's friends
L. How daughter learned about sex and menstruation
M. Sources of help she has used in daughter's rearing or development

II. Father
A. His feeling about his work
B. Time spent with clubs, church, and civic activities
C. Comparison of children
D. Variations in closeness with daughter
E. Discipline
F. Feeling about her friends
G. Family's expression of affection
H. Family observance of holidays, birthdays
I. His own parents—discipline, closeness, communication, etc.
J. His conception of when his daughter is happiest; when least happy
K. His role in discussing sex and menstruation with his daughter
L. Sources of help
APPENDIX II

CASE A

Communication Pattern

Summary

A has exceptionally good communication with her mother. On the communication instrument she stated that her mother knew everything she did and all her feelings and that her mother understood her. In the last interview her feeling seemed to have altered slightly—whether momentarily or as the beginning of a trend cannot be determined. She said then that she tells her mother "almost everything" and that her mother listens but she is not sure that she always understands. Her love, admiration, and closeness to her mother are evident throughout her interviews.

A's communication with her father is far different from that with her mother. She says that she and her father are not close but they do love each other. When he hears her problems, it is usually because he is one of a group who is listening. He usually has little to say.

Hypotheses in Regard to Cause

1. The mother's full acceptance of her daughter as a person and her belief that her daughter comes before her job or her housework has encouraged communication.
A's ability to talk with her mother apparently comes from her mother's acceptance of and respect for her as a person, her considered permissiveness in her relationship with her daughter, plus her feeling that her daughter's needs are more important than her teaching or her household responsibilities. These in turn have built up in A a confidence in her mother's understanding, an admiration, and a deep affection for her mother. She does not seem to question her mother's interest nor ever to wonder if she is consuming too much of her mother's time and energy. She assumes that her mother is always ready to listen and to help her, which appears to be true.

Evidences of the mother's acceptance and respect for A are closely interwoven with her thoughtful permissiveness. In Mrs. A's interview she comments that she has never pushed nor probed where her daughters are concerned but that she has always waited for them to come to her. She has always respected the privacy of their closed door. In dealing with A she has tried to have empathy with her, realizing what the girl could accept and understand in light of her feelings and maturity.

The mother seems to feel no need to push her daughter in any way. When the daughter had friends whom Mrs. A did not care for, she waited until time worked it out. When her daughter insists upon being given advice, the mother complies and is not disturbed when the daughter sometimes ignores it completely. She is willing for the daughter to make her own decisions about college and a career.
Mrs. A very plainly states that she has not let any activity come before her daughters. Since she has never especially enjoyed clubs, they have had no claim upon her time. Her interview shows very clearly that she feels the pressure of her teaching and her housework but that she feels her daughter must come first. Judging from the information and implications from her daughter's communication instrument (example—"My mother and I are very close and she understands me. . . . My mother and my best friend know all I do and my feelings concerned."); the Mooney Problem Check List; the Kell-Hoeflin, the Bell Adjustment Inventory; and the girl's interviews, the mother has been able to achieve the type of relationship she wants.

2. The mother has sufficient inner resources that she does not need to make emotional demands upon her daughter, permitting her daughter to be herself rather than play a role.

Much of the mother's ability to follow her course of action must stem from her self-confidence, recognized by both her and her husband in their Inter-personal Check Lists. It appears that she is an individual who has sufficient resources so that she does not have to demand anything from her daughter but is free to give to her instead.

3. The daughter's feeling of at least partial rejection from her father has caused her in turn to partially reject him.

The father is not excluded from the daughter's affairs but any inclusion is, as she expressed in one interview, "because he is one of the group who is listening." Putting together the findings
from the interviews it appears that the father's preference for the older daughter has caused A, perhaps unconsciously, to reject him. His greater closeness to the other daughter was so plainly stated and his pride in her was so obvious in the interview that one wonders if it can have escaped A. Even her mother questions whether she has realized it. Although A speaks few uncomplimentary words about her father, it is in her first interview, following her account of the unusual incident of her father trying to console her after her hurt by the boy friend, that she says that "although we are not close, we do love each other." His concern seems to have drawn her closer to him then.

A expressed in her first interview an awareness of her father's tendency to see faults rather than virtues in his students. Although the girl gave no indication of it, it is likely that her father's criticalness of her emphasis on social activities and sorority to the detriment of her grades has been felt. Her mother made no reference to grades except that she felt A worried about them. A indicates this concern about classes and grades in her interviews, her Bell Adjustment Inventory, and her Mooney Problem Check List. She states that she is often depressed by her marks. She believes that religion might give her self-confidence about tests, and her search for an answer to her religious questions is a serious one. There is no clear evidence from which to draw a conclusion but it seems highly probable that her father's disapproval or disappointment in her grades accompanied by some consequent rejection of her
may have served as a further wedge between them. In reality, A's Ohio State Psychological Examination rating puts her into Class C, indicating that she is not capable of high grades.

It seems, therefore, that the poorer communication between the father and daughter is caused by his inability to accept her completely as she is, since she does not come up to his standards. A possible unconscious awareness of his preference for her older sister would increase her feeling of rejection.

**The Girl**

**Impression of the Girl upon Interviewer: Rapport Established**

An attractive-looking, well-groomed girl, A appeared exceptionally poised and composed throughout the interviews. Conversation was always easy for her. Even though at the first interview she was disturbed and shed tears as she talked about her boy friend, there was no pent-up emotion, no surging forth of feelings, but instead a recountal of painful events which she understood and could accept but from which she still felt pain. A characteristic which set her apart from the general group of girls was that she seemed always to have given thought to her feelings and her problems and to know where she stood at the moment. Sometimes she felt—as in the case of religion—that she did not know her own mind but she was clear on the fact that she did not know.
Her feelings, for example, in regard to her boy friend, were not constant from interview to interview but appeared to be evolving and changing. This also seemed true of the intensity of her feeling for her girl friend and her mother. She made no apologies for and perhaps was not aware of these changes but she was aware of her feelings and usually offered a basis for them.

A's insecurities were evident as she wrote and talked about her problems with studies, etc. She stated that she hopes religion will provide her with the security and self-confidence she needs.

Rapport was easily established from the beginning with A. She is an outgoing, confiding person. No doubt her ability to confide in her mother and her girl friend has made it easy for her to establish such a relationship with other people. She graciously gave up two-thirds of her lunch hour in order to keep her appointments.

There seems to be a quality of searching about A. In addition to her seeking for answers through religion, she said that she is looking for a less "everyday" type life than her sister has experienced. She seems to have some of the self-confidence possessed by her mother, despite some tendencies toward depression. In her own and her mother's interviews reference was made to her temper and her emotionalism. She referred to them also in the Bell and Mooney. Evidently she has given vent to her temper and has rid herself of her emotions fairly easily.
Information Secured through Instruments and Records

1. Bell Adjustment Inventory

a. Summary of scores

<table>
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<tr>
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<th>Adjustment</th>
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<tbody>
<tr>
<td>Home</td>
<td>Excellent adjustment</td>
</tr>
<tr>
<td>Health</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Social</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Emotional</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Total</td>
<td>Average adjustment</td>
</tr>
</tbody>
</table>

b. Item analysis

1) Home

In general she is satisfied and content with her home and family. She does sometimes feel that her parents are disappointed in her, however, and says that one of her parents has certain personal habits which irritate her.

2) Health

A is subject to hay fever or asthma, wears glasses and is bothered with eye strain, often comes to meals without being truly hungry, and often feels tired when she gets up in the morning. She does not, however, catch colds easily from others nor is she often bothered with colds or influenza. Headaches are not common to her nor are her eyes sensitive to light. She does not feel tired most of the time nor is she often very tired at the end of a day. Usually she has no difficulty getting to sleep. She has seldom been ill nor has she been seriously injured in an accident. She is not often dizzy, neither is she bothered with digestive disturbances.
3) Social

Although A does not picture herself as taking a very aggressive role socially, she does not see herself as shy or retiring either. She enjoys social activities and feels more at home in such situations than in class activities.

She likes parties and enjoys social gatherings just to be with people. She would take the responsibility for introducing people at a party but probably would not seek out the most important person there. She does not take the lead to enliven a dull party nor is she often the center of favorable attention at a party. She finds it easy to make friendly contacts with boys and enjoys social dancing a great deal.

She is not troubled with shyness and has no difficulty in starting a conversation with a stranger or a person whom she has just met. She does not usually talk to people on a train or bus, however. She often has difficulty thinking of an appropriate remark to make in group conversation and would feel very self-conscious to volunteer an idea to start a group discussion. However, she has had experience in making plans for and directing actions of others. She does not feel self-conscious around a person whom she admires but is not well acquainted with nor would she prefer to make a written rather than an oral request from such a person.

If she is late to a meeting, she is not embarrassed to take a front seat but if everyone else is seated in a public assembly, she feels embarrassed to enter. Although she has not had a great
number of experiences in appearing before public gatherings, she does not find it difficult to speak in public. She does not feel self-conscious in reciting in class, but she does find it difficult to give an oral report before class, is hesitant to volunteer in class discussions, and is upset if a teacher calls on her unexpectedly.

In considering additional information about A, it seems that her sorority experiences have probably given her confidence in social situations and in group meetings. Although she is not aggressive, neither is she retiring. Evidently she feels less sure of herself in her classes.

A) Emotional

A is not troubled by any fears. She is more apt to be "blue," depressed, moody, or angry. She admits dreading the sight of a snake and being frightened to see a doctor about illness, but she has never been afraid of something that she knew could do her no harm. She is not frightened by lightning or the thought of fire or an earthquake. She has ups and downs in moods without apparent cause, is frequently depressed by low marks, has spells of the "blues," gets discouraged easily, and is easily angered. She does worry over possible misfortune, is disturbed greatly by criticism and worries too long over humiliating experiences. She seldom feels really miserable, however, is not easily moved to tears, is not troubled with feelings of inferiority, and seldom has her feelings hurt. She does not blush easily, is not troubled by the feeling people are watching her on the
streets, and is not self-conscious about her appearance. She does not believe that things often go wrong for her through no fault of her own.

2. Mooney Problem Check List

A indicates that her chief concerns at this time lie within the areas of religion and school adjustment. Problems circled as especially significant are:

Confused on some of my religious beliefs
Wanting to feel close to God
Wanting to understand more about the Bible

Not spending enough time in study
Don't know how to study effectively
Don't like to study

Needing to decide on a particular college
Need to plan ahead for the future

Losing my temper
Being stubborn or obstinate

Boy friend

Too little chance to read what I like
Wanting to improve myself culturally

Need a job during vacation

Allergies

In the summary questions she states that she sometimes finds she does not know her own mind, especially in such subjects as religion. This she would like to improve. She sees most of her problems as being small.

She does feel that a personal adviser in a high school is needed—someone who can be close to each individual. She would like
to talk to someone about the problems she has indicated but does not know to whom.

3. Ohio State Psychological Examination - 50th centile -
Class C.

4. Kuder Interest Test

| High: Literary | - 87th centile |
| Group activity | - 84th centile |
| Dealing with ideas | - 84th centile |
| Avoiding conflict | - 84th centile |
| Directing others | - 76th centile |
| Artistic | - 74th centile |

| Low: Clerical | - 10th centile |
| Computational | - 15th centile |
| Stable situations | - 20th centile |
| Mechanical | - 30th centile |
| Social service | - 46th centile |

5. Kell-Hoeflin Incomplete Sentence Blank

The findings of this instrument place A as having the second most developmental and democratic background of the ten girls. Her statements do not reveal the degree of feeling expressed by some of the girls, tending more toward being factual. The idea of "fun" and "pleasure" occurs frequently.

6. Communication Instrument

In solving every problem either "parents" or "mother" was named as a possible source. In only one was the parent given second place and that was in the question dealing with vocations. "Parents" was the answer to questions concerning grades, difficulty in getting along with a teacher, understanding death, and choosing a vocation. "Mother" was named in problems dealing with not having dates, breaking
up with "steady" boy friend, choosing between high standards and popularity, and sex and menstruation.

Some of her comments were:

I have faith and confidence in my parents and trust their judgment. I have always felt free to bring any problems of any kind to them.

My mother and I are very close and she understands me. I would feel at ease and more free to talk to her.

A mother should be your guide and comforter in times of pain or even distress.

I value my parents' decisions.

My mother and my best friend know all I do and all my feelings concerned.

A mother grew up once herself and can understand and help. In regard to not having dates my mother and I are very close in these matters.

Only a mother should be consulted about standards of conduct. She is confident and understanding. I always talk such things over with my mother.

Things like this should be discussed with someone close to you—a mother will be willing to tell facts.

7. Grades

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<tr>
<td>Ninth</td>
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<tr>
<td>Tenth</td>
<td>B- or C+ average</td>
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<tr>
<td>Eleventh</td>
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<td></td>
<td>Amer. Lit. C</td>
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<td></td>
<td>Chemistry C</td>
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<td>Pers. Typ. B</td>
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<td>P. E. B</td>
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Summary of Interviews with Girl: Facts and Feelings

A has one older sister but no brothers. The sister is a sophomore at a small college not far away and comes home for occasional week
ends. Since her sister went to college, A feels that she and her
mother have become closer.

Her admiration and love for her mother were apparent in the first
interview. Her feeling for her father, however, is not nearly so
strong and she sees in him many traits which she does not admire.
Some of these less admirable traits she feels she has. For example,
both of them are apt to complain about minor physical ails. Her
mother, however, suffered severe abdominal pains for over a year with­
out her daughter being aware of them. (A is not sure whether the
father knew about them or not.) Her only indication of pain was that
she lay down often. Last summer the mother underwent an operation
which relieved the pain.

Her mother is teaching this year for the first time since her
children were born. Since her father also teaches (the three are
not in the same school), their hours are fairly similar.

At night her mother sews or irons while her father works in his
printing shop downstairs, coming up occasionally to watch a television
program, etc. Dinner each evening offers an opportunity for conversa­
tion, A says. They talk then about their problems and what has
happened and she talks about hers. Her father does not say much but
usually listens. She notices, however, that while her mother is able
to find good in all her pupils in her discussion of them, her father
sees the faults in his instead of the good.

In her first interview she said that she and her father do not
have as close a relationship as many girls have with their fathers but
that they do love each other. Later in response to one of the interviewer’s questions she said that she did not know any girls who were closer to their fathers than she was to hers. She said that most girls do not confide in their fathers and neither does she. It is more a matter of his being one of a group when she tells a problem. She takes personal matters to her mother.

In her first interview she was greatly disturbed about a problem with a boy friend, talking very freely and shedding an occasional tear as she talked. Although they were not going steady, they dated each other most and were fond of each other. The day before the interview he had come by and told her he had found someone else that he was more interested in. "This girl is nearer his age—19—and I'm only 17. She's in college, too. I can understand. She has something I haven't. I told him not to try to spare my feelings... We have always respected each other."

When the boy had come by, A was alone at home, having left school because she was not feeling well. Consequently she was alone with her disappointment for several hours and was unable to get relief by discussing it with someone, she said. When her mother came home and she could tell her all about it, she felt much better. That night her parents were scheduled to go out for dinner, so her father drove her over to get a girl friend to stay with her. Although ordinarily he does not say much, he tried to console her and build up her morale then.
In her next interview A reported that her boy friend was taking her to a dance that weekend. He had come by her house Monday night after the "break-up" and had talked for two hours. She was sarcastic and snappy, telling him that she didn't want to go with him to the dance because she would feel that he was taking her from a sense of duty and she would not know what to do or how to act. He left without saying he would call or anything and she was very depressed. The next night he telephoned and said he was asking her to the dance because he wanted to take her. She accepted happily. She has told him to break off their dating whenever he feels he wants to. The thought of this happening bothers her, though. She feels if she could like someone else even a little, it would help.

Because of her spring holidays about ten days elapsed before the next interview. She reported that the boy had called her Easter Sunday and asked her to go riding with him. She accepted and during the ride he told her that he would like to go steady with her. She told him that she was not sure yet whether this would be wise and that she would think about it. (There was no apparent coyness but rather a sincere question in her mind.) During this interview she later stated that she had practiced giving the boy complete freedom in his decision-making about their dating. She has told him that he will make the decision and she will abide by it. This, however, has not been easy for her.

The boy, J, comes from a happy family, she says. He is very religious and has considered entering the ministry. He used to call
her every night and they would read Bible passages and discuss them. Now he thinks he will go into engineering, perhaps entering a large state university in the fall. She does not like the thought of his going there because she has heard so much about wild parties, how many people become pinned while there, etc. Had he followed through on his earlier decision to go to the college which her sister is attending, she could have gone to see him there.

In her last interview she said that while J wants to go steady now, she does not really want to be tied down. She recognizes that "I want to have my cake and eat it, too, but I know that I can't." She feels that if they go steady, she would be hurt when he left for college. Also, she says, they argue quite a bit lately. She used to dominate and now he wants to. (She is unable to let him dominate, apparently, although she has verbalized the willingness to accept his decision.)

When asked how her parents felt about J, she said that they seemed a little less favorable toward him after their first break-up. In addition to her disturbed feelings, he changed his plans to visit the college her sister attended, altering an arrangement for bringing the sister home for a visit. After this her father said that the boy would not be his "buddy-buddy" as he used to be.

This sister and A were fairly close when they were both at home. When she left for college, A missed her enormously at first. A says that while they look alike, their personalities are different. L seems "flighty" sometimes to A and is gayer than she. Now L is pinned to a
junior at her college. They have gone together for one and one-half years and will probably marry when he graduates. This would necessitate her graduating from another college. He is her chief interest now and she will not go anywhere without him. He comes home with her for weekends. Often her mother has to rearrange all her plans to please them. L seems to delight in correcting A when L's fiance is there. This does not bother A, however. She feels that L's fiance is like a big brother to her. She has told him all about her problems with J.

A has a girl friend to whom she is very close. During the last interview when empathy was discussed, A stated that she felt she and this friend had the greatest empathy for each other. She used to have empathy with her boy friend when he had problems about his work. When the interviewer brought her mother into the discussion, A said that she tells her mother "almost everything" and that her mother listens and tries to understand but A isn't sure that she does understand everything. (This represents a change in her earlier, apparently sincere statements.) Her girl friend has problems similar to her own so they advise each other and follow through on the advice. This friend is not at all close to her own parents. She told A that on her communication instrument each time she answered that she would seek help from "my girl friend, A."

It is this girl friend who has accompanied A in her search for an answer to some of the religious questions. During their Easter holiday they took a drive each day, read some of Norman V. Peale's
books, and meditated. (A's mother supplied the books.) They felt they got quite a bit from this. During the summer they plan to go to a different church each Sunday until they find one they feel fits their need. They are Protestants, although not of the same denomination, but will include Catholic and Jewish worship in their plans. Because she has had Jewish friends, A already knows a good bit of their customs. A says that she is trying to gain self-confidence and a feeling of security through religion. For example, when preparing for tests she intends to do her best and then rely on God.

A is not sure about her plans after high school. Her mother and father both attended the small college where her sister is now enrolled but she is not interested in enrolling there. She wants her life to be less "everyday-ish" than her sister's and has been considering a western university. She is not sure about a vocation, either. She has considered teaching overseas or teaching Indians in the West. Her parents leave this decision to her. They will help her with it but will not push her. Her mother does feel that teaching offers security.

School at present offers some problems for A. She sees herself as slow and usually late with her homework. She describes herself as being at her happiest in general when her homework is done (this isn't often, she adds) and when she can go to class with confidence. It is not that her homework is hard but it is time-consuming.

Her childhood memories are vague but she remembers automobile trips to see her mother's family. She and her sister were always excited
about going and always having to make many stops for food, restrooms, etc. They fought lots along the way. She remembers her mother threatening, "We'll just stop the car if you don't stop fighting."

A's information about sex and menstruation came first from her mother. When she was about nine or ten, her mother would come in at bedtime and read to A and her sister a chapter each night from an illustrated book on the subject. A was not very interested and would doze off. Later she discussed these things with girls. In the past weeks in home nursing class they have been learning about prenatal development, the birth of a baby, etc., and she has discussed these things with her parents at dinner.

A considers her family affectionate, saying that they kiss when going away for the week end.

Parents

Interview

1. Mother

Mrs. A is a pleasant, poised person, neat in appearance, easy to talk with. She was one of three children, having a sister ten years older and a brother between them. Her mother was 36 years older than Mrs. A. They were never as close as Mrs. A is to her daughters. She describes her father as having an enviable disposition and great faith in people.

Although Mrs. A is teaching this year, she does not believe that she could have handled teaching while her children were small.
She has never been active in clubs. She was never truly interested in them and had the feeling that "other people were interested and therefore let them do things." Right now her big problem is coordination of her household and her school work. Although she felt she chose a "lazy" subject to teach this year, as there were few, if any, outside activities associated with it, she sometimes is so pressed that she feels she does not have enough time for A. However, she tries never to let anything interfere if A seems to need her or to want her and tries never to let her suspect that anything else is pressing. For example, when A was upset about her boy friend, she called to her mother who was ironing in the basement. The mother immediately stopped ironing and went to A's bedroom to try to help her.

Mrs. A said that when the problem with the boy friend occurred, A was very upset, cried, etc. Her mother avoided telling her that later it would not seem so important because she knew this was not what A wanted to hear. Neither did she offer false hope. Mostly, she listened.

Often A asks for advice and even insists upon it, only to ignore it entirely. The mother does not let this disturb her, though. A has always been much more emotional than her sister. As a child she had severe temper tantrums which the mother ignored. She has also always been much more open with her feelings than L.

The older daughter hides her feelings almost too well, the mother thinks. She used to shut herself in her room and the mother would not know until days later whether she was worried, angry, or
what. Although she feels closer to L now than she used to be, she never believes that she really knows what her daughter feels. She says, however, that their relationship is almost like sisters. They shop together, etc.

The mother believes that the closeness which she has been able to establish with her daughters and their sharing of confidences is largely due to her not pushing nor probing with questions. She has always waited for the girls to come to her with things. She has always respected their privacy, physical and mental.

Mrs. A has no special aspirations for A. She does believe that teaching offers much security, however.

She feels that A is happiest when she has something to look forward to. She thinks A worries quite a bit over grades, friends, etc. When problems arise, she discusses them with her mother and her girl friend. Several years ago she was bothered with difficulty in going to sleep, lying awake two hours or more when she went to bed. Her doctor finally advised sleeping pills, though A did not know she was given them.

Mrs. A does not believe that her family is as affectionate as some, saying her family and her husband's family were not demonstrative either. She believes that their celebration of holidays is about average. They spend Christmas with her parents and sister. Since her daughters are the only grandchildren, they have always received much attention.
A has had some friends whom Mrs. A did not really care for but she usually bided her time and everything worked out, she said.

Mrs. A did lots of reading about child-rearing and development, she remembers, but she does not recall any particular source of help. She said that she read an illustrated book on sex to both girls but she thought A was probably too young then. Afterwards she asked questions at various times. Lately A has discussed her learnings in her home nursing class.

As the interview was ending, the mother asked if there had been any indication that A had realized that her mother's sister obviously preferred the other daughter. The interviewer felt justified in saying that the aunt had never been mentioned by A. Mrs. A added that she supposed there were times when girls became very aware of relatives' preference for a sister or brother and that sometimes they resented their father's favoritism. The interviewer felt that Mrs. A was definitely concerned about the possibility of A feeling that her father preferred the older daughter. Although the interviewer felt that A was not consciously aware of any such feeling, she responded by saying that she had observed in the cases in this study that such jealousy seemed most likely to occur between the girl studied and a brother.

2. Father

Mr. A was the middle child in his family. Since his father was both a minister and president of the college which Mr. and Mrs. A attended, "the family were expected to lead a life above reproach."
The father was away a good bit and applied the razor strop when he returned. Mr. A was not unhappy, however.

A teacher of 24 years' experience, Mr. A did not start out to teach but the depression forced him to go back for a fifth year and take the education courses necessary for teaching. When asked if he received much satisfaction from his work, he pulled a newspaper clipping from his wallet. This was a picture of him with an account of a national award received by the school activity under his direction. To supplement his income as a teacher, he does job printing in his own shop in the basement.

With his relationship with A, Mr. A has not seen any variation in their closeness during recent years. He says quite plainly that he has never been as close to A as to his older daughter. He supposes it is because he and the older daughter are more alike. Both are independent but he is more conscientious than she. In comparing the two daughters he says that A is much more socially inclined than the older daughter ever has been. He attributes this to the difference in the social programs at the two schools which his daughters attended. He remarked that in high school and again in college L was interested in only one boy. A has been interested in many. L is content and happy at a small college nearby. A is not interested at all in such a college. His greater pride in the older daughter was apparent as he described them. He appeared critical of A's emphasis on social acceptance and of her putting her sorority ahead of scholastic achievement.
A is happiest, he believes, when she is engaged in social activities. He thinks she worries most about boys, although she has never lacked for dates. She has had some friends whom he has not liked and whom he has ignored, but none of whom he really disapproved.

He thinks that if A wanted information regarding sex, she would go to her mother instead of to him. The mother read about such things to them when they were small, he said.

He recalls that when the children were small, he gave them a few spankings. Now if there is any need of correction, the mother handles it. He feels that neither girl helps enough with the household work now.

When asked about his aspirations for A, he said that he would like to see her become a teacher because of the security offered in case of widowhood. He does not care what college she chooses as long as it is within the family financial limitations.

In talking with Mr. A, the interviewer felt that he had discussed many things with Mrs. A earlier and that they either had reached agreement or knew each other's reasons for particular stands.

Inter-Personal Check List

1. Husband

Mr. A pictures himself as the most extreme in the qualities of aggressiveness, modesty, dependency, and over-generosity. His profile shows almost an even division between the love-hate tendencies and the domination-submission tendencies. He does not view the ordinary husband as a dominant individual but sees the lovable qualities
outweighing the hateful ones. He sees the ordinary husband as more cooperative than himself but less generous, less aggressive, less dependent, and considerably less modest.

He does not picture his wife as extreme in any of her qualities. Her profile is weighted very slightly on the lovable side and very slightly on the dominant. He believes that she is free from shyness or apologies about herself. The ordinary wife he sees as extreme in cooperativeness and docility. Here the weighting is more heavily toward the lovable side.

In comparing his self-picture with his wife's picture it is seen that he sees himself as much more shy and lacking in confidence than his wife, being at the same time more aggressive, more dependent, and more generous. He uses the following phrases to describe himself but not his wife:

- Forceful
- A good leader
- Boastful
- Likes to compete with others
- Impatient with others' mistakes
- Hard-boiled when necessary
- Critical of others
- Resents being bossed
- Able to doubt others
- Clinging vine
- Dependent

- Complaining
- Skeptical
- Touchy and easily hurt
- Frequently disappointed
- Timid
- Lacks self-confidence
- Apologetic
- Easily embarrassed
- Passive and unaggressive
- Likes to be taken care of
- Forges anything
- Acts important

He describes her, but not himself, as:

- Independent
- Hardly ever talks back
- Friendly all the time
- Affectionate and understanding

- Slow to forgive a wrong
- Always pleasant and agreeable
- Big-hearted and unselfish
- Often admired
2. Wife

Mrs. A sees herself as being more outstanding in the lovable than the hateful qualities, somewhat more dominant than submissive. She indicates that her extreme qualities are responsibility, over-generosity, self-effacement, and aggressiveness.

She pictures the ordinary wife as more dominant than submissive but bordering slightly on the lovable side. The ordinary wife is pictured as being extreme in qualities of responsibility, aggressiveness, and managerial tendencies. She is seen as less self-effacing but more skeptical, distrustful, and modest than Mrs. A.

Mrs. A sees her husband as more domineering than submissive; more hateful than lovable. She pictures him as very modest with strong tendencies toward dependency, aggressiveness, exploitation, and autocracy. The ordinary husband is viewed as more lovable than her own but also more domineering. She sees the ordinary husband as very autocratic and responsible with definite tendencies toward being managerial, over-generous, and aggressive.

In comparing her profiles of herself and her husband, it can be seen that she pictures herself as more lovable than he. There is not much difference in the domination-submission picture.

She uses the following phrases to describe herself, but not him:

- Proud and self-satisfied
- Firm but just
- Slow to forgive a wrong
- Passive and unaggressive
- Too easily influenced by friends
- Friendly all the time
- Too lenient with others

- Tender and soft-hearted
- Generous to a fault
- Spoils people with kindness
- Too willing to give to others
- Big-hearted and unselfish
- Oversympathetic
- Encouraging others
She uses these phrases to describe him, but not herself:

Forceful
Good leader
Boastful
Somewhat snobbish
Likes to compete with others
Sarcastic
Outspoken
Often unfriendly
Critical of others
Skeptical

Hard to impress
Always ashamed of self
Self-punishing
Timid
Apologetic
Lacks self-confidence
Often helped by others
Accepts advice readily
Affectionate and understanding
Acts important
Always giving advice

Mr. A sees the ordinary husband as a much milder person than Mrs. A views him. She sees him as domineering while Mr. A does not. She sees him as divided between lovable and hateful qualities while Mr. A sees him as slightly more lovable.

Mr. A also sees the ordinary wife as both more submissive and more lovable than Mrs. A.

In analyzing the pictures it is seen that the fewest total differences lie in comparisons of

(1) The husband's pictures of the ordinary husband and ordinary wife (17.2)

(2) The wife's pictures of the ordinary husband and ordinary wife (20.6)

(3) The wife's pictures of the ordinary husband and her own husband (31.1)

Greatest differences lie in comparisons of

(1) The husband's pictures of himself and the ordinary husband (56.6)

(2) The husband's picture of the ordinary wife and the wife's picture of the ordinary wife (52.7)

(3) The husband's picture of the ordinary husband and the wife's picture of the ordinary husband (47.1)
It would appear that this has not been an easy marriage. Mr. A and Mrs. A may have been attracted to each other by his dependency, modesty, and aggression with her self-sufficiency, self-effacement, feeling of responsibility for others, and over-generosity seeming to be a balance. No doubt there are times when these qualities dove-tail well but also times when they could move forward together with greater unity if their similarities outweighed their differences.

The husband and wife agree on their picture of the husband but while she thinks he is not dissimilar to the ordinary husband, he does not see himself as being much like the ordinary husband. He, in turn, seems to find his wife fairly similar to the ordinary wife.

Kell-Hoeflin incomplete Sentence Blank

1. Father

Mr. A was the most traditional and autocratic of the ten fathers. Many of his statements refer to his life with his own parents. This leaves the impression that this period of his life stands out with greater force than even the present. It is apparent that his father was disapproving and stern although his mother was close. It appears that he feels that even now he does not play a strong family role.

Some of his statements are:

If my father were living, I would be ashamed of some of the things that I do.

If my mother were living, she'd be proud of me.
Making high grades in school was hammered home to me by my parents.

I wish my parents had given me more guidance.

Our family is dominated by females.

Making decisions in the home is often done by my wife.

2. Mother

Mrs. A, like her daughter, is the second most developmental and democratic person within her group—the mothers. Her statements are not overly enthusiastic in wording. She indicates satisfaction in her present family and home life but reveals that she was not particularly happy in high school or as a child. She describes her mother as "wonderful" and her father as having "an enviable disposition and great faith in people." She regrets that her parents were not younger when she was younger. She believes in discipline, obedience, and in children not becoming "a nuisance." She appears aware of problems and pleasures in many phases of living.
CASE B

Communication Pattern

Summary

This girl has unusually good communication with her parents, although there is one area—acceptance by her peers, especially in dating—where it is weak. Both the girl and her mother feel that there is a decreased closeness in the parent-daughter relationship at the present because of the girl's busy school, work, extracurricular activities schedule. They both regard this as "natural." The father, however, feels that he and the daughter are closer than they were a year ago.

Hypotheses in Regard to Cause

1. The family's acceptance of each other has fostered communication. In areas where this is limited, communication is limited also.

Their ability to communicate seems to be closely connected with the family's acceptance of each other from the girl's earliest memories. The parents seem to understand each other and to talk together very freely. They apparently have been frank with the girl, too. She, in turn, seems to accept them readily, being one of the few who on the Bell Adjustment Inventory indicated that her father was her ideal of manhood. On the Kell-Hoeflin she described him as her "main man and guide." On the Kell-Hoeflin she describes her mother as "the
most wonderful mother ever." In her interview she named her mother as the person having the most empathy with her.

The parents' acceptance of B is revealed in their wish to give her freedom. Theirs has not been a laissez-faire policy but a permissiveness backed by considered thought on their part (parental interviews). Their permissiveness has been limited in some areas; for example, when they refused to allow B to attend country club dances for her age group in the eighth grade (father's interview).

It seems highly likely that this refusal to let her attend these dances, thus separating her in part from her age group and making her feel "different," resulted, however, both in incurring some feeling of resentment toward her parents on her part and also in giving her a feeling of insecurity in regard to dances and in regard to dating (Mooney, Bell).

Although B believes in her mother's empathy with her, she has usually accepted unquestioningly what her parents told her (father's interview), even when not satisfied. Judging from the mother's value placed on people who have an "easy manner" and "are undemanding" (mother's interview), plus B's desire to please them (father's interview), it is understandable that she does not confront them with problems for which she probably thinks they are responsible, directly or indirectly. They are aware that she is interested in phone calls, dates, and an escort to the prom but she does not yet take them fully into her confidence and share all her feelings. She is unable to accept their suggestions for a solution to the problem of a date for
the prom (father's interview). Before her interviews and on the communication instrument she states that with a problem of not having dates she would talk with a friend who is popular, as "a friend can sometimes help more than an older person."

As the interviews progressed, B appears more able to talk with her parents about her concern about her weight. Possible reasons are that her own summary on the Mooney may have helped to clarify her problem for her and, too, that her ability to present her concerns about appearance and dating to an adult in the interviews and to have them accepted made it easier to discuss them with her parents. It seems likely that she will eventually discuss most of her concerns regarding dating and general peer acceptance with her parents.

There is a possibility, although not suggested directly by B or the parents, that B may feel that her parents are slightly different from other parents, perhaps a little "old-fashioned." She quite blithely terms her grandmother "old-fashioned" (B's interview), saying she does not approve of wearing shorts, etc. The parents' action in not letting her attend the eighth grade dance plus their emphasis on some formalities (mother's interview) may cause her to see them as a little different from the parents of her friends.

Regardless, B accepts her parents, talks over most of her problems with them, and appears to have a much happier parental relationship than the usual teen-ager.
2. Each parent appears satisfied in the role of parent.

The mother indicated (interview) that she is content with her home and family, feeling no need for outside employment or the scheduled social contacts offered by clubs. B refers (interview) to her appreciation of her mother being at home to see them off in the mornings and to welcome them home. It is probable, too, that the mother's being at home all day and being limited in interests may, for her, make it possible to concentrate on her family to the extent that she understands and is able to have a high degree of empathy with them. The father appeared pleased that his present night schedule, more limited than the one several years ago, provides an opportunity for him to be with his family more. From both his and the daughter's interviews it is apparent that they both recognize that their opportunities to talk together control their closeness and their communication.

The Girl

Impression of Girl upon Interviewer: Rapport Established

From the very first contact, B appeared sincerely interested in the study and its findings. She was one of the minority of girls who made any direct remark to the writer following the administration of the communication instrument and the Kell-Hoeflin. She said, "Please don't think I'm a 'Mama's baby' because I said almost every time that I would discuss my problems with my parents. It is just that we are very close." She also inquired if the findings of the study would be
available for reading. When told that they would eventually be available at the Ohio State University, she said that she thought she could arrange to read them.

When she came for her interviews, she was always very interested in learning all about the instruments used as well as their findings. Rapport was very good from the first.

The mother's comment that "B is like her father in putting up a surface reserve which masks her real feelings" seems true to a degree. She appeared more talkative and poised in the first interview than in the later ones. She tended to center her discussions more on the objective questions of school, vocations, etc., than on the more personal ones of dating and peer acceptance. She did discuss freely her concern about her weight.

The interviewer believes that B at the time of her interviews was very dissatisfied about her peer acceptance, especially in regard to dating, and about her low grades in chemistry. Since all her life she has wanted to please her parents and she is unsure of their exact feelings on this subject, she has talked little with them about the former. Her worry about grades has been intensified because of her concern about her parents' approval.

B is a little heavier than many teen-agers, though not "fat" and is reasonably attractive in appearance. She seems to be always pleasant, a little eager, and inquisitive of mind. Although poised on the surface, her blushes sometimes reveal her uncertainties and concerns.
Information Secured through Instruments and Records

1. Bell Adjustment Inventory

   a. Summary of scores

   According to the rating system used for the Bell Adjustment Inventory, B's ratings for the areas were:

<table>
<thead>
<tr>
<th>Area</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Good</td>
</tr>
<tr>
<td>Health</td>
<td>Good</td>
</tr>
<tr>
<td>Social</td>
<td>Aggressive</td>
</tr>
<tr>
<td>Emotional</td>
<td>Average</td>
</tr>
<tr>
<td>Total</td>
<td>Good</td>
</tr>
</tbody>
</table>

   b. Item analysis

   1) Home

   An analysis of the individual items reveals that in connection with her home and family she (a) has sometimes felt that her parents are disappointed in her (other evidence in the Mooney Problem Check List and interviews links her feeling about their disappointment with her own dissatisfaction with her grades) and (b) that the action of one of her parents has sometimes aroused a great fear in her at times. (This fear is not referred to at any other time.)

   The other items paint a picture of satisfaction with her parents individually and as a pair. She describes her relationships with both her mother and father as pleasant. She is one of the few girls who describes her father as her ideal of manhood. She indicates that she feels her parents are understanding, fair and reasonable, accepting of her friends, not unduly strict nor unjustly
critical. She feels there is no lack of affection. There are no frequent quarrels nor easy irritation.

2) Health

She indicates only two health problems: (a) difficulty getting to sleep even when there are no disturbing noises, and (b) feeling tired toward the end of the day. She has been free of diseases and of operations. She is not subject to colds, dizziness, etc.

3) Social

There appears to be here a clear division in the areas in which she feels secure and insecure. She does not find it easy to make friendly contacts with the opposite sex nor does she enjoy social dancing. She would feel embarrassed to enter a public assembly after everyone has been seated. If she is late to a meeting, she would stand or leave rather than take a front seat. She would be embarrassed to have to ask permission to leave a group of people. At an important dinner she would do without a food, rather than ask for it to be passed. She feels self-conscious with people whom she admires but does not really know. She is seldom the center of favorable attention at a party.

On the other hand, she has had experience in public appearances, and does not feel hesitancy or self-consciousness about speaking in public nor reciting in class. She has had experience in directing group activities and would not feel hesitant to advance one of her own ideas to start a group discussion.
She talks to people on trains or busses. In general she has no problem with conversation. She enjoys social gatherings just to be with people. She sometimes takes the responsibility for introducing people at a party. At a reception or a tea she will seek out the most important person there. She finds it easy, too, to ask others for help.

It seems that her social experiences have given her confidence in certain areas—public speaking, group direction, class activities, teas and receptions—but that she is uncomfortable in situations involving boys or in situations in which she feels that her appearance is conspicuous.

4) Emotional

It appears that B accepts the conventional, usual occurrences with apparent ease. Inwardly, however, she feels dissatisfied with herself. She describes herself as troubled with feelings of inferiority, frequently having spells of "the blues," being easily moved to tears, blushing readily, and having her feelings hurt easily. She gets upset easily, has ups and downs in moods without apparent cause, and becomes discouraged easily. She has been frequently depressed by receiving low marks in school. She has often been self-conscious because of her appearance and is troubled by the idea that people are watching her on the street.

Frequently she is in a state of excitement and sometimes ideas run through her head so that she cannot sleep. She
daydreams often. Sometimes she has been afraid of something that she knew could do her no harm.

On the other hand, she is not afraid of having to see a doctor, does not dread the sight of a snake, is not afraid of being drawn to jump when on a high place, and is not frightened by the thought of earthquakes or fire. She does not worry over possible misfortunes nor does she believe she worries too long over humiliating experiences. She does not consider herself nervous. When with people she does not feel lonesome nor does she envy the happiness they seem to enjoy. She has never felt that she was hypnotized by someone nor is she bothered by the feeling that people are reading her thoughts.

2. Looney Problem Check List

This instrument indicates that B's chief concerns lie in the areas of peer acceptance and worry about grades. The area of Social-Recreational Activities contains both the largest number of total problems and of problems of greatest concern. Tying and next in rank are the areas of Social-Personal Relations and Adjustment to School and Work. Home and Family has the smallest number of problems.

Problems indicated as of greatest concern are:

- Being overweight
- Wanting to learn how to dance
- Wanting to improve my appearance
- Having dates

- Being talked about
- Worrying how I impress people
- Feeling inferior
- Lacking self-confidence
Worrying about grades
Trouble with mathematics
Just can't get some subjects

Puzzled about the meaning of God
Wanting to feel close to God

In answering the summarizing questions, B said that although she realizes that she is "not too terribly overweight at all...I'm afraid I am getting a sort of complex about being overweight."

She also commented that she thinks schools need more ways of helping students deal with matters of personal concern. She believes that "a lot of kids that really do have problems need a chance to 'air' them." In response to the checklist question, "Would you like to talk to someone about some of the problems you have marked on the list?" she replied that she had already talked to the interviewer about them. She also wrote, "I go to my parents often, but certain things you just can't say to them."

3. Ohio State Psychological Examination - 86th centile - Class B.

4. Kuder Interest Test

<table>
<thead>
<tr>
<th>High:</th>
<th>Persuasive</th>
<th>100th centile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social service</td>
<td>98.5 centile</td>
<td></td>
</tr>
<tr>
<td>Dealing with ideas</td>
<td>98th centile</td>
<td></td>
</tr>
</tbody>
</table>

| Low:          | Mechanical | 2nd centile |
|               | Computational | 3rd centile |
|               | Clerical | 5th centile |

5. Kell-Hoeflin Incomplete Sentence Blank

B's statements indicate that she has a developmental, democratic background. In comparison with the other nine cases studied
intensively, she ranks fourth from the most developmental end of a developmental-autocratic continuum.

Her statements show an emphasis on obedience and respect for elders but also show an emphasis on love. She indicates both love and respect for her parents. She says that "My mother is the most wonderful mother ever," and "My father is my 'main man,' who serves as a guide to me." "Although my family is quite close," they are not as close as when they were all home more.

She says that she has always enjoyed being "made over" but has always been self-conscious about her chubbiness.

6. Communication Instrument

Both parents or her mother were cited as her chief sources of help when confronted with a problem. With problems dealing with grades and getting along with a teacher, parents were named first as persons to whom she would go for help. In the problems dealing with vocations and going steady, they were mentioned, but not named first. In the two problems involving menstruation and sex, her mother was named as the source of help. In the problem on standards she indicated that her help would come from "myself and my mom." In the problem dealing with death, she felt she should seek help from God but did not feel close enough to Him. She gave no other possible sources of help with this problem, becoming absorbed with her explanation of her disappointment in her lack of closeness to God. With the problem of having no dates, she felt that she would consult a close friend who was popular—"a friend can sometimes help more than an older person."
Other comments which she made on this instrument are:

I can go to my parents with any problem.

I go to my mom with my physical pains as well as my mental.

I'm glad my parents are behind me.

Ted could tell her what's wrong with her and her parents could comfort her. In regard to girl who is upset because her boy friend, Ted, no longer wants to go steady.

(As previously described, when the bell rang and the girls were leaving after filling out the communication instrument, B stopped by the writer's desk and said, "Don't think I'm a 'mama's baby' because I put down my parents for almost every problem. It's just that we are very close.")

7. Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth</td>
<td>B+ or A-</td>
</tr>
<tr>
<td>Tenth</td>
<td>A-</td>
</tr>
<tr>
<td>Eleventh</td>
<td>English Literature - A</td>
</tr>
<tr>
<td></td>
<td>American History - B</td>
</tr>
<tr>
<td></td>
<td>Chemistry - C</td>
</tr>
<tr>
<td></td>
<td>Chorus - A</td>
</tr>
<tr>
<td></td>
<td>Drivers' Training - A</td>
</tr>
<tr>
<td></td>
<td>Physical Education - B</td>
</tr>
</tbody>
</table>

Summary of Interviews with Girl: Facts and Feelings

B appears very fond of her parents as she talks about them. She sees herself as resembling her father both in appearance and in slowness, while her ten-year-old brother has their mother's pep. Her mother is active in PTA, school clubs, etc., but not in garden clubs, or social clubs. Her mother has not worked since her children were
born, a fact which B appreciates. She is pleased that her mother can see them off in the mornings and be at home to greet them upon their return.

B feels that she is not as close to either parent as she was two years ago but says she has been told this is natural. She thinks she was probably closer to her father last year when they drove together to the school where he taught and in which she was then enrolled. Since she transferred this year to her present school, they do not have the long drive together but do have an opportunity to talk together as they drive to choir practice.

There have been times when B has thought that people felt she received special privileges because she was a teacher's daughter. Since she changed schools, she feels more "on her own" and free from that implication.

At her new school she has run into one subject that is creating much difficulty for her. She has been very ashamed of her grades in this course and although her parents have not complained, she has felt that she has let them down in this.

She describes her family as affectionate, saying laughingly that she has lots of "kissing cousins." She has felt free to go to her mother with questions about sex and menstruation. Although her first information about sex came from outside her family, she took her questions to her mother. She later also discussed them with girl friends.
Her parents permit her a good deal of freedom, B believes. They have liked all her friends with the exception of one girl whom they thought inconsiderate, as did B. They are willing for her to do what she likes as far as a vocation is concerned. She thinks she will go into speech or psychology. Probably her college will be a state institution because of expense.

Her interest in speech began in her freshman year when she had a good speech teacher and an opportunity to perform. She thinks she might like radio or teaching. Radio is her preference but she can see disadvantages if she were to need re-employment when older. She is not sure what the vocational possibilities are in psychology and needs to investigate further.

After she filled out the Mooney Problem Check List, B asked how the instrument was developed. The interviewer explained this and also told B she would be shown the findings. B seemed pleased but blushed slightly. She said that she would also be interested in learning about the parents' interviews. The interviewer explained that by necessity the findings of all interviews must be confidential.

When the findings of the Mooney were shown to her, B was very interested. She said that all of her problems centered around her feeling of being overweight. She said she realized that actually she is not heavy but she feels that way and is "developing a complex." Consequently, she plans to do something about it. She volunteered that she has recently discussed the problem with her mother. She does not plan to take all the excess weight off in a hurry but plans to
work on it over a long period of time. She believes that she gains most of the weight with her between-meal eating, especially when she is restless and has nothing else to do. Too, her father's family tends toward heaviness and she has always been chubby, she said.

One of B's early memories is of the historical three hills near a town where they lived. She also recalls moving to a large brick house which they rented and recalls a friendly old lady who talked with her there.

She was six when her brother was born. She remembers being sent to her grandmother's for two weeks. Her grandmother was and is "old-fashioned"—no shorts to be worn, etc. Her grandmother could not comb her long curls, she remembers, and they both became angry. While she was there, her father telephoned to announce the birth of her brother. She was always pleased about him and never felt pushed aside.

B believes that her mother, more than any other person, has had empathy with her. B herself feels she has had it for many people. When people get on a bus, she tries to figure out what they have done and how they feel.

(Interestingly, B was named by another girl, Y, as the person having the most empathy with her. Y said that their lives and personalities were quite different but she felt B understood how she felt and why.)

B does not believe in teen-agers going steady. She feels that most teen-agers are not really that deeply involved emotionally and consequently should not follow such a pattern. In her final interview
B stated that she sometimes worries because she has not been in love.

Since Christmas holidays B has been working each Saturday at a local department store. During her third interview she stated that she had missed school the day before in order to work there. She was surprised when her parents gave their permission, as they are usually strict about things like that. During the summer she plans to work three days weekly. (She does not intend to let this interfere with her tennis, however.)

At the conclusion of the final interview B stated that she had enjoyed talking with the interviewer and had told her things which she could not say to anyone else.

Parents

Interview

1. Mother

Mrs. B appears to be in her mid-forties. She was an elementary grade teacher before her marriage and for the six years afterwards before her own children came. Since then she has devoted full time to her home and family. She says that she is not a club woman but is happy and content with her home responsibilities.

A person who talks freely, Mrs. B describes herself as often blunt and very direct. She sees a very narrow line between tact and deceit, she says. Her talking seems to border on nervousness at times. She commented that the interviewer had a "pleasant, easy manner,"
saying that if the interviewer had come in and been demanding, she would have "clammed right up and told you nothing."

Mrs. B was the youngest of four children, having two brothers and a sister. She says that she is closer to her mother now than when she was young. She regards her childhood as pleasant. After the four children were grown, her parents separated. She says that she can no longer respect her father although she respects her childhood memories of him.

She feels B and the ten-year-old boy are quite different. B was always easily managed but the boy is giving problems. With B as a child she gave occasional spankings or sat her in a chair. Now all her corrections are verbal. Mrs. B said that it was easy for her to administer discipline as a teacher but not as a parent. She permits her own children to "talk back" in a way she would not have permitted her students. (Her concern with discipline seems more directed toward the son than the daughter.)

She feels that because of B's busy schedule she is not quite as close to her now as formerly. This change is natural, she believes. Her aspirations for B are that she lead her own life and realize and fulfil her potentialities. She does feel that if B considers radio as a career she should think ahead to its possibilities for security when she is middle-aged. She does want college for B.

She believes that B is happiest when she is succeeding in chemistry and when she is pleased with a date or a phone call. These same things worry her most, too. It is only recently—and perhaps
belatedly, said Mrs. B—that B has become interested in boys. Her friends have never been a problem.

Mrs. B views their family as an affectionate one. She says that they have always tried to make their birthdays and holidays special, even though not much money was spent.

Sources of help which she has used with her children are: Infant Care, the U. S. Government publication, and Parents. With the second child she was more self-reliant. Giving B information about sex and menstruation was never a problem. Those memories are vague but B was and is easy to talk to on that subject.

During the father's interview Mrs. B came into the living room several times. There was no desire to overhear the conversation because she always began talking before she entered. She was interested in discussing the Inter-Personal Check List, feeling that her checks were not revealing a true picture of her husband. She discussed with him the facts that she described him as "meek" and "appreciative" while he seemed to be unappreciative and meek only on the surface. She feels he is truly neither but wears a mask. They discussed the problem very objectively. Apparently, they have excellent communication and complete honesty.

Soon after the interviewer arrived and was engaged in social conversation with both parents while establishing rapport, the parents called in the ten-year-old son to be introduced to the guest. In five or ten minutes he was told he might return to his studying. This was the only interview in which so pointed an effort was made to introduce
all family members. It seemed to give a formality to the structure of the interview which was not found in the conversation.

2. Father

As B had described him, Mr. B is inclined physically toward heaviness. His age is somewhere in the mid-forties. A teacher by profession, he speaks softly and seems very patient. He appeared very desirous of cooperating to the fullest, sometimes saying to the interviewer, "I think I should tell you this, which may have had some effect." He is a sensitive person, "comfortable" to be around.

Mr. B said that several years ago his schedule became filled with many evening activities in addition to his daytime work. His health seemed poorer, so he went to his doctor. He was advised to cut out all night work because, although organically nothing was wrong, he needed to relax more. At present he limits his regular activities to two nights per week, both musical activities in which he has a leadership role. This present schedule permits his being with his family more.

He feels that he and his daughter are growing closer at the present. (This does not agree with the daughter's statement.) Their rides together to choir practice give them a chance to talk.

This same church music activity has, he feels, created a problem for the family. Since on Sundays he must go early to practice with the choir downtown, his family goes to a neighborhood church at the usual hour. He believes B worries about religion and is at
present searching for an answer. He seemed to imply that he had failed her in this area.

He expressed also the belief that B has developed a "complex about her weight." He noted that she is always talking about slender girls. She also worried a good deal about a date for the prom and was unwilling to invite anyone from the school which she attended last year (and where he still teaches) for fear that the students in her present school would think she was unable to get a date there.

He thinks B is happiest when she has won deserved recognition, as in a contest at school. She seems to enjoy pleasing her parents, he thinks.

In comparing his two children, he noted that his ten-year-old son is more interested in sports than studies, unlike B. The son always asks, "Why?" while B accepted much less questioningly the things she was told. The son, however, manages money better than B. If B has extra money, she spends it. Her spending is not necessarily selfish, but she seldom returns from downtown with money.

Mr. B spoke with concern about a situation that arose several years ago when B was in the eighth grade. He and Mrs. B do not yet know whether they did the right thing and he thinks they will not know for some time to come. Their problem was that the parents in the school area (where he teaches now and where they then lived) arranged for five dances at country clubs for their eighth grade children. He and Mrs. B felt that B, as well as the other children, were too young for this and they refused to let her go. Although B did not say much
about it, he could tell that she resented it. The parents still wonder if they followed the best course.

When asked about B's freedom to discuss sex and menstruation with him, Mr. B said that he did not feel she would come to him with such problems.

In speaking of his own parents, Mr. B describes his mother as easy and indulgent. He said that his father was very strict and that the children always knew to obey him. His father, however, never "laid a hand on me but once and I was very large then."

Inter-Personal Check List

1. Husband

This instrument reveals that the husband sees himself as a lovable person, very cooperative and over-generous. He sees his wife as very much like himself but uses these phrases to describe himself, but not her:

<table>
<thead>
<tr>
<th>Critical of others</th>
<th>Complaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent</td>
<td>Likes to be taken care of</td>
</tr>
<tr>
<td>Very anxious to be approved of</td>
<td>Too easily influenced by friends</td>
</tr>
<tr>
<td>Fond of everyone</td>
<td>Too willing to give to others</td>
</tr>
</tbody>
</table>

He sees her, but not himself, as:

<table>
<thead>
<tr>
<th>Shrewd and calculating</th>
<th>Businesslike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarcastic</td>
<td>Outspoken</td>
</tr>
<tr>
<td>Resents being bossed</td>
<td>Self-punishing</td>
</tr>
<tr>
<td>Always pleasant and agreeable</td>
<td></td>
</tr>
</tbody>
</table>

He sees the ordinary husband as less lovable and more autocratic than himself. He pictures the ordinary husband as managerial, autocratic, and blunt. (In recalling his interview and his Kell-Hoeflin
statements about his own father, it seems likely that his picture of the ordinary husband is influenced by his concept of his father.

In comparing himself to the ordinary husband, he sees the latter but not himself as:

| Dictatorial | Resents being bossed |
| Bossy       | Skeptical            |
| Proud and self-satisfied | Frequently disappointed |
| Cold and unfeeling | Able to doubt others |
| Businesslike | Unable to criticize self |
| Hard-hearted | Usually gives in |
| Outspoken   | Dependent            |
| Frequently angry | Admires and imitates others |
| Not fond of everyone | Very respectful to authority |
| Unaffectionate | Selfish              |
| Lacking in tenderness | Dislikes taking care of others |
| Expects everyone to admire him | Cannot give freely of self |
| Acts important | Tries to be too successful |

He sees fewer differences between his wife and the ordinary wife than between himself and the ordinary husband. He believes that the ordinary wife is equal to his own wife in generosity and cooperativeness, but that the ordinary wife is more docile, more responsible, more managerial, and more autocratic.

He sees the ordinary wife but not his own as:

| Dominating | Obeys too willingly |
| A good leader | Usually gives in |
| Selfish | Dependent |
| Critical of others | Wants to be led |
| Not sarcastic | Hardly ever talks back |
| Not outspoken | Admires and imitates others |
| Skeptical | Likes to be taken care of |
| Does not resent being bossed | Very anxious for approval |
| Frequently disappointed | Too easily influenced by friends |
| Able to criticize self | Wants everyone's love |
| Expects everyone to admire her | Overprotective of others |
| Acts important | Too willing to give to others |
2. Wife

Mrs. B also sees herself as more like the ordinary wife than her husband is like the ordinary husband. She sees herself as having her strongest characteristic (as measured by this instrument) in cooperativeness, and having only a small degree of managerial qualities. She sees the ordinary wife as less cooperative than herself but more dependent, more docile, and more managerial.

She uses these phrases to describe the ordinary wife but not herself:

- Dominating
- Manages others
- Forceful
- Likes to compete with others
- Critical of others
- Frequently disappointed
- Easily embarrassed
- Dependent
- Generous to a fault
- Lets others make decisions
- Very anxious to be approved of
- Accepts advice readily
- Trusting and eager to please
- Too easily influenced by friends
- Is not friendly all the time
- Too willing to give to others
- Admires and imitates others
- Over-protective of others

She pictures her own husband as more lovable than the ordinary husband but less autocratic. She sees her husband's strongest tendencies to be cooperativeness, dependence, docility, and aggressiveness. She sees the ordinary husband as less cooperative but more competitive, managerial, and exploitative.

She describes the ordinary husband, but not her own, as:

- Dictatorial
- Forceful
- Likes responsibility
- boastful
- Independent
- Shrewd and calculating
- Selfish
- Businesslike
- Admires and imitates others
- Does not like to be taken care of
- Does not like everyone
- Patient with others' mistakes
- Straight-forward and direct
- Outspoken
- Skeptical
- Unapologetic
- Able to criticize self
- Not passive but aggressive
- Can be obedient
- Too easily influenced by friends
- Selfish
- Lacking in tenderness
A comparison of the various combinations of ratings shows that the fewest differences occur in

(1) Wife's picture of ordinary husband and of ordinary wife (31.7)
(2) Husband's picture of himself and wife's picture of him (34.6)
(3) Wife's picture of herself and of ordinary wife (34.7)

The greatest differences occur in comparison of

(1) Husband's pictures of himself and of ordinary husband (45.9)
(2) Husband's pictures of ordinary wife and ordinary husband (45.3)
(3) Husband's picture of ordinary wife and wife's picture of ordinary wife (44.1)

It must be remembered that during the interviews the wife stated that she questioned the accuracy of the picture she was checking of her husband. She said that he put up a surface reserve, appearing to be meeker, more passive, and less aggressive on the surface than he really was.

From the findings of the instrument it is apparent that neither the husband nor the wife view the husband as being very like the ordinary husband.

Kell-Hoeflin Incomplete Sentence Blank

1. Father

Of the ten fathers, Mr. B ranked as the second most developmental and democratic. His statements are reserved in enthusiasm but indicate an acceptance of his family and family responsibilities. In regard to his own parents, he expresses respect and admiration, as well as a wish that they had had things easier.
2. Mother

Mrs. B holds a mid-point position on the developmental-traditional continuum for the ten mothers. Interpretation of her score also indicates that her position is a neutral one, mixed in tendencies.

Her statements reveal a general satisfaction with her present family but some unhappiness in her earlier life. Although she admires and respects her mother, she feels differently about her father.

Some of her statements are:

Being a child is being filled with troubles.

I wish my parents had ironed out their problems of later life.

If my father could only have continued an honorable life, he would have been happier.

Being at home is peace and satisfaction.
CASE C

Communication Pattern

Summary

This is a case in which communication between mother and daughter was consciously strengthened during the early school years. Now the girl is very free and eager to share everything with her mother, including her letters from her college boy friends. In the afternoon she goes home from school "bursting with news" to share with her mother. To her father she tells less intimate things but feels close.

Hypotheses in Regard to Cause

1. Both parents accept the girl whole-heartedly and she is aware of their acceptance.

For example, although the mother has reservations in regard to one of C's boy friends, she states that C says she can handle him, so there are no restrictions. These parents are, according to the Kell-Lefflin, the most permissive, democratic father and mother in the group studied. They use few rules, include C in decision making, even regarding what privileges should be given her fourteen-year-old brother. When her grades fall below normal in a difficult subject, they give support, assuring her that it is what she learns, not the grades she makes, which is important. They are highly interested in all her activities and when she has an unusual experience—like her
collage week end—she can hardly wait to tell them. When she is troubled, she feels soothed by sitting in her father's lap.

2. The parents are conscious of the need for time at home with their children and availability to them.

Even though there are times when they feel they are treading dangerously close to having too little time at home (see parents' interviews) the parents enjoy evenings at home, realize the importance to the family, and try to guard against too many other interests.

The Girl

Impression of the Girl upon Interviewer: Rapport Established

C was first noticed by the interviewer when the Kell-Hoeflin and communication instruments were given to the group. She was not a part of any small group of girls, though not apart from the total group. She seemed to be interested in and appraising both the situation and the interviewer, but her attitude appeared to be a cooperative one. A tall girl, her carriage and appearance seemed to indicate more maturity and self-assurance than the average eleventh grade girl but these qualities were not extreme nor displeasing.

During an interview following the visit to her home, C commented spontaneously that her personality was like her dog's—"both of us are impetuous." At times this appeared an accurate description of her since she would occasionally talk in bursts. At other times she seemed to want to absorb and would be very quiet and listening. (For example, the interviewer's explanation of the interpretation of
the Mooney Problem Check List.) In one of her bursts of spontaneity after her return from the weekend at her boy friend's college, the interviewer asked, "Did you have a good time?" and C replied quickly, "That's a silly question," and went on to explain why.

There seemed at times to be some contradictions in C's understanding of people. She appeared to be very much interested in other people and to make an effort to understand them and the reasons they are as they are. She seems to have thought ahead to her future but to have given little consideration to her childhood. She describes herself as asking few questions but forming answers to her mental questions and checking these hypotheses as opportunities arise. At times she appeared very frank and open; at other times, guarded. This may be explained by her conclusion that girls (and perhaps most people) cannot be trusted with confidences. Whatever the reason, C offered no criticism of her parents' lack of time at home even though her mother commented that C had said that she was neglecting her family because of her teaching. No unfavorable comment was made regarding her family.

Because of her mental, emotional, and physical maturity, C has been a part of a group several years older than she. This has meant that she left earlier than ordinary the phase of adolescence when she had a close girl friend; she has instead a boy friend to whom she is very close. His going to college, as well as the rest of the crowd, left her somewhat at loose ends but she has evidently made an adjustment.
C is a girl mature beyond her years in many ways and, consequently, has a few gaps in self-understanding. These are not big gaps and she has the capacity to fill them in as needed. At present her orientation is toward understanding others and adapting herself to them but adapting with thinking and moderation.

At most times complete rapport seemed to exist. In connection with her parents C seemed to feel a loyalty which could not permit adverse criticism.

Information Secured through
Instruments and Records

1. Bell Adjustment Inventory

   a. Summary of scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Excellent adjustment</td>
</tr>
<tr>
<td>Health</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Social</td>
<td>Very aggressive</td>
</tr>
<tr>
<td>Emotional</td>
<td>Excellent adjustment</td>
</tr>
<tr>
<td>Total</td>
<td>Excellent adjustment</td>
</tr>
</tbody>
</table>

Of the twelve girls to whom this instrument was administered, C's total score was the only "Excellent." Only in the area of health did another girl have a higher score.

   b. Item analysis

   1) Home

   There is a general picture of understanding parents and satisfaction with her home life and relationships. C's only indication of dissatisfaction is her statement that one of her parents has insisted on obedience regardless of whether or not the request was reasonable.
2) Health

C's health on the whole seems good. She wears glasses but is not bothered with eyestrain or sensitivity to light. She frequently comes to her meals without being hungry. Although she has lost weight recently, she is not underweight. She has had her tonsils removed. She has had scarlet fever or diphtheria but has not had a history of illnesses or medical attention. She has few colds and is not subject to influenza. She is not troubled with fatigue or digestive disturbances.

3) Social

She indicates no problems in social adjustment, as interpreted by the key, being aggressive rather than retiring in adapting to situations of all descriptions.

4) Emotional

Again there is a picture of excellent adjustment. C describes herself as a person who faces both reality and the unknown with security and without fears. She is not subject to depression or nervousness but takes life as it is.

2. Mooney Problem Check List

C indicates an exceptionally low number of problems. In these areas she indicates no problems:

Courtship, Sex, and Marriage
Personal-Psychological Relations
Morals and Religion
Adjustment to School and Work
Curriculum, Teaching Procedure
She marks only two problems of much concern—"trouble in keeping a conversation going" and "parents sacrificing too much for me." In her summary statement she discounts both of these in regard to intensity and frequency, saying in essence that they do not concern her very much.

She indicates a little concern sometimes about the fact that her parents work too hard and that she has to ask them for money. She would like a more pleasing personality and regrets that she speaks or acts without thinking. Too, she feels she is disliked by someone. Her other concern is in regard to vocations. She does not believe that she knows her own vocational capacities well enough nor is she aware of the vocational possibilities.

C does not believe that the schools need to provide more opportunities for help for students in personal matters. She states that she knows she can always talk to her parents, or, depending upon the matter, to someone else.

3. Ohio State Psychological Examination - 100th centile - Class A.

4. Kuder Interest Test

<table>
<thead>
<tr>
<th>High:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Artistic</td>
<td>92nd centile</td>
<td></td>
</tr>
<tr>
<td>Avoiding conflict</td>
<td>86th centile</td>
<td></td>
</tr>
<tr>
<td>Scientific</td>
<td>73rd centile</td>
<td></td>
</tr>
<tr>
<td>Stable situations</td>
<td>70th centile</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with ideas</td>
<td>12th centile</td>
<td></td>
</tr>
<tr>
<td>Social service</td>
<td>20th centile</td>
<td></td>
</tr>
<tr>
<td>Literary</td>
<td>20th centile</td>
<td></td>
</tr>
<tr>
<td>Directing others</td>
<td>26th centile</td>
<td></td>
</tr>
<tr>
<td>Persuasive</td>
<td>27th centile</td>
<td></td>
</tr>
</tbody>
</table>
5. Kell-Hoeflin Incomplete Sentence Blank

Of all the girls interviewed, C is the one whose statements on the Kell-Hoeflin reflect the most democratic home. The developmental attitude of her parents is shown in such statements as, "Making high grades in school is important, but not so important as what you, yourself, learn," and "Making decisions in the home is an important part of your preparation for later life."

She seems to view her home and family as "fun." Her attitude toward her father appears warmer than toward her mother. For example, "My father is wonderful, kind, and understanding." "If my father was unhappy, I would be unhappy, too." About her mother she writes, "My mother is very busy and has a lot of responsibility." "If my mother would be gone, the whole household would be out of order and wouldn't run right." She expresses some concern about her parents, wishing they had no worries at all.

6. Communication Instrument

C lists "parents" first as sources of help with three problems—feeling guilty about low grades, selecting a vocation, and choosing between high standards and popularity. "Mother" is named as a first choice for help in three problems—menstrual pains, feeling hurt because a boy no longer wants to go steady, and not having dates. She is named second in problems of getting along with a teacher and sex information. The only problem in which neither "parents" or "mother" is named is the problem dealing with understanding of death.
Some of her comments on this instrument are:

I always talk over my problems with my parents—either my mother or father. They can usually help me and are in the best position to understand the circumstances.

Every girl should be able to talk to her mother freely. I can, since I have always made a practice of it.

I wouldn't talk to Miss X, for I never would like a teacher to know I didn't like her. Besides, I would feel very foolish and unreasonable.

I have learned by experience that girls will repeat anything, even when told in confidence.

Sometimes I let my own feelings impair my clear thinking, especially when something bad has happened and I don't see why it had to happen to a certain person.

I would feel freer talking to a nurse rather than my mother about this sex information, for she still, in my opinion, likes to think I am younger in some respects.

7. Grades

C has maintained an A average throughout her high school career. Her first semester courses in the eleventh grade are: physics, advanced algebra, American literature, American history, and German I.

Summary of Interviews with Girl: Facts and Feelings

In speaking of her relationship with her mother C describes the gradual, conscious building of a close relation. She says that they were not as close in her early years as they are now. Then she felt that her mother would think her problems were silly, so she confided
in a girl friend. This friend would repeat C's confidences to other people when she became angry; this was not satisfactory. Too, C's mother would learn about things from other people and wonder why C had not told her. Her mother began to ask her questions and soon C was confiding in her mother. Now she tells her about everything. Each afternoon she comes home from school "bursting with news," and eager to share with her mother. Mrs. C tries to be home at that time.

C believes that when she first began talking with her mother she used to "sort" the things she would tell her. Now, however, she gives her mother a clear and full picture. Particularly when she asks her mother's advice, she tries to tell her everything.

C believes she is like her mother in that they both like people. Her mother had psychology in college and applies it. C tries to do the same. Often they discuss things together. For example, there is a boy, now enrolled at a large out-of-state university, with an exceptionally high I.Q. He is from a broken home and she has tried to understand his caprices in light of that. She has been trying, too, to transfer his romantic interest in her to one of friendship. Her mother has helped her with her understanding of this boy and how to deal with him.

Mrs. C was very active in church affairs when younger, going on church-sponsored caravans, etc. It was at such a church affair that her mother and father met. At first her mother thought she could never become interested in the father because he was fat and ugly but she changed. He was interested then in becoming a minister, but
her mother felt he was unsuited for that and later talked him out of it.

C describes her father as blustery and frightening on the surface but underneath not like that at all. He does not enjoy people as much as her mother and likes to get away by himself. When he comes in from work in the evening, he is exhausted and lies down. C thinks she is quick-tempered like her father but then adds that he is "not too quick-tempered."

C is close to her father, she says, but in a different way. She tells him things but not as personal things as she tells her mother. There is an easy comradeship between them, however. For example, when she began to menstruate he said to her, "Now we'll have to buy out the K-Company."

C received some formal instruction regarding sex and menstruation when she was in the fifth or sixth grade. Her mother showed her an illustrated book on the subject, too, and discussed it with her. C had never asked questions nor been especially interested in this, although her young aunt (only five years older) had talked to her quite a bit on the subject. In answer to the interviewer's query, C replied that she was nine or ten when her mother was pregnant with the youngest child but she does not remember wondering about things or asking questions. She believes that she took the whole process "for granted."

She believes that in many other cases she does that—accepts things as they are, rather than asking questions. Then when other
people ask the questions, she has already figured out an answer and is holding it tentatively, checking to see whether it is right or wrong.

C does not see herself as being much like her fourteen-year-old brother. He is quiet and slow. After school he comes home very tired. He takes a long time with his homework and stays up too late with it. Her younger brother, however, is quicker thinking. Both are interested in math and science.

Her mother asks C what she should do about letting the fourteen-year-old brother go to dances, etc. C feels he should be given some freedom but not so much that he becomes a "hood." C believes her parents were stricter with her than with him, but does not consider herself "under-privileged" at his age. When she was dating in the eighth and ninth grades, she was dating an older boy. He had responsibilities and privileges then for which her brother is not yet ready. C is glad that she is the oldest, believing that were she not, she would probably want the same privileges as the oldest.

She describes her family as an affectionate one, believing they are more affectionate than the average family.

As previously stated, C has no real close girl friends now but is close to the boy she dates most. For four years they have dated. When he was in school, she went around with his gang rather than people her age. Now he is in college and she misses him. When he and his friends went to college, she began to wonder about her attractiveness, etc. Before she had always been dated for everything.
After he left, she had some dates but not as many. Her mother reminded her that the contrast made her fewer dates seem more pronounced to her.

This boy plans to be a minister or a Christian worker. He was not seriously interested in religion, however, until he started attending her church. (The implication was that her family had influenced him.)

During the course of her interviews she twice visited him at his college, once with his mother on Mother's Day and once for a weekend. On the latter occasion she was extremely excited about her weekend and the fact that his friends accepted her so well and she "fitted right in." (She said in a pleased way that when she got in after her weekend she had to tell her family all about it.)

It is this boy whom C names as one of the two persons (her mother is the other) who have the greatest empathy for her. She believes that she has the most empathy for him and for the other boys whom she has dated, especially those with problems.

C's plans for her future are undetermined but college seems definite. Her father would like for her to be an engineer but the only picture she ever saw of a woman engineer was one of "a real frump," so she believes that is out. She probably will be a teacher but she is not sure what her field will be. She has considered mathematics or science but does not want to invade a man's field. She has also considered English and the social sciences.

Tests indicate that her greatest interest is art, she recalls. She took lessons for two summers. She painted a portrait from a picture of
the boy she dates, giving it to his mother for Mother's Day. His family is very complimentary of her work.

School has never offered any problem for C. She is currently taking an accelerated mathematics course in which her grades are much lower than usual. Her parents are very understanding about this, reminding her that what she learns is the important thing, not the grade.

C believes that homemaking will be enough career for her when she is married. She has observed her young aunts and the task involved in getting a home started. As for intellectual challenge, "a good book will be enough. I don't need much."

C's mother is at present teaching displaced persons two nights per week. She has done this previously, always on a volunteer basis. For a while she made many speeches to clubs and groups about her work. When the interviewer inquired if C felt her parents had enough time at home, she seemed a little guarded and said that she felt they needed more time to themselves to relax. Previously she had said that the younger brother especially wanted his mother at home when he arrived after school.

C remembers no antagonism or jealousy toward her brothers. When the younger was a baby, she occasionally gave him a bottle and changed him while her mother was away. Her most vivid early memory is that when her mother was fitting a red velvet dress on her, her younger brother nearby lost his rattle and cried. She went to get it for him and had to be called back by her mother. She described two other
early memories which seemed to indicate acceptance of her baby brothers and a feeling of her own acceptance by adults.

C has out-of-school responsibilities both at home and at a store. She says that she has always had home responsibilities—sometimes cleaning the house; sometimes preparing dinner. Her work is in the largest downtown department store where she helps the bridal consultant. She began by selling handbags on the main floor and then was asked if she would like the other work, which was a promotion, at least in status.

C believes she is happiest when she is involved in something like school activities—for example, painting stage flats for a special program. She does not worry much as she has few problems.

C had not been told by her mother that the interviewer had called about a visit to the home. She seemed surprised.

### Interview

Mrs. C was very cordial in the first telephone contact, making the appointment without consulting her husband. On the evening of the appointment, Mrs. C called to say that she and her husband would have to go out to dinner with out-of-town business associates but could see the interviewer much later in the evening. By mutual agreement another evening was set for the interviews.

On the appointed evening the parents and young son were at home with foreign-born guests, members of Mrs. C's class. These guests had apparently come by unexpectedly. They could speak little English
so the situation was an awkward one at first, with the C's trying to put people at ease in two languages. The other guests soon departed and the interviews could proceed on schedule. A general note of informality prevailed throughout the evening with two large dogs romping through the house, C returning from a shopping expedition and modeling her newly acquired formal, and the older son returning from a science fair where he was demonstrating a model he had designed. The C parents appeared highly interested in everything and everyone.

1. Mother

Mrs. C is a large woman, big-boned, and a little heavy. She appears very out-going and frank, free to tell about herself and her family and expecting others to be equally frank.

Mrs. C says that she has not worked for pay since she has been married. She does volunteer work in teaching the foreign born and has also been very active in PTA and church work. Recently C has told her that she feels her mother is neglecting her family because of her classes. Mrs. C agrees. She believes that C and the younger brother have grown closer, however, as a result, because C has taken her place with him when she is away.

C and the older brother are very close. They go into a bedroom, shut the door, and talk, sharing their problems and giving each other advice. Mrs. C makes no effort to find out what they discuss.

Mrs. C feels that she and C have always been close, closer than C is to her father. C reads her mother her letters from her college friends (including her boy friend) or shows them to her. She watches
her mother's expression carefully while sharing her letters. She is also very sensitive to her mother's expression when she comes home in the afternoon. (Mrs. C removed her glasses, saying that C thinks they change her expression unfavorably. She appeared much softer in expression and more feminine without her glasses.)

She believes that C is happy on the whole and probably happiest when with her college friends. C, she says, realizes that she will not be at the peak of her popularity in high school as she has the reputation there of being "brainy" and "head and shoulders above the others." Her chief worry has been that she may be spending more than her share of the family income.

Although Mrs. C describes her family as "not affectionate," her other statements appear contradictory. She says that their children kiss them good-night. They enjoy seeing her sit in her husband's lap and when C is disturbed about something, she, too, will sit in her father's lap and appears to be soothed by doing so.

This family makes a big celebration of holidays, decorating the house, etc. There is one spot on the living room wall reserved for the youngest child's art efforts. He changes them from time to time.

Mrs. C says that when C was small and in need of discipline she would put her in a corner, facing it. Now she has only a few rules but expects them to be observed. She expects to be told where C is going, with whom, and when she will return. Another rule is that the children must have permission before giving food or drinks
to their friends. This is seldom refused but must be done with the parents' knowledge. A policy to be observed by the family is that to give one's word is to make a commitment which must be carried out.

With her problems C wants support and encouragement from her mother but usually works out her own solutions. There has never been any concern on the mother's part about any of C's friends except the one with the very high I.Q. and C, according to the mother, says that she can handle him.

In reply to a question from the interviewer Mrs. C said that when she was pregnant with the youngest child, she began a talk with C and the brother, asking if they didn't want to know where babies came from. C said, "You've already told us, and cribs them." The mother then elaborated her earlier statement.

Religion was described as her chief source of help in the rearing of her children. She says that one of her weaknesses is her unwillingness to admit that she needs help from others.

As for the mother's aspirations for her daughter, her chief one is that she will want to be a wife and mother. She hopes, too, that college is accepted without question and has always spoken in terms of "when you finish college."

2. Father

Mr. C is a tall heavy-set man, an engineer by profession. He seems to find his work demanding but says that ordinarily he tries not to bring it home with him. His responsibilities have been increased for the past months because of the illness of his boss.
In addition to his regular work he is active in church, civic, and professional organizations. He is president of a PTA, member of his church choir, formerly was a Sunday School superintendent, and currently is vice-president of a local branch of a professional organization. He believes that research should be conducted to help individuals to decide on the priority to be given to demands of clubs and community duty in relation to family responsibilities.

Mr. C feels that he is closer to his older son than to C. He and the son have become closer during the past three months when he has spent a good deal of time helping the boy build a cloud chamber. (The son is exhibiting this at present at a local science fair.)

With his son he felt that barriers were removed when they attended together talks at the YMCA on sex. His daughter would not be apt to discuss such a topic with him, he believes. He added that he felt he would run away from such a discussion.

Mr. C said that he would like for C to become an engineer. He believes she has the ability and he would like to see her try it but he would not push her. He would almost push her, however, into two years of college but would be willing for her to decide after that whether she would continue, even though her failure to do so would be a disappointment.

C often discusses her problems at dinner. If it is appropriate, he offers advice. She seems to worry some about her school work but is usually happy, he thinks.

Mr. C has generally approved of her friends but he feels he was jealous of her first boy friends.
Mr. C expressed the belief that parents need to assume more of their own responsibilities, leaving the teachers free to teach. He does think that schools should handle sex education, however, since many parents are inadequate.

His own parents were not as close to him as he is to his own children, yet they were not stern nor demanding. He felt that his decision to attend a church of another faith put a barrier between them.

Inter-Personal Check List

1. Husband

Mr. C views himself in the husband role as not very different from the ordinary husband and sees his wife as not very different from the ordinary wife, perceiving all as lovable and fairly submissive.

When comparing himself to the ordinary husband he describes himself as different in being:

- Bossy
- Hard-boiled when necessary
- Dependent on his wife
- Agreeable
- Not businesslike
- Not tender and soft-hearted

Proud and self-satisfied
Stubborn
Always pleasant
Not indifferent to others
Not friendly all the time

In comparing himself with his wife, he sees her as more extreme in the lovable qualities, especially in feeling a great deal more responsibility for people. He describes her, but not himself, as:

- Outspoken
- Usually giving in
- Friendly all the time
- Generous to a fault

Resentful of being bossed
Letting others make decisions
Over-protective of others, spoiling them with kindness
Trying to be too successful
In comparing her with the ordinary wife he sees his wife as being responsible for others, over-generous to an extreme, more cooperative, more dependent, and more exploitive. On the whole his own wife is more lovable but more domineering than the ordinary wife.

2. Wife

Mrs. C is more critical of herself than of the ordinary wife, seeing herself as more dominating, more managerial and more autocratic, but also seeing herself as more responsible but less generous, less cooperative, and much less docile. She describes herself, but not the ordinary wife, as:

<table>
<thead>
<tr>
<th>Bossy</th>
<th>Managing others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Sarcastic</td>
</tr>
<tr>
<td>Outspoken</td>
<td>Jealous</td>
</tr>
<tr>
<td>Self-punishing</td>
<td>Unable to criticize herself</td>
</tr>
<tr>
<td>Not always pleasant and agreeable</td>
<td>Not always sociable and neighborly</td>
</tr>
<tr>
<td>Inclined to act important</td>
<td>Over-protective of others</td>
</tr>
</tbody>
</table>

In comparing herself with her husband she sees herself as considerably more managerial and autocratic than he and slightly more aggressive and blunt. He is, however, perceived as more exploitive, competitive, and skeptical. She sees herself as much more dependent than he, more cooperative and conventional, but feels he is slightly more generous and more modest.

In comparing him with the ordinary husband, she sees her husband as more exploitive, more responsible and generous, but less conventional and cooperative. She describes him, but not the ordinary husband, as:
Somewhat snobbish and proud     Stubborn
Touchy and easily hurt          Lacking self-confidence
Not always wanting to please    Too lenient with others
Forgiving everything            Generous to a fault

She sees him as less managerial than he sees himself, less responsible, less docile, and less dependent. Mr. C sees his wife as more cooperative and generous than she sees herself and also less distrustful, but more exploitive.

Their conception of the ordinary husband differs mainly in that Mrs. C considers him more exploitive, more over-generous, and more conventional than does Mr. C, but less responsible and over-generous than perceived by Mr. C.

In comparing the differences between the various profiles, the lowest differences appear in:

(1) Comparison of the husband's picture of the ordinary husband and the ordinary wife (23.3)

(2) Comparison of the husband's picture of himself and the ordinary husband (23.8)

(3) Comparison of the husband's picture of his wife and the ordinary wife (31.9)

The highest differences occur in:

(1) Comparison of the husband's picture of himself and the wife's picture of him (50.2)

(2) Comparison of the wife's picture of her own husband and the ordinary husband (50.2)

(3) Comparison of the wife's picture of the ordinary husband and the ordinary wife (50.0)
Kell-Hoeflin Incomplete Sentence Blank

1. Father

Mr. C was the most democratic and developmental of the fathers studied. He sees obedience, punishment, and discipline in light of their effect on the individual and his life. He emphasizes "love" by referring to it three times. In three statements, too, there are references to religion, morality, or church.

He sees his own parents as self-sacrificing and willing to do anything for him. At the same time he wishes that they had had "a more intimate family life."

2. Mother

Mrs. C also rates as the most democratic and developmental of the mothers. Her statements reveal enthusiasm, warmth, a sense of humor, and an out-going quality. She sees the necessity for punishment, obedience, and discipline but recognizes, too, the difficulties.

Like Mr. C, she wishes that her parents had had more love bestowed upon them.

Some of her statements are:

Our family is not perfect but each member is a genuine individual and above average in character.

Making high grades in high school was easy for me but not necessary for everyone.

Being at home was wonderful until my father died. Now "home" is ___ Ave., and I try to make it one.
CASE D

Communication Pattern

Summary

D is a girl who is able to discuss her problems, her feelings, and everyday occurrences with her mother, her sisters, and the boy with whom she "goes steady." She usually discusses everything first with her mother except in regard to disagreements with her boy friend. She does not want her mother to know about their "fights." In her desire to please her boy friend she sometimes misrepresents facts to her parents. She feels guilty about this.

For her father she has respect and believes that he wants to do what is best for her. His awareness of her needs and problems is transmitted through the mother, rather than through direct conversation with the girl.

Hypotheses in regard to Cause

1. Mother's acceptance of and pleasure in her role as homemaker and parent has promoted daughter's ability to communicate with her.

In her interview the mother stated that she has always enjoyed her family and her home. She, consequently, has not "needed clubs or outside employment." She has always been able to be available to her daughters when they wanted her. Her thoughts, too have been centered upon her family and she has been sensitive to their needs.
2. The father's autocratic manner and surface criticalness have made it difficult for this daughter to be close to him.

Although Mr. D's feelings do not correspond with his external appearance and actions and although D verbalizes a belief that he wants what is best for her, his manner is such that communication is indirect, coming by way of the mother.

3. Parental disapproval of her actions or beliefs tends to curtail girl's confidences.

Desire to please both her parents and her boy friend has created a conflict for D. She has reached a stage where her boy friend is first in her interests. When a conflict occurs in her desires to please, her parents now are secondary. When she feels that they will not approve of something which she is doing or experiencing, she does not tell them.

The Girl

Impression of the Girl upon Interviewer: Rapport Established

Rapport was very easily and quickly established with D in the first interviews. In the last two interviews the writer felt that D was more distant. Whether this was because of a change in her need to talk or because of a feeling that she was less close to the interviewer after the interviewer's private conference with each parent is a matter for conjecture.

In her first interviews D discussed her family and her "steady" boy friend freely and fairly objectively. She was at the same time
absorbed in the problem of her boy friend's approaching beach trip, what it would mean to their relationship, and how she could occupy her time happily while he was away. As previously discussed, at this time D's primary interest was in her boy friend and everything else was secondary. To please him she was willing to deceive her parents, at least in some matters, although she experienced feelings of guilt.

D is very attractive-looking, not very tall but well-proportioned. She apparently has mastered grooming techniques. Her hair was worn in a variety of styles and her clothes were tastefully selected. She impresses one as being pleasant, thoughtful, and at times a little sad. She seemed to know herself well, to be thinking about her actions and their motivations, and to be looking ahead thoughtfully.

Her ease in talking with the interviewer is readily understood when it is realized that she has already found it easy to talk with her mother and her sisters, confiding in them. Also she finds it easy to talk to the boy whom she dates.

This is a case in which the parents' personalities seem to have had enormous influence upon the girl's personality and actions. The parents have experienced great upward strides in social mobility. The father had to struggle to supplement his education through night school and correspondence courses. To succeed in his work he had to emphasize the qualities of decisiveness and criticalness, resulting in an autocratic manner. His desire for a home and family was strong and he has high standards for them. His "softer" emotions have been submerged and his domineering qualities are those that are evident.
He apparently has depended heavily on his wife for guidance with his daughters.

The wife in turn has had many adjustments to make, no doubt. Her desire for and her experiences in her vertical social mobility have created a conflict for her. She tends to be distrustful and competitive while at the same time being extreme in over-generosity, modesty, and self-effacement (ICL). She seems to have found it necessary to play a role in her relationship with her domineering husband. Consequently, although the two of them agree upon their perception of him, there is a noticeable lack of agreement in their individual pictures of her. He is evidently unaware of the qualities of competitiveness and distrust which she describes but instead sees the generous, cooperative side of her.

The girl seems to reflect some of the mother's conflicts, seeing herself as extremely sensitive to the feelings of others, shy in many ways and insecure. Still she is accepting leadership roles at school and is one of the six cheerleaders for the school. The latter is interesting when considered with her reluctance and discomfort in giving an oral report or in engaging in public speaking, as well as her reluctance to be conspicuous before a large group.

Repeating the pattern of her parents' marital relationship, she has chosen a boy friend who, like her father, is domineering and whom she is constantly trying to please. Like her mother she sometimes has to submerge her own feelings in the attempt.
Information Secured through Instruments and Records

1. Bell Adjustment Inventory

a. Summary of scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Good</td>
</tr>
<tr>
<td>Health</td>
<td>Average</td>
</tr>
<tr>
<td>Social</td>
<td>Average</td>
</tr>
<tr>
<td>Emotional</td>
<td>Average</td>
</tr>
<tr>
<td>Total</td>
<td>Average</td>
</tr>
</tbody>
</table>

b. Item analysis

1) Home

D indicates that she finds one parent easily irritated and angered, that the action of one parent has sometimes aroused within her a feeling of great fear. She says, too, that her father is not her ideal of manhood.

She makes many favorable comments, however, about her home and family, saying that there is no lack of understanding, love, or real affection. Her parents are not overly strict, do not treat her as a child, do not object to her friends, are reasonable in their requests, and are not unjustly strict. Her relationships with her parents are usually pleasant and she does not feel that she loves one more than the other. There is no lack of money or necessities in her home.

2) Health

D has difficulty with her vision, having to wear glasses and being subject to eye strain, although her eyes are not sensitive to light. She frequently comes to her meals without being
hungry but her weight is normal and she has no digestive disturbances. Although she is not generally tired and does not feel tired in the mornings, she is often very fatigued at night. Sometimes she has difficulty getting to sleep even when there are no noises to disturb her. She does not have a history of illnesses, although she has had one surgical operation. She has had few absences from school because of illness. She is not subject to colds, influenza, or even headaches. Her teeth are not in need of dental care.

3) Social

D enjoys social gatherings just to be with people. She likes lively parties and is sometimes a leader at social affairs. She does not keep in the background at such occasions but neither does she assume the responsibility for introducing people. She does not take the lead to enliven a dull party. Seldom is she the center of favorable attention at a party.

At a tea or reception she would seek out the most important person present. As a guest at an important dinner she would not be hesitant about requesting that something be passed to her.

Although she is not embarrassed to have to leave a group, she is hesitant to enter a room where a group of people are sitting and talking. She would feel embarrassed about entering a public assembly or a meeting where everyone else is seated.

She has had experience in making plans for and directing the actions of others as well as a number of experiences in appearing before public gatherings. She sometimes, however, finds
it difficult to think of an appropriate remark to contribute to group conversation and she would be very self-conscious about volunteering an idea to start a discussion among a group.

D believes that she is troubled with shyness. She finds it difficult to start a conversation with a stranger and does not talk to people on a bus or train. Although she does not find it easy to ask for help, she would not prefer a written to an oral request for something from a person whom she only knew slightly. In the presence of people whom she does not know well but admires greatly she feels self-conscious. She does not find it easy to make friendly contacts with boys but she enjoys social dancing a great deal.

She has difficulty in giving an oral report before a class or in speaking in public. She describes herself as self-conscious when reciting in class but does not hesitate to volunteer an answer and is not upset if the teacher calls upon her unexpectedly.

4) Emotional

\[ \text{She says that she daydreams frequently but never is bothered with the feelings that things are not real. She does not feel hypnotized nor that people are reading her thoughts.} \]

\[ \text{She is frightened when it is necessary to see a doctor about some illness but is not afraid of lightning or the thought of a fire or earthquake. She does not dread the sight of a snake nor feel drawn to jump off high places. She does worry over possible misfortunes and sometimes feels afraid of something that she knows can do her no harm.} \]
She says that her feelings are easily hurt and she frequently has spells of "the blues." She is easily moved to tears and sometimes envies the happiness of others. She gets angry and upset easily and is often sorry for the things she does. She does not, however, feel "just miserable" often, is not depressed because of low marks in school, and is not easily discouraged. She is not bothered with feelings of inferiority, not disturbed by criticism, and does not worry too long over humiliating experiences. She does not feel things go wrong for her through no fault of her own.

She is not self-conscious about her appearance, does not blush easily, and does not feel people are watching her on the street. She does not consider herself nervous.

She is often in a state of excitement and has ups and downs in mood without apparent cause. Sometimes ideas run through her head so that she cannot sleep, but she is not bothered with the recurrence of useless thoughts.

2. Mooney Problem Check List

D has a few problems which she thinks are of great concern. These fall chiefly into the areas of Courtship, Sex, and Marriage and Social Personal Relations. These problems are:

- Boy friend
- Being in love
- Afraid of losing the one I love
- Getting into arguments
- Feelings too easily hurt
- Being too envious or jealous
- Awkward in meeting people
Being careless
Worrying

Sometimes lying without meaning to

Not spending enough time in study

She indicates no problems at all in the area of Home and Family. She is disturbed that she does not like school more and does not study harder. She feels timid, inferior, and that she is being talked about and made fun of.

In summary she said that she believed most of her troubles directly or indirectly concern her boy friend. She tries to please him out in doing so often conflicts with her parents' or other friends' wishes. Since she would like to keep everyone happy, she finds herself disturbed. She wants to please him, however, so "it really isn't too bad." Otherwise she feels she has few problems.

She believes that her personal problems should be taken care of outside of school, unless they concern school. She would like, however, to know if her problems are common to many people. Some of them she would like to discuss with an adult or friends but feels that she can work them out if she will have patience and take time.

3. Ohio State Psychological Examination - 85th centile -
Class B.

4. Kuder Interest Test

<table>
<thead>
<tr>
<th>High:</th>
<th>- 97th centile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary</td>
<td></td>
</tr>
<tr>
<td>Social service</td>
<td>- 86th centile</td>
</tr>
<tr>
<td>Directing others</td>
<td>- 68th centile</td>
</tr>
<tr>
<td>Scientific</td>
<td>- 50th centile</td>
</tr>
<tr>
<td>Artistic</td>
<td>- 50th centile</td>
</tr>
</tbody>
</table>
Low: Stable situations - 12th centile
Mechanical - 20th centile
Computational - 24th centile
Dealing with ideas - 23rd centile

5. Kell-Hoeflin Incomplete Sentence Blank

Her instrument findings place her midway in the group of ten girls on the developmental-traditional continuum, although she is classed as being from a developmental background.

Her statements express gratitude and almost a sense of obligation to her parents:

My mother is very interested in her family and spends most of her time trying to please us and guide us.

If my father wasn't as nice to me as he is, I'm sure I wouldn't be where I am now.

My father is also very interested in my sisters and me and gives us everything we need and tries to watch out for us.

If my mother hadn't taken the interest in me and helped me all she has, I wouldn't be where I am now.

Being at home I am given everything I need.

She describes making good grades in high school as being easy for her and not requiring much study. She verbalizes a belief in obedience, discipline, etc. In most questions she sees both the pro's and con's involved.

6. Communication Instrument

On one problem, selecting a vocation, parents were named first as the source of help. On two other problems, disappointing parents because of low grades and difficulty in understanding the reason for death, parents were named second.
For five problems the mother was named first as a source of help—problems dealing with menstruation, sex information, not having dates, selecting a vocation, and standards of conduct. On each of these with the exception of menstruation, "sisters" were named as a second possible source of help.

On only one problem was there no reference to parents or mother as a source of help and this was the problem of being hurt because the boy friend no longer wanted to go steady.

7. Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth</td>
<td>B average</td>
</tr>
<tr>
<td>Tenth</td>
<td>B or B- average</td>
</tr>
<tr>
<td>Eleventh</td>
<td>B average</td>
</tr>
</tbody>
</table>

Courses: Literature Drama I American History
          Physical Education Chemistry

Summary of Interviews with
Girl: Facts and Feelings

D is the youngest of three daughters. The oldest, B, is a college graduate and a teacher who is now living in a western state while her husband is in service. This sister is described as being very close to their parents. For example, she, as well as they, would like her to come home much more often than she does. The second sister, S, is pictured as a rebel. A senior in college, she has recently distressed her parents by changing her major from teacher training to a general liberal arts course. She is majoring in a foreign language and is eager to go to Europe. Last year she was enrolled at the University of Mexico for one quarter and did not want to return home.
D describes herself as being between the two in disposition and family relations—not as dependent as B nor as independent as S; not as close to her parents as B nor as distant as S.

D sees herself as being close to her mother, but less close to her father. She also sees herself as being like her mother. She describes her father as strict, domineering, and having difficulty seeing her point of view. He is chief inspector at a large plant and carries over his criticalness into the home. Too, he is fifteen years older than her mother.

With her mother she is confiding. She is likely to discuss most of her problems with her mother, possibly before discussing them with a girl friend, her boy friend, or her sister, S. She does not tell her mother when she and her boy friend "fight," however, because she does not want her to know about it. (The recurrence of the statement of this conflict between the wishes of her boy friend and of her parents, sometimes resulting in deception of her parents, indicates its importance to her.) Her mother is at home a great deal but also is fairly active in clubs such as S's sorority mothers' club.

Although she confides in her parents, she finds them likely to remind her how lucky she is and to moralize. For example, when she was disturbed about her boy friend going on the beach trip, her parents told her she ought not to be selfish in not wanting him to go.

She and her mother can discuss sex and menstruation with ease. She does not remember when she first heard about menstruation but
she recalls that when she was ten or eleven she was baby-sitting for a twenty-three-year-old woman who had several children. Some of this woman's friends of her age were there and they told D about sex relations. (She remembers that she had heard something about babies earlier.) She went home and told her mother about it. Her mother was very disturbed, feeling that she should have been the one to tell D, and that D was told at too early an age. Now there are no barriers between them on this subject.

D says that she dreads college in some ways, knowing how her parents will feel about being left alone. Still, she does not particularly like being the youngest and the only child at home because she feels too much attention is centered on her.

D does not consider her family an affectionate one. When she leaves her parents for a weekend, etc., she may kiss them goodbye or she may not. She is satisfied with their degree of demonstrativeness, however, since she thinks some families carry it too far. She appeared a little disturbed about this question.

In the first interview and each succeeding one D spoke of her boy friend, indicating his importance. They have gone steady for one and one-half years. He is a senior in high school and intends to go to college in a nearby state, planning to become a teacher. He expects that they will continue to go steady while he is in college. Although she does not verbalize disagreement to him, she is not sure about this. Her mother does not want her to go steady with him while he is away and if she does, she will have to pretend that it just
happens that she is not dating anyone else but him. Apparently, the boy is domineering. She says that he becomes angry when she is not permitted to go out with him. On the other hand she feels guilty when she tells her parents that she is going one place and goes another.

In her second interview she talked mostly about her concern because her boy friend had just left for a nine-day beach trip in Florida. She wonders whether he may go out with someone else while there and is very disturbed about it. If he does, she will hear about it since there is a large group who are going. She wonders, too, what she will do with her time during spring vacation while he is away. She planned to go to a movie that night with her mother, to shop one day, to swim in the mornings, and probably to make two out-of-town visits. She had thought of this separation as a test of how it would be if they were going steady while he was away at school and it makes her wonder about the desirability of such a plan.

She commented that when she and the boy fight, she used to be the one who had to "come crawling back," now he is able to accept part of the responsibility. The cause of their disagreements is that he "is dominant" and does things she does not want him to do. She added that her sister S had "broken up" with one boy because she was able to push him around. Their father is domineering, she said, with the implication that she and her sister are accustomed to this.

She says that her parents like this boy but do not want her to get too serious with him, especially since he is the only boy she has
dated much. They do not want her to marry "too young," and feel she should get to know more people. Her parents would like for her to have at least one year of college and preferably more. The choice of a college is hers.

In her next interview (which followed her spring vacation) she came in late, saying she was not sure that she was supposed to come. She was not as happy or communicative in this interview as in the preceding ones. She said that things had not been going well for her and the boy. She sees it as being largely her fault, saying that she had done several things which he did not want her to do. She had told him about them and he was unhappy. She seemed sad as she left.

In the last interview she appeared less disturbed about the existing relationship between the boy and her. She said that she feels her boy friend has the greatest empathy for her, although she used to think her parents had. She believes she is happiest when things are going smoothly between her boy friend and her and when she has something to look forward to. On the other hand, she feels that her chief worry is keeping her boy friend happy and keeping her parents happy when their wishes conflict. (Her worries have changed, she says, since her freshman year when her appearance and popularity were her chief concerns.)

As a freshman D was very close to a girl friend who later moved away. This girl was prettier, generally more attractive, and overshadowed D. When she left, D was beginning to devote attention to her present boy friend, "to come into her own rights," and to develop
leadership ability. Since then she has had no really close girl friends but is close to the boy. There are two or three couples who are together some. When the boys are busy, the girls are with each other.

D is one of the school's six cheerleaders for the coming year, having already held that position for three years. She is also a member of the student council, a service club, and a sorority. She rated fifth on a recent scholarship examination in her school for juniors and seniors.

After high school D thinks she might like a small college for the first two years and then to go to a large state university. She is interested in teaching or in journalism. There was a time when she thought she might like, as her life's work, to help people who were handicapped or who had emotional problems, but she has concluded that she lacks the objectivity for this. She feels that she is sensitive to people's problems and feelings to such a degree that it is a handicap to her and that her empathy for others is one of her greatest problems.

D has two clear childhood memories. She recalls junior high school boys telling a group of kindergarten children (which included her) that a large barrel of red dye was a barrel of blood from people who were dissected in the building. She was the only child who did not believe them. The boys did not like her disbelief.

She recalls, too, as a child, playing in the yard with her sisters and neighborhood children. The children were the ages of D and B,
but none were S's age. S would build better huts than D and bribe D's friends to play with S, leaving D alone. D volunteered that she sees now why this helped to make S as she is and D as she is. (This did not seem to be an idea which had just occurred to her but one which she had thought about before.)

Parents

Interview

1. Mother

D had commented that when she told her mother that the interviewer was going to call her about coming out, the mother asked, "What's the matter? Is something wrong with you?" The interviewer had assured D (who seemed to have no anxiety or concern about it) that the desire for an interview was not because she was abnormal in any way.

During the initial telephone contact, Mrs. D was reluctant and questioning at first, wanting to know "what sort of questionnaires" she would be asked to fill out. When she was told more about the procedure and instruments, she became cordial and agreed without reservation, although her husband was out of town. (D had said that her father would agree if it were for her good.)

The mother was very pleasant and welcoming. She was attractive, well-groomed, well-dressed and poised. Her conversation was not of great depth but she was very interested in her daughters and thoughtful in her discussion of them.
Mrs. D's own parents died when she was six or seven. She lived with her grandmother afterwards. They were close but she kept her problems to herself. She sees herself as being a "self-contained" person.

Her home and family have always been her first interest. She has never been active in clubs or organizations because she "has not needed them." She enjoys keeping house, cooking, and taking care of her family. She never had outside employment, both because there was no need and because her husband would have objected.

In talking about D, Mrs. D found it difficult to keep from bringing her second daughter, S, into the discussion. Both parents have been much concerned about S. They feel "D lives life while S, at least in high school, read about it." In high school S was tall, made high grades, and read a great deal. She had no friends who lived near. She could not date the one boy she wanted to date and so would not date anyone. She was, however, always miserable because she did not date. S is thoughtless and unable to understand her parents' concern and worries about her. D is different in this regard, too.

Mrs. D does not seem to be concerned about D's social activities. She would prefer that D did not go steady but says that in D's crowd it seems the only thing to do. She believes D is happiest when she is thinking about or is with her boy friend. She does not think D worries much now. When she was ten or twelve, she worried a good deal but now she is past that stage and appears happy usually.
With her problems she tells them to her mother but works them out herself in a clear-headed way. Her mother also describes D as "self-contained." Mrs. D sometimes wonders if they have used enough discipline with their daughters. Their policy has been to reason with them.

Mrs. D believes in individualism and wants her children to be what they want to be and are capable of becoming. She recalls that D had a friend who outshone her in every way a few years ago. Mrs. D did all that she could to build D's self-confidence and at the same time to direct her away from her friend in an indirect way. With the second daughter, S, she did the same thing, sending her to a summer camp to separate her from an undesirable friend. S never knew her mother's motives but believed she went to camp because she wanted to go.

Mrs. D read Angelo Patri's articles on child-rearing in the papers when her children were small. She still reads the articles by Ilg and Bates. She has talked with other mothers about issues although they did not band together in solving them.

It was not difficult for her to talk to her daughters about menstruation. The daughters would ask questions about sex from time to time and she answered them as they came. Now D reads articles, such as Mary Haworth's columns, for herself. Recently a girl at D's school became pregnant. The boy's parents would not permit him to marry her so she and the baby live with her parents in the community. Mrs. D believes this incident has been both a shock and a lesson to all.
Mrs. D attributes her closeness to her daughters to the fact that she has always been highly interested in them, also that she has had plenty of time for them and has been available to them.

2. Father

It was apparent that Mr. D was considerably older (13 years) than his wife, as D had said. He was nervous and less, abrupt, but cooperative. He seemed to have arrived at a philosophy which he was willing to share. He did not smile much but his penetrating glance.

In telling about his family he said that his father had died when he was small. He went to his grandmother's house but was an "unwanted brat" there. When his father remarried he returned home but his home life was very unpleasant. Because of this, he left school and went away from home. He believes that some of his present undesirable characteristics result from his poor life. He did not feel that his father was autocratic but rather seemed, that he did not care.

Mr. D said that he had picked up his education through night school and correspondence. He spoke of "marrying a girl" and having a family. Then he gave up civic groups (he had worked a great deal with boys' teams, too) in order to be with his family.

Mr. D believes that the man who rears an adjusted family has made a greater contribution than the man who has a great deal of money. Since he was older and well-established when he married,
he did not have to make a choice. (During the interviews with the
individual parents, comments were made in regard to several locations
in which the family had lived. The present one is a choice one;
their attractive home was built only a year ago.)

In discussing his family he said that he would have liked a
son but has never regretted having three daughters. He never made
up his mind that a child would be either sex until it was born.

He has not been as close to his second daughter, S, as to the
others. He believes that S is probably too similar to him in her
traits and consequently they clash.

He has had no particular dream or aspiration for his
daughters. He makes it possible for them to go to college and
strongly encourages it but will not force them. His oldest daughter
teaches and the second, S, expects to teach also. (This latter
remark was made in the presence of his wife and D. D looked sur­
prised and glanced toward her mother, this being contradictory to
S's present plans as they know them. Neither said anything.) He
wants a "good liberal education" for his daughters.

He illustrated his belief in the importance of education by
telling of a young man in his company who asked him for advice on how
to improve himself. Mr. D recommended a night school course at com­
pany expense. The young man seemed to be in accord but several months
later conversation with him indicated that he did not follow through
on the suggestion. The young man seemed apologetic but Mr. D brushed
the apologies aside, saying, "It's all right. It was your decision."
You asked me for advice and I told you what I thought." He did not hold a grudge against the man but when an opening came for which he might have been recommended, Mr. D did not feel that he could do so.

Mr. D says that "like most men, I have left the rearing of the girls to my wife." He learns about most of D's problems through Mrs. D. He believes that D worries a good bit and is happiest when she is with people.

He believes he and his wife have probably been weak in discipline but that their results are good. Perhaps, he says, because he was older he has used more reasoning with the girls. When there is a situation that needs correction or appraisal, he will deal with it openly and directly, however. For example, last year when S was in Mexico City a situation arose which he felt was not good. He knew that her morals were all right but he felt the situation was undesirable. Therefore he wrote and said so.

His wife has taken the initiative in reading pertinent articles about children. She would recommend things to him and he would read them then. She has been the one to whom the girls have gone for sex information, too.

There have been times when he and Mrs. D have disapproved of their daughters' friends. In these cases they would discuss it between themselves and then handle the problem with indirection.

He believes that his family has an underlying affection for each other but he and his wife have never been demonstrative and neither are the children.
Inter-personal Check List

1. Husband

Mr. D sees himself as more hateful than lovable, more domineering than submissive. He sees his most extreme trait as managerialism with exploitiveness, aggressiveness, bluntness, and skepticism not coming far behind. He sees himself as not strong in modesty, self-effacement, and docility.

He views the ordinary husband as dominating but as more lovable than hateful. (In comparison, Mr. D does not fare well.) He sees the ordinary husband, unlike himself, as being extreme in cooperation. The ordinary husband is seen as much less managerial, blunt, skeptical, and distrustful than he is.

There is a marked similarity between Mr. D's view of the ordinary husband and of the ordinary wife, as he sees both as lovable and domineering with the most extreme quality that of cooperativeness.

His own wife is seen as lovable, much more than he pictures himself, and almost as lovable as the ordinary wife. His wife is pictured as slightly domineering. Her most extreme characteristic is her feeling of responsibility for others. He describes himself but not his wife as:

- Dictatorial
- Egotistical and conceited
- Impatient with others' mistakes
- Sarcastic
- Outspoken
- Irritable
- Resentful
- Often gloomy
- Slow to forgive a wrong
- Easily hurt
- Self-punishing
- Lacks self-confidence
- Acts important
- Frequently angry
- Complaining
- Rebels against everything
He describes his wife but not himself as:

- Wants everyone to like her
- Warm
- Wants everyone's love
- Likes everyone

2. Wife

Mrs. D sees herself as quite different from her husband's picture of her. It appears that she has inner conflict since she has extreme tendencies toward over-generosity, distrustfulness, competitiveness, modesty, and self-effacement. It is noteworthy that her husband gives no recognition to the extreme tendencies of competitiveness, distrustfulness, modesty, and self-effacement of which she is aware.

She sees the ordinary wife as having her own conflict but believes the ordinary wife to be more aggressive, managerial, competitive, and blunt than she but less distrustful.

Her picture of her husband, however, is not unlike his own description. It shows very strong domineering characteristics as well as hateful ones. She pictures him as completely autocratic and managerial (as measured by this instrument) as well as being extreme in his bluntness. She sees him as having only a very small degree of docility and self-effacement.

Although the ordinary husband is not viewed as a definitely lovable person, he is seen as much more lovable and cooperative than her own husband. In addition he is less blunt, less skeptical, less aggressive and managerial, and less distrustful.

She uses these phrases to describe herself but not the ordinary wife:
Stubborn
Often helped by others
Tries to comfort everyone
Spoils people with kindness

Apologetic
Too easily influenced by friends
Too willing to give to others

She uses these phrases to describe the ordinary wife but not herself:

Forceful
Good leader
Self-confident
Thinks only of herself
Sarcastic
Often unfriendly
Critical of others
Skeptical

Hard to impress
Lacks self-confidence
Likes to be taken care of
Accepts advice readily
Wants everyone to like her
Warm
Acts important
Is often admired

She uses these phrases to describe herself but not her husband:

Somewhat snobbish
Shrewd and calculating
Self-seeking
Slow to forgive a wrong
Shy
Timid
Apologetic
Passive and unaggressive
Obey's too willingly
Oversympathetic
Spoils people with kindness

Admires and imitates others
Often helped by others
Very respectful to authority
Grateful
Lets others make decisions
Trusts and eager to please
Too easily influenced by others
Affectionate and understanding
Usually gives in
Tender and soft-hearted

She uses these phrases to describe her husband but not herself:

Dictatorial
Bossy
Dominating
Manages others
Forceful
Good leader
Complaining
Often gloomy
Skeptical
Jealous
Hard to impress
Always pleasant and agreeable
Generous to a fault

Self-confident
Impatient with others' mistakes
Sarcastic
Hard-boiled when necessary
Stern but fair
Nasentful
Expects everyone to admire him
Always giving advice
Acts important
Often admired
Warm
Overprotective of others
Comparison of the different profiles shows that those having the lowest number of differences are:

1. Husband's picture of himself and wife's picture of him (24.2)
2. Husband's picture of ordinary husband and wife's picture of ordinary husband (38.0)
3. Husband's picture of own wife and of ordinary wife (39.4)

Profiles having the highest number of differences are:

1. Husband's picture of ordinary wife and wife's picture of ordinary wife (73.2)
2. Husband's picture of wife and wife's picture of self (61.9)
3. Wife's picture of own husband and of ordinary husband (58.7)

Kell-Hoeflin Incomplete Sentence Blank

1. Father

Mr. D occupies a middle position, both in regard to his location on the continuum involving the ten fathers and also on the classification of his answers as between developmental-democratic and traditional-autocratic.

He expresses pleasure and satisfaction in his present home and family life but describes his own early years as unhappy. His mother died when he was very young, his father lacked understanding of him and was "a failure," and Mr. D received little help or guidance. He believes that discipline, punishment, and obedience are difficult but have "a place in family life."

2. Mother

Mrs. D is classed as less developmental than her husband, having a greater mixture of feelings and consequently being termed
"neutral." She, too, is about midway on the mothers' continuum for developmental-traditional characteristics.

Her statements do not involve as much depth of feeling as those of her husband. She, too, regards her present home and family as satisfying and a pleasure. Although her mother, too, died when she was quite young, she does not reveal the unhappiness in that part of her life that her husband shows. She does say that when in high school, she wished for nicer clothes.

She is more firm in her statements on obedience, discipline, and punishment than her husband, not voicing doubt as to their necessity nor indicating that there is "a place for them."
CASE E

Communication Pattern

Summary

E and her mother seem to have a capacity for communication which they are not utilizing to the fullest. The situation had improved some just before the study began because the mother had taken the initiative in beginning discussions, a procedure which pleased E. E can and does talk to her mother about her dissatisfactions with herself, about her dating problems, etc. She is embarrassed to discuss sex and menstruation or "intimate" subjects with her mother. Of this her mother appears unaware.

E is less close to her father, having grown away from him recently and having the feeling that he does not act his age at times. She seems almost to feel that she is more mature than he. Although they once enjoyed doing things together, she is involved more with her own friends now.

Hypotheses in Regard to Cause

1. The mother accepts and understands her problems, promoting good communication.

E's ability to talk with her mother seems to be because of the mother's acceptance, permissiveness, and empathy. Her mother apparently has not raised the questions or objections to E's plans which her father has raised (interviews). The mother wants E to go to college and whereas the mother has doubts about the desirability
of teaching, she is willing to go along with \( E \) if that is what she wants. Her mother accepts her friends, although she occasionally "wonders" about someone. When \( E \) discusses her concerns about dating, etc., her mother tries to help her figure out her problem (girl's interview). The mother's own statement (interview) that she takes her children's problems to heart indicates that she finds them important.

\( E \) describes her mother as having empathy for her (girl's interviews). The mother's interview indicated that she understood how \( E \) felt in many ways—about marriage, boys, school, etc. She does not seem to realize that \( E \) is no longer very close to her father or that \( E \) is concerned so much with the problem of financing her college education.

2. The father does not accept her needs or viewpoint.

From \( E \)'s interviews it appears that her father does not see a necessity for a higher education for a homemaker. His doubt about providing a college education for her may, in view of her strong desires, seem almost a rejection. The father's description of her (father's interview) as "sweet but firm," his statement that he has "played a debunking role with her which may not have endeared me to her but has helped her keep perspective" and his statement that she seems to be receptive to advice from authorities whom she respects but not necessarily from him—all indicate that he feels his present status with her is not a high one.
E has said that she feels both parents are "too lenient" (Kell-Hoeflin). Her meaning here is not quite clear but it appears that she feels less permissiveness would be more desirable.

Another deterrent is that the mother is not free to devote herself as fully to her daughter as she would desire.

Part of this may be because of the claims put upon her by the three other teen-agers whom she seems to find less dependable than E. Another is that her need for sleep (girl's interviews) may indicate excessive fatigue resulting from poor health. The findings of the Inter-personal Check List indicate a dissatisfaction with her own role as wife—that she is not as lovable or as docile as she feels she should be and probably as her husband thinks she should be. All of these factors put together limit her capacity to give to any one person.

The Girl

Impression of the Girl upon Interviewer: Rapport Established

E is an attractive girl who is tall, well-proportioned, and graceful. She is pretty with nice hair, skin, and eyes. There is a natural demureness about her that enables her to seem both poised and a little shy.

The interviewer felt that good rapport existed with E. During the interviews she appeared to be listening carefully to all that was said. In addition to her full answers and discussions, her concluding question regarding a possible explanation for her difficulty
in getting a date for the prom further substantiated the belief
that good rapport existed. Although not an aggressive person,
she seemed to enter into this experience with confidence, seeking
to receive help as well as to give.

E is very much at ease in any school situation, a fact which
no doubt contributed to the ease in establishing rapport in this
experience. She has had no problems with her classes, has a high
scholastic record, and seems to find no difficulty in coping with
school activities. She does say that she finds pure study dull,
preferring activity assignments. She has no problem of self-
application, however.

She seems very much concerned about the future in two aspects--
(1) marriage and (2) career and college. She is dissatisfied with
her inability to become emotionally involved with anyone. She is
concerned about this both for the present and for the future. She
seems to equate marriage and the more desirable personality traits
in a woman, remembering teachers who were both unpleasant and un-
marrried and other teachers whom she liked and who were married.

She is very eager to go to college and to become a teacher but
she is also disturbed about the financing of college (interviews,
Mooney). Her father has questioned both his ability to finance
college education for the four children and her need for it if she
marries immediately after college (girl's interview). She is
attempting to work out her problem in two ways--keeping her grades
sufficiently high to earn a scholarship and earning money at the present.
Despite her eagerness to go to college, she feels uncertainty about her ability to cope with college work. Her high school record indicates no danger zones but E has fears in areas in which she lacks experience and which are unknown.

Her need to make money to use toward defraying her college expenses is, however, conflicting with her desires for greater self-development and social activities (Mooney Problem Check List). Since much of her out-of-school time is consumed with work, her leisure time is limited.

Information Secured through
Instruments and Records

1. Bell Adjustment Inventory
   a. Summary
      
      Home adjustment - Excellent adjustment
      Health adjustment - Average adjustment
      Social adjustment - Average adjustment
      Emotional adjustment - Average adjustment
      Total score - Average adjustment
   
   b. Item analysis

   (1) Home

   E's home life is rated as excellent and her account of her relationship with her parents seems the same. Her only two unfavorable comments are that she has often quarreled with her brothers and sisters and that occasionally she has conflicting moods of love and hate for members of her family.
(2) Health

In the past E has had skin disease or skin eruptions and has had trouble with either her heart, kidneys, or lungs. She has had a surgical operation. At present she is subject to hay fever or asthma and has teeth which need dental care. She frequently is very tired toward the end of the day. Sometimes she has difficulty getting to sleep at night, even when there are no noises to disturb her.

She does not, however, feel tired in the morning or even much of the time. She is not underweight, has a good appetite, and is free from digestive disturbances, dizziness, and nausea. She does not wear glasses and her eyes are free from strain. She seldom has a headache. She has had few absences from school because of illnesses, has few colds, and seldom has influenza. In fact, she had little illness or injuries from accidents.

(3) Social

E states that she would be hesitant to enter a room alone when people are sitting and talking. She is embarrassed to leave a group of people or to enter a public assembly when everyone else is already seated. She has difficulty in starting a conversation with a stranger and feels very self-conscious in the presence of people whom she admires but with whom she is not well acquainted. She would not seek out the most important person at a tea. At an important dinner she would do without something rather than ask that it be passed to her. She has not often been the center
of favorable attention at a party. She does not find it easy to ask others for help.

E does not consider herself shy but believes that she makes friends easily and has many casual acquaintances. She enjoys social gatherings just to be with people. She likes festival occasions, gay parties, and social dancing. Sometimes she is a leader at social affairs and at times has taken the lead to enliven a dull party. She also will take the responsibility for introducing people at a party. She has had experience in making plans for and directing the action of a group. Group conversation presents no special problems for her nor would she be self-conscious to volunteer an idea to start a discussion among a group of people.

She does not have difficulty in speaking in public or in making an oral report in class. She does not feel hesitant to speak out in class if she knows the answer.

At a meeting if there were no other seats, she would take a front one in preference to standing or leaving.

(4) Emotional

E indicates that she worries over possible misfortunes and is afraid of things that can do her no harm. She is frightened at having to see a doctor about illness and by the thought of an earthquake or a fire. She dreads the sight of a snake.

She is bothered with feelings of inferiority, blushes easily, is greatly disturbed by criticism, and is easily hurt. She daydreams a good deal, is often in a state of excitement,
and sometimes cannot sleep because of ideas running through her head. She becomes angry easily and is frequently sorry for things she has done. Sometimes she envies the happiness of others.

She does not believe herself to be nervous, nor to be subject to spells of the "blues" or depression. She does not often feel miserable nor is she easily moved to tears. Humiliating experiences do not prey on her mind for long intervals. She is not subject to ups and downs without apparent cause, not easily upset, and not easily discouraged.

There is no self-consciousness about her appearance and no feeling that people on the street are watching her. When she is with people, there is no feeling of loneliness.

Lightning and being in the dark alone are not frightening to her. There has not been for her the feeling that she is hypnotized by people or that her thoughts are being read. Useless thoughts do not run through her mind.

E apparently has a fear of some of the things which she cannot control or foresees. She has a sensitivity and a feeling of inferiority which do not spring from her appearance but from some other source—possibly again the unknown.

2. Mooney Problem Check List

E's greatest number of problems of much concern fell in the area of Courtship, Sex, and Marriage. The largest total number of problems was in Social and Recreational Activities with Courtship, Sex, and Marriage second in total number.
Problems listed as of greatest concern were:

- Having dates
- Too few dates
- No place to go on dates
- Boy friend
- Wondering if I'll find a suitable mate

- Not enough time for recreation

- Poor complexion or skin trouble

- Needing to decide on a particular college
- Choosing the best subjects to prepare for college

- Not enough school spirit

In the area of Social and Recreational Activities she underscored problems of time such as too little chance to read, go to shows, enjoy television, pursue a hobby, or to enjoy nature. She indicated that she wanted to learn how to dance, to entertain, to improve her appearance, to acquire skill in sports and that she wanted to improve herself culturally.

In her summary she said that her chief problem concerns the future. She wants to go to college but does not know where, how she will finance it, or whether it will be extremely hard for her. She wants to get married but has had difficulty finding someone she can care for. Too, she feels a need to be more attractive.

She feels that schools should have special classes and competent teachers to help the students with their personal problems. She indicates that she would like help with some of her own problems.
3. Ohio State Psychological Examination - 94th centile -

Class B

4. Kuder Interest Test

High: Group activity - 97th centile
Social service - 96th centile
Dealing with ideas - 95th centile
Directing others - 91st centile

Low: Stable situations - 9th centile
Mechanical - 10th centile
Musical - 14th centile
Computational - 15th centile

5. Kell-Hoeftlin Incomplete Sentence Blank

E is fourth from the traditional-autocratic end of the continuum for these ten girls. Her score shows that her background is almost neutral but has democratic, developmental leanings.

She believes that obedience is very important for people of all ages; that discipline, too, is very important; and that many schools and parents are weak in this respect. She can accept punishment if she feels that she deserves it.

She is concerned about her own parents' leniency, saying that her mother is "very understanding and almost too lenient" and her father is "a real nice guy who is always trying to do something to make us kids happy but he, too, is too lenient sometimes."

Her feeling of pressure about money is evidenced by:

Making high grades in school is pretty important to me because I want to get a scholarship and I work hard for high grades.
If my mother would go get a regular job, I wouldn't like it very well because I like her at home.

6. Communication instrument

In the nine problems on this instrument she gave "parents" four times as her first choice for sources of help in problems dealing with grades, getting along with a teacher, career choice, and feeling unhappy because her boyfriend no longer wants to go steady. Her mother is named as first choice as a source of help in problems concerned with menstrual pains and sex information. "Parents" are named second as a source of help in the problem dealing with a choice between high standards and popularity. "Mother" is named second as a source of help in the problem concerned with no dates. In the problem on understanding of death, the girl names a minister as the person from whom she would seek help.

7. Grades

E has made all A's in the ninth, tenth, and eleventh grades. In the eleventh grade, her subjects are: Literature, American History, Shorthand, Chemistry, and Journalism.

Summary of Interviews with Girl: Facts and Feelings

E is one of four children, having a brother, 15, and twin sisters, 14. One of her sisters is like her while the other is tomboyish, disorderly about her room and clothes. The brother is like the latter.
She sees herself as being like both her mother and father. She says that her mother is busy with her home, church, and PTA. She is apparently often tired since she takes naps during the day, goes to bed early at night, and often falls asleep while watching television.

In her first interview she stated that recently talking with her mother has been easier than it used to be, though sometimes it is still not easy. When her mother begins the conversation, it is helpful. Their main problem is getting together. E works and is busy and her mother is also busy. She does not like to talk with her mother when others are around. She discusses her dissatisfaction with her mother—appearance, dating, etc., but finds it less easy to talk about intimate things like sex.

When the interviewer discussed empathy with E, she said that she believed that her mother and one girl friend had had empathy with her.

She said in her first interview (as well as on the Kell-Hoeflin) that she thought her father was sometimes too lenient. She used to enjoy doing things with him like taking walks, etc. Now she is more apt to spend her time with her own friends. Sometimes she feels her father does not act his age in his activities, like his current interest in riding a motorcycle. He is an electrical engineer. Much of his time in the evening is spent studying and reading in connection with his work.
Her mother and father let her make her own decisions.

(She implies that she thinks this is one of the areas where they are too lenient.) They have never rejected any of her friends though sometimes her mother will comment in regard to a friend's behavior, "I wonder about her." E would not classify her family as a demonstrative one—"They do not kiss good night" etc., but believes that the feeling of affection is there.

The question of college and finances seems big to E. She would like to teach in the fifth grade, sixth grade, or possibly high school. Her father, however, is not sure about sending her to college since she also wants to get married right after college. Too, all four children desire higher education, posing a financial problem. At this time she, herself, has been able to accumulate enough money to send her through college for one year. She is trying to maintain a high scholastic average so that she can get a scholarship, too. She has not selected a college yet. Her father's sister and aunt attended college, but her mother and her one sister did not.

E has earned her money by working at a drug store. This was her own idea. She knew that she would need money for college, so during Easter of her sophomore year she asked for a job. There was no opening then but when she went back in the summer, she got a job and has worked since. Her parents are willing for her to work as long as it does not interfere with her grades.
E has one girl friend whom she has known for many years and in whom she confides. As for boys, she has not settled on any particular one. She tried going steady once but got tired of it. She does not think it is a good policy and she really prefers going with more. At the first interview she stated that the boys at this school all seem young. (Because it is this school's first year, there is no senior class and consequently, no boys in classes above her own. E is taller than average and perhaps looks a little more mature than many of her classmates, which poses problems.)

At the conclusion of the final interview E rather shyly asked the interviewer (who is also tall) if she thought it possible that the reason E and two of her friends had had trouble getting dates for the prom could have been because of their height. She said that her mother had said perhaps she would be smarter not to get all A's since boys might like her better. This course of action would conflict with her objective of getting a scholarship, however.

E says that she has no memories prior to the first grade. She recalls her dislike for her first grade teacher who was unmarried and very strict. She threatened to send E and her friend to the principal because they took toilet tissue to draw on. She made them feel very guilty.
E feels some dissatisfaction with school at present. She does not like to "just study." She does not mind writing assignments but she objects to studying without activity. She feels there should be less homework.

Her first knowledge of menstruation came from older girls when she was in the fourth or fifth grade. Afterwards her mother told her about it and she also saw films on the subject. As for sex, it seems that she has always known about it and cannot remember where she learned.

She is not aware of any particular person or thing that has influenced her especially. She has known people whom she admired and maybe even copied, but there has been no one who has had an over-all influence.

E is not sure that she has ever truly had empathy for anyone. Sometimes she had tried it in a day-dreaming fashion, though.

Parents

Interview

1. Mother

Mrs. E was very gracious and pleasant in her welcome. Tall like her daughter, she seemed a little weary. During the interview she did not answer the questions at length but would answer merely the question that was asked without elaboration or illustrations and without appearing aware of implications. There
did not seem to be a problem of withholding on her part but rather there seemed less to give.

At the beginning of the conversation with both parents the interviewer said that she realized they were probably wondering what the purpose of the study was and how their daughter happened to be chosen. Mrs. E nodded her head in assent both times, as if she had given much thought to it.

Mrs. E said that her parents were not as close to her as she feels she is to her children. Neither does she believe that her mother worried and took her family problems to heart as she does.

She says that she is active in one PTA and in church work. She plays bridge some, but mostly she is at home.

In comparing her four children she says that E has a wider range of interests than the others. One of the twins is somewhat like E, but is not interested in as great a variety of things. The boy is shy. E says she is not brainy but just works. Mrs. E describes E as dependable and thorough in whatever she undertakes from dishwashing on.

She sees little differences in the degree of closeness E has had with her parents from time to time. E has always been close to her father, Mrs. E says. She confides in her mother a great deal.

There has never been much need for discipline with E. They used to spank her some. Now the mother sometimes "heads off" problems but this is rare. She thinks that E is happy most of
the time and is content when alone. She worries very little but has been concerned about finding a husband—and boyfriends—who are tall enough. Her friends, girls or boys, have rarely been disapproved of.

Mrs. E says that her family is not a demonstrative one as far as affection is concerned. They celebrate holidays with big meals and often their relatives from some distance away come for Thanksgiving, Christmas, and Easter. The children have outgrown other holidays.

Telling E about sex and menstruation was easy for Mrs. E, she recalled. The movie on menstruation sponsored by the Girl Scouts also helped.

Mrs. E wants E to go to college. She is not sure that teaching will be the best vocation for her but since that is what E wants to do, she will go along with it.

Mrs. E did not recall any particular source of help in child guidance and rearing but said that she has read most of the pertinent articles which she has seen.

2. Father

Mr. E is a tall man, middle-aged, but a little boyish in manner. He smiles a great deal, almost seeming to laugh, and seemed to feel that the interview was great fun. There was no evidence of embarrassment or discomfort unless his constant smiling may have been an indication of this. On the whole he seemed to enjoy the interview and the opportunity to discuss his ideas.
Mr. E is an electrical engineer who graduated from college during the depression. He and his wife are natives of another state but moved here 15 years ago. He is active in church work and is a PTA member, but not a faithful one. He is not a member of the local engineer's club because of expense but attends occasional lectures there. His recreation is largely at home where there is a tennis court in the back and a pool table in the basement.

Mr. E referred several times to the idea that a man is 35 before he is able to overlook himself and do his best work. Before then he overemphasizes himself and the value of his contributions.

About his own family his comment was that his father was emotional and always giving advice. He indicated a fondness for his mother but did not dwell on either.

In contrast to his own rearing, he deliberately permits his children to say almost anything to him. His wife sometimes says that he should not, but he believes in free expression. He intends to change the pattern followed by his parents.

In discussing his children he said that he finds them each different and distinctive. He describes E as "strong-minded," saying she can be "sweet but firm." He has not seen much difference in their closeness from time to time. He states that he has played a "debunking role with E which may not have endeared me to her but which has helped her keep her perspective." He later said
that he thinks E is receptive to advice from authorities but not necessarily from him.

He thinks E is happiest when she is succeeding in the "boyfriend area." Her main worry has been about not getting a date to the prom.

He has not used any special sources of help with his children although he reads George Crane's articles. His wife has handled E's information on sex and menstruation.

Inter-Personal Check List

1. Husband

Mr. E pictures himself with much less intensity than the usual person does. Although he shows himself within the realm of normalcy, he does not see himself as being to any degree extreme in the characteristics measured.

The ordinary husband, however, is pictured as a dominating, hateful person—aggressive, managerial, and autocratic. This individual would be far different from Mr. E's conception of himself but perhaps similar to the way he saw his father as revealed by the Kell-Hoeflin.

He views the ordinary wife as very lovable and rather submissive, emphasizing the qualities of over-generosity, cooperativeness, over-conventionalism, and docility. Again, there is the possibility of the influence of a mother who "had no faults" (Kell-Hoeflin.)
He sees his wife as being almost as mild an individual as himself, also with no extreme characteristics but with a very slight weighting on the domineering side—more so than himself. She is not, however, as lovable nor as submissive as the ordinary wife.

He uses these phrases for describing his wife but not himself:

| Dominating | Tries to comfort everyone |
| Manages others | Tender and soft-hearted |
| Good leader | Enjoys taking care of others |
| Independent | Always giving advice |
| Often gloomy | Often admired |
| Resents being bossed | Very anxious to be approved of |
| Easily embarrassed | Wants everyone to like her |
| Often helped by others | |
| Trusting and eager to be pleased | |
| Loves everyone | |

He uses these phrases to describe himself but not his wife:

| Shrewd and calculating | Usually gives in |
| Sarcastic | Admires and imitates others |
| Outspoken | Lets others make decisions |
| Critical of others | |
| Complaining | |
| Apologetic | |

2. Wife

Mrs. E. sees herself as more hateful than lovable, more domineering than submissive. She considers herself managerial, aggressive, and blunt.

She sees the ordinary wife as being more lovable than hateful, more submissive than domineering. She pictures the ordinary wife as autocratic, over-conventional, dependent and docile.

The ordinary husband, on the other hand, is seen as domineering and hateful with his extreme qualities being
autocracy, exploitiveness, and managerialism.

Her own husband is not like the ordinary husband, in her estimation. She sees Mr. E as lovable, being extreme in being over-generous and cooperative. She regards him as more lovable than she and also less dominating.

She uses these phrases to describe herself but not her husband:

| Dictatorial | Shrewd and calculating |
| Bossy | Can be indifferent to others |
| Dominating | Impatient with others' mistakes |
| Manages others | Often unfriendly |
| Forceful | Irritable |
| Sarcastic | Stubborn |
| Frequently angry | Frequently disappointed |
| Resents being bossed | Hard to impress |
| Shy | Easily embarrassed |
| Always giving advice |

She uses these phrases to describe him but not herself:

| Good leader | Warm |
| Usually gives in | Tries to comfort everyone |
| Admires and imitates others | Too lenient with others |
| Always pleasant and agreeable | Enjoys taking care of others |
| Friendly all the time |

Analysis of the differences in comparisons of the various roles shows that there is a wide difference in the way this husband and wife perceive themselves, each other, and the ordinary wife and husband. In several cases the differences lie in the degree of intensity in which a characteristic is seen to exist. Comparisons having the lowest differences are

(1) Husband's picture of ordinary husband and wife's picture of ordinary husband (39.5)
(2) Husband's picture of own wife and of ordinary wife (40.3)

(3) Husband's picture of ordinary wife and wife's picture of of ordinary wife (43.4)

Comparisons having the highest rate of differences are

(1) Husband's comparison of ordinary wife and ordinary husband (78.3)

(2) Wife's comparison of self and ordinary wife (67.3)

(3) Wife's comparison of husband and ordinary husband (67.3)

In looking at this marriage it appears that Mrs. E is not very happy with herself. She sees herself as domineering and unlovable while picturing the ordinary wife as lovable and fairly submissive. Although she also sees her husband as very different from the ordinary husband (who is hateful and more domineering), she says on the Kell-Hoeflin that she feels if her own father had been more like her husband, she would have been happier. Apparently she prefers her husband to the ordinary husband. Her husband says in his interview, however, that sometimes his wife feels he should not permit their children to talk to him as they do.

It seems possible that at times Mrs. E feels she must compensate for her husband's lacks in domination and hence must assume a role which she feels is not really that of the wife's. This can only be hypothesis based upon a fragmentary clue and not proven, however. Certainly, the wife views herself far less favorably than her husband.
Kell-Hoeflin Incomplete Sentence Blank

1. Father

Mr. E has a mid-way position on the ten-fathers continuum, also being classified as neutral and having mixed feelings about developmental versus traditional authority patterns.

He believes that obedience, discipline, and punishment must be handled carefully and with discrimination. He believes, too, that both children and teen-agers tend to take themselves too seriously.

About his own parents he said that his mother had no faults, but was understanding, kind, patient and intelligent. His father is described as competent but he also states that if his "father could analyze himself and lose some of his emotions, he would be more agreeable to relatives." He wishes that his parents had had more desire to associate with other people "during my stay with them."

2. Mother

The mother also occupies a mid-way point on the continuum. She, too, is classified as neutral and mixed in her feeling about autocracy and democracy.

She seems more content with her present life than with her childhood. Some of her statements are:

If my father were like my husband, I would have been a happier child.

My father took very little interest in our problems.
My mother was narrow-minded about most things.

Being at home when my children come from school is important to me.

Making decisions in the home is harder to do now because we often ask the children how they feel about particular situations.
CASE R

Communication Pattern

Summary

This is a case in which the girl does not confide her most personal problems to anyone. The mother, however, considers the relationship between her daughter and herself a very close one, believing that her daughter tells her almost everything. The father also believes that he and his daughter are very close, closer than the mother and daughter. The daughter says, however, that she does not confide in her father as much as in her mother and that she is closer "first to one and then the other."

Hypotheses in Regard to Cause

R has outgrown her parents, realizing their limitations while feeling loyalty and love for them.

Some of this is a maturing on R's part; some is the inability of her parents to cope with or to understand part of her problems. Her family has been able, by means of a moderate income, to attain a comfortable home and possessions out of line with what the parents had in their earlier days. Their dependable factory paycheck means that the children make a good appearance and are able financially to participate in most activities that they desire to. The limited education and the retiring personality traits, especially of the father, have made it easy for the parents to lead a life devoted...
to work, basic needs of living, and television. The father plays chiefly the role of money-provider while his wife "does most of the talking and makes the decisions." The father's love and gentleness is felt by R, but it appears that she does not seek his advice or even his opinions.

Twice in her interviews as well as on her Mooney Problem Check List, R states that some of her problems are "pretty personal" and she "should not worry her mother with them." R has a sensitivity to others, perhaps a result of being the oldest child, and it appears likely that this attitude about communication is a reaction to her mother. She seems to feel a need to protect her mother from things which may disturb her. Consequently, with problems in which her parents would feel disapproval or concern or would lack understanding, R attempts to work out her own solutions.

R seems to feel that she is sufficiently mature to make her own decisions but would like support with the important ones (Mooney Problem Check List). Unfortunately, she knows no one with whom she feels she can discuss these. Her young aunt, once close, now has many and different problems of her own. R has no close girl friends. Her teachers are interested, she believes, only in academic achievement. Her classes do not include discussions of social problems. Her father's opinions she does not seek. Her mother she does not wish to worry. Consequently, R communicates with no one about her most personal problems or even with many of the less personal ones.
The Girl

Impression of the Girl upon Interviewer: Rapport Established

R is not the sort of person one would notice in a crowd, either because of appearance or manner. During her interviews she spoke gently and a little hesitantly. Occasionally she sighed. Although there had been no pressure placed upon her to continue the interviews, she seemed to find them a little difficult at times. It appeared that she was not accustomed to sharing deeply herself and her thoughts with anyone. Yet some of the things she said were very personal and she always seemed sincere and thoughtful.

At times books were suggested to her for help with such problems as knowing whether she loved the boy enough for marriage but the interviewer never knew to what degree these were accepted.

In her home R appeared more relaxed, pleased to see the interviewer, very gracious, and aware of the role she might play if an educational barrier should exist between the interviewer and parents.

Information Secured through Instruments and Records

1. Bell Adjustment Inventory

   a. Summary of scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Excellent</td>
</tr>
<tr>
<td>Health</td>
<td>Good</td>
</tr>
<tr>
<td>Social</td>
<td>Aggressive</td>
</tr>
<tr>
<td>Emotional</td>
<td>Average</td>
</tr>
<tr>
<td>Total</td>
<td>Good</td>
</tr>
</tbody>
</table>
Her scores were above the average score of the ten girls studied except in the area of emotions. In total scores, R had the next to the top adjustment rating of the ten.

b. Item analysis

1) Home

The only note of disharmony indicated here is that she has often quarreled with her brother. Otherwise she is happy and content with her home life.

2) Health

Her problems here are slight. She wears glasses and is subject to eye strain but is not especially sensitive to light and is not subject to headaches. She sometimes feels tired toward the end of the day but not at other times. She has no difficulty sleeping, is not bothered with digestive upsets, and has a history of very few illnesses or injuries. She does not have to watch her health carefully nor does she miss school often because of illnesses.

3) Social

She enjoys lively parties and social gatherings, liking to be with people. She is sometimes a leader at such events and will take the initiative to enliven a dull party. Also she takes the responsibility for introducing people at a party. She does not consider herself shy, making friends easily with boys as well as girls. She does tend, however, to have a few close friends rather than many casual acquaintances. She does not enjoy social dancing.
She does not talk to people on a bus but finds no difficulty in talking with strangers. She does, however, feel self-conscious in the presence of people whom she greatly admires but does not know well. At a tea she would not seek out the most important person present.

She is not embarrassed to enter a public assembly or meeting when everyone else is seated nor is she disturbed when she has to be excused from a group of people.

R has no hesitancy nor discomfort in public speaking, in oral reports for classes, or in classroom verbalization. She indicates that she has had a number of experiences in appearing before the public.

4) Emotional

Although rated "average" in this area, R reveals a picture of basic unhappiness and discontent with herself. She says that, although not easily moved to tears, she is frequently "blue." Her feelings are easily hurt. She is often lonesome even when with people and has sometimes envied the apparent happiness of others. She blushes easily and, although not self-conscious about her appearance, is bothered by the idea that people are watching her on the street. Seldom, though, does she feel "just miserable."

She becomes angry easily and often regrets things she does. There is a tendency, too, to worry too long over humiliating experiences. She does not consider, however, that criticism disturbs her greatly. Although not nervous nor often in a state of
excitement, R does find that sometimes ideas run through her head so that she cannot sleep. At times a particular, useless thought keeps running through her mind to disturb her.

She daydreams frequently and has ups and downs in mood without apparent cause. She never feels hypnotized, however, by others nor do things seem unreal to her. She has been extremely afraid of something that she knew could do her no harm but  is not frightened when she has to see a doctor about illness nor afraid of lightning, the dark, or thoughts of earthquakes or fires.

2. Mooney Problem Check List

R indicates a small number of problems as compared with the average. Her problems of great concern are in these areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>- Tiring very easily</td>
</tr>
<tr>
<td></td>
<td>- Not getting enough sleep</td>
</tr>
<tr>
<td>Personal-Psychological Relations</td>
<td>- Taking some things too seriously</td>
</tr>
<tr>
<td></td>
<td>- Moodiness, having the blues</td>
</tr>
<tr>
<td>Future--Vocational Educational</td>
<td>- Don't know how to look for a job</td>
</tr>
<tr>
<td>Social-Personal Relations</td>
<td>- Hurting people's feelings</td>
</tr>
<tr>
<td>Courtship, Sex, Marriage</td>
<td>- Deciding whether to become engaged</td>
</tr>
</tbody>
</table>

Her largest total number of problems are in the areas of Personal-Psychological Relations (6 problems), Morals and Religion (4), Courtship, Sex, and Marriage (3), Health, Physical Development (3). She indicated no problems at all in the areas of Home and Family, Adjustment to School and Work, and Curriculum and Teaching Practices.
Some of these minor problems are: being underweight, needing a job during vacation, deciding whether I'm in love, thinking too much about sex matters, being too envious or jealous, worrying, daydreaming, trouble making up my mind about things, being stubborn or obstinate, can't forget some mistakes I've made, not going to church often enough, confused on some of my religious beliefs, wondering what happens to people when they die, and restless to get out of school and into a job.

In her summary she minimized her problems, saying that her main one concerns her boy friend and whether they should become engaged. The other problems she feels she can work out if she will take the time and effort.

In regard to opportunities to write or talk about personal problems in school, she is not interested. She believes the teachers are interested only in scholastic achievement and that to trouble them with personal problems would be an imposition. The only problems she would want help with are the ones in regard to marriage and a job. She believes that she can work these out independently but would like someone else's opinion on her decisions.

3. Ohio State Psychological Examination - 76 centile-Class C

4. Kuder Interest Test

| High: Persuasive | 98th centile |
| Artistic         | 90th centile |
| Dealing with ideas | 81st centile |
| Social service   | 81st centile |
Low: Stable situations - 1st centile
Mechanical - 4th centile
Literary - 5th centile
Computational - 12th centile

5. Kell-Hoeflin Incomplete Sentence Blank

According to this instrument R's stated attitudes and feelings indicate that she is from a permissive, developmentally-oriented family. Within this group of ten girls she reflects the third most democratic attitudes.

She indicates concern about her parents' lack of education, her mother's working, and her making high grades. She wishes that her parents had a better education, believing that, if this were true, her father would have a better job. She implies some feeling of guilt about her mother's working, saying that if her mother did not work, she would not be so tired at night and, also, that her mother works to buy her clothes. She says that while in high school she has made good grades. This has been easy for her but important.

6. Communication Instrument

On only one problem, that of menstrual discomfort, does she suggest going to her mother for help. There is a "should" implied here when she states a belief that every mother and daughter should be that close. On no problem does she name first "parents" as a source of help, although on two problems she names them second. These problems deal with choice of vocation and concern about disappointing parents in regard to low grades.
Some of her comments on this instrument were:

I'm glad that I can talk things over [about grades] with someone outside of my home, who has a more unprejudiced opinion than my parents. Also I am glad I can talk things over with my parents.

In regard to a vocation "My teachers are qualified to tell me what would be best educationally, and my parents economically."

In considering changing standards of conduct to attain popularity: "Because someone my own age would better understand my problem and not think I was 'bad' for thinking of changing."

7. Grades

In the ninth, tenth, and eleventh grades, R maintained an A- average. In the eleventh grade her subjects consisted of English Literature, Stenography I, Typing I, American History, and Physical Education.

Summary of Interviews with Girl: Facts and Feelings

R is one of two children, having a brother fourteen. The two of them sometimes conceal each other's misdoings from their parents. Her mother's younger sister has seemed almost like a sister to R, too, as she lived with R's family until she was married two or three years ago.

R's parents married when her mother was 18 and her father 30. They were from an adjoining southern state but came here during World War II. Both attended, but did not graduate from high school. Both are factory workers now, although Mrs. R did
not work until the past year or so. (She began work at her
doctor's suggestion. When she began menopause in her late thirties,
her doctor felt she needed more interests. R thinks her mother
has been better since working.) The parents get home from work
each afternoon about 4:00, watch television for an hour, and then
have supper. R and her mother share the housework.

R feels closer at times to her mother and at other times to
her father, but does not talk over her most personal problems
with either. She confides less in her father than in her mother.
In fact, there is really no one she can confide in, as she has
no very close girl friends. She sees some of her problems as
being "pretty personal" and feels that she should work them out
for herself and "not worry mother."

Her parents give her a great deal of freedom. Her father is
a quiet person. Her mother does most of the talking and makes
most of the decisions. They do not particularly care what she does
as long as she does not get married "too soon." They like the boy
whom she is dating steadily but want her to enjoy freedom for a
while first. Sometimes they think she is seeing too much of this
boy.

Her family makes the boy, C, feel welcome at her home. He
and her mother "cut up"; he comes over for meals occasionally.
Sometimes her mother tells him it is time for him to go home.
Her brother likes him, too, and occasionally goes out with them.
They are pleased to have him along.
C has had an unpleasant home life which has been reflected in his personality, R believes. His father is very difficult and made things so unpleasant for him at home that he has moved into his sister's home. With the move C's disposition improved. His home situation has made him defensive, moody, and quick-tempered, R believes, but feels she has learned to cope with this. This sister with whom he is now living takes the place of his own mother, who was always weak and ineffectual. It is she who has helped R a great deal in understanding C. C takes his problems to this sister or to R. R feels no jealousy of the sister.

R's big problem now is how she feels about C and what their future plans should be. In her third interview she said that the night before he had told her again how much he loved her and he wanted her to say that she loved him. She could not honestly say this. Consequently he was very hurt. Sometimes she feels she loves him; sometimes she feels she does not. She believes she is happiest when with him; moodiest when they are fighting.

They have learned to adjust to each other's personalities to some degree. She has found it is best to always ask, not order him, to do something. He sometimes "lays down the law" to her, but then she does just the opposite of his order.

They have thought about marriage in December following her high school graduation. She is not sure whether to work after marriage or not. C himself is a hard worker, she says. When
his convertible was damaged in an accident and bills piled up, he took on a second job and worked seven days per week to get his bills paid. He is 17 and stopped school last year. He is, however, ready to get married and settle down now, partly because he has been dating since the eighth grade.

During her last interview R mentioned that the night before she had told C it would be better if they dated other people for a while

R's parents have accepted all of her friends with one exception. Her mother tells her now quite freely that she did not and does not yet like a boy whom R used to date and with whom she now double-dates sometimes. When R was dating him, however, her mother made no such comment. R guesses the reason for her silence then was her desire not to influence R. R has "gone steady" three other times before now but twice it has been with the same boy.

Last summer R stayed with the young aunt in a suburb of this city, keeping her baby while the aunt worked. It is this aunt who has been responsible for most of R's information about sex and menstruation.

R's earliest memory concerns moving to a new house. There was a small house back of theirs and she went to it, opening the door. She was very surprised to see a little girl inside, sitting on a shelf.
School and teachers have never presented a problem to R. She has always made good grades and has had no disagreements with teachers nor special dislikes of them.

Parents

Summary of Interviews

In talking with R about the possibility of an interview with her parents, some doubt seemed to exist as to her parents' willingness to cooperate. The interviewer explained carefully to R the purpose of the interviews, the type of instruments to be used, and the general procedure to be followed in order to reassure her and so that she would transmit both feeling and information to her parents.

When the interviewer made her telephone contact with Mrs. R, the latter indicated willingness to help and a date was set.

Upon arrival at the R home, only the mother and R were present. After a few minutes of general conversation with no explanation being offered in regard to the reason for the father's absence, the interviewer asked if he were going to be able to be present. Mrs. R replied that he was upstairs taking a nap and she had felt that he would not be needed since she did all the talking and made all the decisions for the family. The interviewer responded that it was important, if possible, to have an opportunity to talk with the father in each case. Immediately, in the room above someone began to put on shoes and in a very few minutes the
father came downstairs. He sat quietly while the interviewer explained the purpose of the study, the methods to be used, etc.

Although the statement was made that the interviewer wished to talk to each parent alone, R was present for the first few minutes of her mother's interview, seeming to feel a responsibility for interpreting to her mother or the interviewer if needed, although her manner was unassuming. After five or ten minutes she excused herself, saying that she believed it might be easier to talk if she were not there.

During the mother's interview relatives with children dropped in for a 20 minute visit. The interviewer let the mother take the lead and when she seemed to feel no need to talk to the visitors, the interview continued. During the time the visitors were present the interviewer steered the discussion along general, unemotional lines.

After these visitors left, the 14 year-old son spent some time in the room during each parent's interview. The interviewer was unaware of any change in the parent's responses because of his presence, although she felt that she altered the phrasing of some of her questions because of him.

1. Mother's interview

Mrs. R's appearance and voice were very similar to R's. She talked a great deal and, because of the quantity of what she said, was a little difficult to guide along the subjects of the outline.
She was one of seven children, having five brothers. Her mother had married when young and had never been happy in her marriage, although she never complained. Her father would desert his wife and family for a year at a time but his wife always took him back when he returned. Mrs. R and her mother were never very close. In fact, when Mrs. R was 16 and her mother had a baby (the second girl), Mrs. R had not been forewarned in any way and was very surprised. She resolved to be much closer to her own daughter and to tell her the things she needed to know.

She believes that she and R are very close. She has always taken time to do things with her, to "learn silly songs, and talk crazy talk." She thinks R tells her almost everything. For example, R has recently asked her which of two girls, each having use of a car, she should spend a school holiday with. Mrs. R has suggested that she divide the day between them.

When Mrs. R went to work, she requested a shift when she could be home about the time her children were. (She remembers that when she was small and sent to her grandmother's home, she always felt unwanted.) She enjoys her job. At home everyone pitches in together and takes care of the housework. Her husband, for example, helps her with the dishes.

Her chief hope for R is "that she stay single!" She would like very much for R to get a secretarial job and "to have a chance to go places and do things." She is very eager that R not get married until eighteen or nineteen.
Evidently Mrs. R has always felt a responsibility for her brothers and sisters. At times she and Mr. R have provided a home for her younger sister, her brother, and her father. When her sister decided to get married, she kept it a secret from Mrs. R, although R knew about it. Mrs. R, however, noticed that she had a bruised spot on her arm. Questions disclosed that she had had a blood test in order to get a license. Mrs. R told her if she had made up her mind to get married to do so at home, rather than running away.

Mrs. R says that she has always approved of R's friends. She believes that R is happiest when going places with girls, when at home, and sometimes when with her boy friend. Her worries are mostly about tests. (She recently made the highest grade on a test in her shorthand class.)

In general statements about the family, Mrs. R said that she considers her family a very affectionate one. She believes that their celebration of holidays are similar to the usual pattern. She also recalls that in regard to discipline, she gave R some spankings when small and sometimes sent her to bed early.

She remembers, too, that in about the fourth or fifth grade, R took piano lessons, taking a bus downtown for them. One day after her lesson she lost her busfare and walked many blocks home. Her mother had become concerned when she did not return when expected and especially when her piano teacher had said...
that she had left her lesson at the usual time. After this experience R always appeared very anxious about taking her lessons.

Her son is still very concerned and disturbed any time that he does not find his mother at home. He did not walk or talk until he was three, she reported. Then suddenly he did. He has always clung to and depended upon her and does still.

2. Father's interview

Although it was impossible to determine what was cause and what was effect, it was apparent that Mr. R found conversation difficult. Yet he seemed desirous of cooperating completely and was, as R had described him, "gentle and kind." He was also sentimental and emotional to the extent that at one part of the interview he wept.

Mr. R's mother died when he was 10, leaving two older brothers, an older sister, and him. After her death his father was both father and mother to the children. They respected him and did everything he wanted them to do. They tried to please him because of his kindness. (It was here that he wept, getting out his handkerchief. The interviewer made conversation until he had himself under control once more.)

Mr. R came to this city during World War II when he was doing essential war work. Prior to that time he had done some truck driving and farming.

He has no outside recreation or activities. The family enjoys television a great deal.
He believes that he has always been close to R. He thinks she is closer to him than she is to her mother. (The latter statement was said with emphasis, almost as if there were competition between the parents or a need for the prestige this might give him.)

He believes that R is happiest when she is in school and that in general she does not worry much. He has never really disapproved of any of her friends.

Inter-Personal Check List

Mr. R sees a great similarity in himself, the ordinary husband, his wife, and the ordinary wife. He views all as very lovable with tendencies toward domination. In all four profiles cooperativeness, over-generosity, and a responsibility for others exist to an extreme degree. All four have strong tendencies toward over-conventionality, though these are strongest in his wife and in the ordinary husband. He also sees all four as having definite tendencies toward aggression, exploitation, and autocracy. He perceives himself as being most modest than the others.

He describes his wife, but no one else as:

- Cruel and unkind
- Complaining
- Not skeptical
- Easily led
- Not oversympathetic

He describes himself, but no one else, as:

- Unable to be hardboiled when necessary
- Shy
- Timid
- Overprotective
Mrs. R also sees herself, the ordinary wife, her husband, and the ordinary husband as being similar in their lovable qualities and tendencies to dominate in a lovable way. She sees herself as very responsible, over-generous, and cooperative—qualities similar to those attributed by her husband both to her and to the ordinary wife. She sees the ordinary wife as much less generous than herself and more dependent. She sees in herself a greater degree of distrustfulness and bluntness than her husband sees in either her or in the ordinary wife or than she sees in the ordinary wife.

Her husband is viewed as extreme in cooperativeness, responsibility for others, and over-generosity. The ordinary husband is equally cooperative but less responsible and generous.

Mrs. R sees her husband as different from the ordinary husband in these qualities:

<table>
<thead>
<tr>
<th>Mrs. R</th>
<th>Ordinary Husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not manage others</td>
<td>Does not accept advice readily</td>
</tr>
<tr>
<td>Not outspoken</td>
<td>Lets others make decisions</td>
</tr>
<tr>
<td>Resents being bossed</td>
<td>Overprotective of others</td>
</tr>
<tr>
<td>Unable to doubt others</td>
<td>Able to criticize self</td>
</tr>
</tbody>
</table>

She sees him as different from herself in these qualities:

<table>
<thead>
<tr>
<th>Mrs. R</th>
<th>Ordinary Husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not bossy</td>
<td>Resents being bossed</td>
</tr>
<tr>
<td>Not forceful</td>
<td>Forgives a wrong readily</td>
</tr>
<tr>
<td>Cannot be indifferent to others</td>
<td>Unable to doubt others</td>
</tr>
<tr>
<td>Does not like to compete with others</td>
<td>Not apologetic</td>
</tr>
<tr>
<td>Not easily angered nor irritated</td>
<td>Does not accept advice readily</td>
</tr>
<tr>
<td>Uncomplaining</td>
<td>Lets others make decisions</td>
</tr>
<tr>
<td>Makes a good impression</td>
<td>Always pleasant and agreeable</td>
</tr>
<tr>
<td>Does not expect everyone to admire him</td>
<td>Overprotective of others</td>
</tr>
</tbody>
</table>
She sees herself as different from the ordinary wife in these ways:

- Bossy
- Not a good leader
- Not outspoken
- Slow to forgive a wrong
- Touchy and easily hurt
- Not always pleasant and agreeable

In comparing the pictures presented, the greatest number of differences are seen to occur in

1. Wife's picture of herself and the ordinary wife (45.5)
2. Husband's picture of the ordinary wife and wife's picture of the ordinary wife (39.3)
3. Husband's picture of self and wife's picture of him (29.4).

The greatest similarities occur in

1. Husband's comparison of the ordinary wife and the ordinary husband (11.9)
2. Husband's comparison of himself and the ordinary husband (15.0)
3. Husband's comparison of his wife and the ordinary wife (18.1).

It is obvious that the husband saw few differences between the four roles. Whether this is an inability to be critical or an actual revelation of his feelings is impossible to say. Other evidence, however, seems to point to the latter.

Kell-Hoeflin Incomplete Sentence Blank

1. Father

Within the ten sets of parents studied, Mr. R ranked among the fathers third from the democratic, developmental
end, on the continuum. Mrs. R, however, was the second from the autocratic, traditional end.

Mr. R did not fill out over one-third of his answers, making accuracy in judgment even more difficult. The only critical comment expressed is that he wishes his parents had been more interested in his education. He says that his father was very kind and that his family loves each other.

2. Mother

Mrs. R, on the other hand, pictures a very unhappy childhood. Her mother was overworked and consequently not as loving as Mrs. R wished. Her father lacked love for the children and was away too much. She felt unwanted and neglected. In addition, she was teased about her appearance. She felt a necessity to "prove" herself to her family by making high grades.
CASE S

Communication Pattern

Summary

This is a case where the girl talks over her problems of a personal nature and of great concern with her girl friends or her younger sister. She seems to expect possible help from her friends and to expect her sister to listen rather than to help. Earlier she was able to discuss dating problems with her mother but no longer does so. Her parents are, to her knowledge, unaware of one of greatest concerns, that her height may be complicating her acceptance by boys. On her Mooney Problem Check List she indicates a concern that she does not tell her parents everything. She states in interviews that she could talk with her parents but does not want to. She will not talk over with them the things that really matter unless she is "desperate" or it becomes "very important." Instead she will tell her girl friend or her sister. She does, however, discuss less personal problems with her parents, such as grades, future plans, etc. She enjoys intellectual discussions with her father.

S feels much closer to her father than to her mother. She admires him and they share many interests. He gives her as much freedom as possible but is firm on the issues which he considers basic, such as satisfactory grades. He feels that he is very open with her and believes that she would feel free to discuss
any topic with him. They often talk after the others have gone
to bed, but these talks are apt to be about ideas, such as mental
telepathy, or possibly about grades, college, etc. They some-
times "flare up" at each other but in the morning it is forgotten.

The girl feels she should discuss more of her concerns with
her mother than she does. The mother stated (interview) that she
and S used to be closer than they are now. S has discussed with
her mother the problem of not having enough dates but this was
earlier. Now she would not discuss with her mother problems involv­
ing boy friends. She has never been willing to discuss sex topics
with her mother or to listen to her mother's discussions of them.

It is S's girl friend who shares her feelings and her worries
and who helps to get her out of her low moods by making fun of
her. It is her younger sister to whom she "tells everything."

Throughout the girl's interviews, but especially in the first
interview, there was evidence of a tendency toward exaggeration.
Since, for her, creating an effect seemed to take precedence over
accuracy, the best means of assuring a valid and undistorted
picture seemed to be to recheck points by approaching them in
different ways and by checking interview information against
instrument findings.

Hypotheses in Regard to Cause

1. Her position as first child has offered complications,
especially in her relationship with the mother.

The mother's interviews indicate a feeling of inadequacy
in dealing with the first child (S), especially in the early years but apparently still existing in a lessened degree. She says that when S was a baby the parents were overly dependent on books for help. The doctor finally advised them to rely on their feelings in dealing with the child but they were too disturbed to know how they felt. With the second child, they were more relaxed and consequently better. Apparently, her children are still a problem at times. She quoted a speaker who had said, "If you can't understand your teen-agers, just stand them," as if this has been a help to her. She describes her secretarial and book-keeping work as a satisfaction because it provides an escape from the children's feeling sometimes.

Mrs. S pictures S as gentle and considerate, wanting to spare the parents from worry. S also sees herself this way (interview, communication problems). Probably she is sensitive to her mother's concerns and possible feelings of inadequacy. When she is aware of possibilities of parental worry, she adjusts her communications accordingly. For example, she says that her mother nags her because she does not date the boy who took her to the prom last year. Now she does not talk freely about her boy friend problems to her parents, probably to spare their feelings and probably because her concerns may not be acceptable to her parents.
2. Conflict between desire for peer and parent approval has been a barrier to communication.

Two illustrations of this are the question of grades and her concern about the relation of her height to her acceptance by boys. She risks loss of her parents' approval by letting her grades become lower so that she may gain popularity with a particular boy. (girl's, father's interviews). She also, however, is greatly concerned about the effect of her height upon her popularity (girl's interviews, Mooney) but does not discuss this with her parents. Since both parents are taller than she, this may be partially an effort to spare their feelings. Since she has also said that they tease her some, she may feel, too, that in some matters which are beyond her control they are not sympathetic with her feelings. Therefore, she does not express concerns which might not be approved.

She also indicated on her communication problems that if a question arose regarding standards of conduct vs. popularity that she should talk with her mother about the problem but would not because popularity would be more important than her standards.

The Girl

Impression of the Girl upon Interviewer: Rapport Established

S was a tall, slender girl who appeared at first to be quiet and non-talkative. As soon as rapport was established—and it was established anew at each interview—she would talk rapidly and
freely, though softly. She seemed to revel in the dramatic, picturing her family as very bohemian and discussing happily the fights and fusses they had. Even when her series of interviews had ended, she would stop by the room where the interviewer was and chat briefly, usually offering as an opening, such comments as "P and I have been fighting all day" or "I had a terrible fuss with one of my teachers yesterday." She seemed always to overdramatize and seldom to be able or willing to reveal her real feelings in conversation. Although sometimes difficult to get started talking, when she did start she was like a small child, embroidering as she went; yet she seldom gave real feeling.

Evidently she was aware of this tendency as her parents reported that she had felt she exaggerated in her first interview. Since she wanted to be chosen for interviewing (parents' interview), this tendency to exaggerate (also discussed in girl's interviews) seems a claim for approval and attention. Perhaps, too, her use of fantasy makes everyday living more acceptable to her. Another possible explanation is that, according to the girl, her father enjoys the unusual. Since she admires him and wants his attention, she may have learned this trick of exaggeration as an attention-getter for him. The interviewer was never able to determine its exact cause.

It often seemed that the girl was confused and that she was experiencing conflict in what she wants. She seemed not to be a very stable person but instead rather flighty and emotional.
She appeared very anxious for approval and acceptance, especially from boys. She evidently is experiencing conflict between peer approval and parent approval.

**Information Secured through Instruments and Records**

1. Bell Adjustment Inventory

   a. Summary of scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Health</td>
<td>Good adjustment</td>
</tr>
<tr>
<td>Social</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Emotional</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Total</td>
<td>Average adjustment</td>
</tr>
</tbody>
</table>

   b. Item analysis

   1) Home

   The picture presented by her checked items indicates that she sometimes feels her parents are disappointed in her. She sometimes has conflicting moods of love and hate for a member of her family, and she has had a strong desire to run away from home. Otherwise, she is content.

   2) Health

   Her health is good. She has few colds but does have difficulty getting rid of them. She has not had a history of medical care but believes that she was ill much of her childhood. She does not feel fatigued often but sometimes has difficulty getting to sleep, even when there are no noises to disturb her. Sometimes she is troubled with dizziness.
3) Social

Six times she indicated difficulty in talking to individuals or in participating in class discussions. She says that she has difficulty in starting a conversation with a person whom she has just met. It is difficult, too, for her to speak in public or in class, whether giving a report or volunteering in a discussion. She is troubled with shyness and is uncomfortable when conspicuous. She does, however, enjoy social gatherings and being with people.

4) Emotional

She describes herself as emotional, having ups and downs in moods without apparent cause, getting upset and angry easily, and being easily moved to tears. She is often in a state of excitement. She indicates that she daydreams frequently, sometimes feels that things are not real, and has been extremely afraid of things which she knows can do her no harm. She often feels self-conscious about her appearance. Also she worries too long over humiliating experiences.

2. Mooney Problem Check List

Her greatest number of problems were in the area of Personal Psychological Relations, as were the greatest number of problems of much concern. Areas also having a large number of problems were the areas of Social-Psychological Relations and Courtship, Sex, and Marriage.
Her problems of much concern in these areas are that she worries, is afraid of making mistakes, is too easily moved to tears, and has too few dates. She sees as problems of less concern day-dreaming, being lazy, taking some things too seriously and others not seriously enough. She has been disappointed in a love affair, loving someone who doesn't love her. She is concerned about her appearance and very sensitive to others' feelings about her. She would like greater popularity. She also has the problem of talking back to her parents and of not telling them everything.

In a summary of her problems, she said that because of her height, "many boys are shorter and don't ask me for dates. I wouldn't go with them if they did." "Mom and Dad don't know about this because I have never told them."

3. Ohio State Psychological Examination-99 centile, Class A.
4. Kuder Interest Test-not filed at the school.
5. Kell-Hoeflin Incomplete Sentence Blank

S ranks as the second most developmental and democratic in family attitude of the ten girls. There is, however, a tendency toward flippancy in her answers, making accuracy of interpretation difficult.

She seems to accept her father with greater warmth than her mother. Some of her statements are:

My mother is quiet, 'cause she can't get a word in.

If my mother wasn't patient, she would be frantic after a day in our house.
My father is just like me in liking for jokes and books and such.

If my father were twenty-five years younger, he would be perfect as one of today's teen-agers.

6. Communication Instrument

On two of the nine problems she indicates that she would talk with her mother, although in one of these she names her mother second. These problems involved difficulty in getting dates (mother named first) and menstrual problems (mother named second). Three times, however, she felt she should consult her mother but would not. In one of these, a problem concerning a boy friend who no longer wanted to "go steady," she said that she should consult her mother but would not because "my mom gets too worked up about my boy friends." In another, regarding standards of conduct, she said that she should consult her friends or her mother but would not because having fun was more important than her character. In the third, in regard to information about sex relations, she felt she should consult her mother or a doctor but would not because her mother "would die of shock."

Her father was not mentioned individually in regard to any of the problems. With the problem in which a girl felt she was disappointing her parents because of low grades, S recommended that the girl talk with God and her parents, saying this is what she would do.
After considering information secured through the interviews, it seems that these are the procedures which S would follow. She would talk with her father and/or mother regarding the more objective problems. She would discuss the semi-personal ones with her mother, probably doing more of this at an earlier period of her life than now. The really personal problems she would discuss with her girl friends, her sister, or keep to herself.

7. Grades

In the ninth grade she averaged an A-; in the tenth, a B+; in the eleventh, a B average with an occasional C sprinkled in.

Summary of Interviews with Girl: Facts and Feelings

In her interviews S stated that she was the oldest child in her family, having a sister of 14 years and a brother of 8. She pictures herself as always devoted to and protective of her sister and brother, dominating them and fighting their fights for them. She and her sister have always been close. When they were small, S would refuse to go to parties unless her younger sister could go also. They are still very close, S states, and she tells her sister everything. They get along fine but do not like each other's friends. Sometimes they "fight, slap each other, and then suddenly burst into laughter." S is glad that she is older since the sister has to live up to the things S has done, good or bad. S says that she has always dominated the sister, but now the sister is beginning to object.
Her first description of her parents seemed to be an exaggerated one. She pictured the entire family as unusual, swarming with "all sorts of pets" (it later developed there is one dog only), and rather moody. (When the girl was asked if she thought her parents would give an interview, the reply was, "It depends upon the mood they're in when you call.") She describes her parents as creative—her mother paints and once had an article published in a magazine; both parents are musical, enjoy dancing, and are teaching square dancing at present; the father likes to cook unusual dishes and enjoys doing odd jobs around the house, like upholstering.

In a later interview she described the weekly schedule of activities of her parents—teaching square dancing, cards, etc.—which consumes at least four nights per week. She says, that she and her sister have no objection to this since they, too, are often away visiting girl friends. They take turns staying at home with their younger brother. Saturday and Sunday the whole family stays home and relaxes.

S believes that she and her mother are somewhat alike in looks but that she and her father are alike in temperament—both very impulsive. They have "fights" with each other and "each slams into his own room," but the next morning it is forgotten. Her mother takes longer to get over her anger and "wants people to apologize to her." S describes her sister as more like her mother. As an illustration of her father's impulsiveness, she said that he wants to buy an airplane, but her mother is trying to talk him out of
it. She says that her father likes to "dress like a gambler in a black shirt, white tie and trousers, checked vest, long watch chain and boots." Apparently he wears this ensemble to square dances, since the daughter added that he could not dance in the boots but wore them anyway.

S says that she is closer to her father than to her mother but that she is not likely to confide in either of them unless she is "very desperate" or the matter is very important. She said she does not especially want to discuss her problems with her parents--"I can but I just don't want to." She confides in her younger sister, telling her everything. When the interviewer mentioned her comment on the hoax about her being a coquette that she had not told her parents that she worried about the effect of her height on her relationship with boys, she commented, "I didn't figure it would do any good." Instead she discusses this problem with her girl friend.

She said that she and her father have empathy with each other and share ideas. They talk about such things as extra-sensory perception and mental telepathy but the other members of the family are not interested. Both she and her father faint at the sight of blood and have a strong awareness of others' pain, she says.

She believes that her parents give them a good bit of freedom until there is cause not to. She has always had disagreements with
them, however. At present they disagree because they think her
grades are too low. She has kept them low purposely, however,
because she wants them lower than those of the boy she likes and
his are poor. (See father's interview for his point of view.)

Too, she does not like to do homework and her failure to do it
lowers her grades. In English, for example, she often has a
leadership role but receives B’s because of missing homework.
In discussing this class she also referred to the way she and
friends used signals, as well as other means of communication,
during tests to indicate answers.

Another area of disagreement is in regard to college. She
feels her parents want her to go (in their interviews they state
this will be her decision). They were unable to go themselves
because of the depression and would like college for her. She
does not want to go—"I'm lazy. I don't want to do anything,"
she said in the first interview. In a few minutes she said she
would like to write. When her two girl friends leave for college
and nursing school, she would like to go along and cook for them,
take care of the apartment, and write. She figures that if she
can get a story published while in high school she will have
proven herself and her parents will feel satisfied with her
decision.

S described herself when fourteen as being very difficult
to get along with. Even she did not like herself then, she
said. She feels she was probably introverted. She fought with her teachers. She describes herself at present as more gentle than her younger sister but says, "I talk more than she does. I talk more than anyone." (At the conclusion of the first interview when she was asked if she would be willing to continue, she said, "Yes, I like to talk about me.")

With peer acceptance she seems to have had less difficulty with girls than with boys. She has two close girl friends, P and K. She and K confide in each other, K lifts her from her low moods by making fun of her, she and K fight a great deal. They also sense each others' feelings. For example, after K was first kissed by her boy friend, S knew as soon as she saw K that something special had happened to the other. P is described as "their balance" and a serious girl. The three have been friends since the eighth grade. There is another girl friend, who is engaged. They do not like her fiance, however. Neither do S's parents. He is her only friend to whom they object.

Although she indicated on the Bell and Wooney her concern about dates and boy friends, she did not volunteer much information during the discussions about her concern. She said that her mother nags her about why she does not date the boy she went to the prom with last year. She said she "can't stand him" but immediately showed his picture with pride. She also showed pictures of her father, brother, and girl friend but no other boys. In
talking about her concern about the effect of her height upon
dating boys, she said that even if she goes with a short boy to
the prom this year she will wear the "still good," four-inch
high heels which she wore last year with a tall boy. There was
no complaint in her voice and no apparent awareness of the lack
of consistency of the statement in relation to her concern. She
also said that she believes in "going steady" but does not.

In reply to a question about where she obtained information
about sex and menstruation, S said that her mother tried to tell
her about sex but S left the room, saying, "Shut up. Don't talk
about it." S felt very uncomfortable but did not know how her
mother felt. While working at the public library in the eighth
grade she read books on the subject and passed on the information
to her sister. She received information about menstruation through
the Girl Scouts and through eighth grade home economics.

S seemed to feel very close in many ways to her family,
(describing them as affectionate. She mentioned a tendency of
her parents to tease.

Parents

Interview

Both on the telephone and in the interview the mother seemed
at first rather abrupt but in both instances as conversation pro-
ceeded she appeared to relax and find the discussion interesting.
The father appeared relaxed from the first contact. At the
conclusion of the interview he asked—and his wife was in accord—if they might have a summary of the study when finished.

1. Mother

In her interview the mother stated that she was one of several children and of German parentage. She was moderately close to her mother. Her mother is still very interested in religious books, an interest which seems to have carried over into Mrs. S's present life. Another carry-over into her present life is the custom of big celebrations of holidays.

Mrs. S teaches a Sunday School class now, part of a full extra-homemaking program. She holds a PTA recreation committee chairmanship and in that connection she and Mr. S teach square dancing one night weekly. They play cards once each week. Their evening schedule is filled to the extent that they are away from home four nights per week. In addition, she does some secretarial and bookkeeping work at home. She stated that she finds the latter pleasant "because objective materials give an outlet from feelings when children are upset." She says that she enjoys homemaking, however, and feels that sewing in particular permits an opportunity for creativity. She has enjoyed making new garments from old ones or remodeling clothing, especially in the period when money was very scarce.

Mrs. S realizes now that when S was very young, they were most insecure with her and relied too much on what they read.
Their doctor told them to forget books and to rely on their own feelings but they were "too disturbed to know how they felt."

With their second child, R, they were better and more relaxed.

In comparing these two daughters, she describes S as more considerate and more gentle than R. S doesn't seem to want to worry her parents. (S stated in her communication instrument that she tried not to upset her mother.) R does not care about this. However, R is closer to the mother now than S, who has been closer at other periods of her life. R is more prone to imitate her mother's actions, etc. The mother's relationship to her own mother was more like her relationship to R than to S.

She stated that she talked to both girls prior to their seeing a film on menstruation sponsored by the Girl Scouts. She feels that they have had an opportunity to read books to supplement their knowledge. She also said that when she tried to talk with R about sex, etc., she ran out of the room and refused to listen. (S had described herself as doing this.) The mother was indignant about poor handling of sex questions at R's school when R became very nervous and upset as a result.

Mrs. S's description of her aspirations and her treatment of S are fairly unstructured, although both her interview and her Kell-Hoeflin instrument findings indicate that this is less true of the mother than of the father. She has no definite aspirations for S, wanting her to do what she wants to. College attendance also will be left to her decision but the mother would like for her to attend.
The mother sees S as affectionate, but less so than formerly, and as rather independent. She describes her as able to work out her problems for herself and as being considerate of her parents by trying not to worry them. When discipline is needed, they take away her privileges.

The mother seemed impressed with a statement made by one speaker in regard to adolescents, "If you can't understand your teen-agers, just stand them." It seems that S, as the first child, has borne some of the typical problems. They have felt insecure in dealing with her at various stages. She, sensing this, has tried to reduce worries for her parents, especially the mother. One of her methods has been to conceal from them many of her own concerns.

2. Father

Mr. S pictures himself as an individual for whom life has not been easy, though usually interesting. His parents separated when he was in high school, but he "was always on his own." There is no apparent feeling of regret or bitterness about his childhood.

When S was 5, he went into service for thirteen months. Apparently he could have avoided service but wanted to go, feeling he should do his part. He spoke of having learned lots, chiefly in the area of discipline, it seems. Neither the mother, father, or S seem to have regarded this period of separation as a trial or as a traumatic experience, although they indicate that financially
it was difficult. The mother made a conscious effort to keep the children very aware of him, despite the separation, and apparently succeeded.

Attaining his present position as a CPA was difficult as he had to take the examination five times before passing it. He seems satisfied with his work but apparently leaves it at the office when he comes home.

He has many and varied interests. He enjoys his home and family generally, including the many odd jobs that can go along. He described himself as a reluctant PTA member and said that he had gradually dropped the civic organizations to which he had once belonged. In addition to his family, he is chiefly interested in recreation (square dancing and cards) and other forms of self-expression.

He described S as being grown now and having little possibility of real change in her. He lets her function freely within certain basic limitations. He offered her grades as an illustration of this. She let her grades drop during the past grading period, believing she would gain popularity. Because of her lowered grades, he would not permit her to date or to go out. He pointed out to her that it did her no good to be popular if she could not take advantage of the opportunities it offered. (Evidently on the "basic limitations" he is rather autocratic.)

S has never had any friends of whom they truly disapproved.
There is one couple whom he does not like when they are together. He has told her. She does not like them together either. No effort has been made on his part to implement the dislike.

He said that he and S are of similar temperaments. Sometimes they both flare up at each other. In his opinion they have always been as close as they are at present. Sometimes after the others have gone to bed, he and S talk. Sometimes she initiates the conversations; sometimes he does. If he thought there were something that needed to be discussed, he would bring it up. They do not always agree in their ideas. Although they do not discuss sex, etc., he feels she could talk with him about the subject. Evidently he intends to be very open with S, as he said that he thinks S would know everything he said to the interviewer.

As the interviewer was leaving, the mother said that S had said that she felt she had exaggerated her answers in the first interview. The interviewer admitted she had wondered about this. The mother had stated earlier that S was pleased that she was chosen for the interviews.

Inter-Personal Check List

Evidence from the ICL, the Kell-Hoeflin, and the interview impressions indicates that this couple is happy with each other on the whole and satisfied with their marriage. The husband has
described the roles in greater extremes than the wife, a reverse of the usual situation.

1. Husband

Mr. S sees his wife as a lovable, loving person who has some aggressive tendencies. His picture of himself is that of an average personality with dominant tendencies, less lovable than his wife. He sees the ordinary husband, however, as considerably more lovable than himself but also with stronger traits of domination and with some strong hate characteristics. His concept of the ordinary wife is that of an individual who is very loving and has some tendencies toward dominance and some toward submission. His own wife is seen as filling the expected role well, as she has an extreme feeling of responsibility for others, is very generous and cooperative, and fairly conventional. He sees her, however, as less dependent and docile and more aggressive than the ordinary wife. It would seem that where differences of opinion or philosophy exist—and the Kell-Hoeflin indicates that this does occur, though not to a great degree—the wife would express her own ideas and feelings. He describes her as different from the ordinary wife in being "self-reliant and assertive," "outspoken," and "self-confident."

2. Wife

Mrs. S does not see herself as aggressive, however, and sees her tendencies toward domination to be average and balanced by her tendencies toward submission. She describes herself as
being the most extreme in cooperativeness, dependency, and generosity. She also sees her husband as fairly average but with some tendencies toward dominance and hate. He is seen as especially exploitive, such descriptive phrases as "egotistical and conceited" and "proud and self-satisfied" being used for him but for none of the three other roles. She also, however, considers him moderately docile, dependent, cooperative, generous, and responsible—as well as rather autocratic and moderately managerial, competitive, aggressive, and blunt.

She sees both herself and her husband as quite similar to the ordinary husband and wife. She pictures the ordinary husband as more autocratic and less exploitive than her own. Differences between herself and the ordinary wife are shown to be very slight in her opinion.

Comparisons of the different profiles show those having the lowest number of differences are—

(1) Husband's pictures of himself and the ordinary husband (23.6)

(2) Wife's pictures of herself and the ordinary wife (26.8)

(3) Wife's pictures of her husband and the ordinary husband (27.3).

Comparisons showing the greatest number of differences are—

(1) Wife's pictures of ordinary husband and ordinary wife (56.2)

(2) Husband's pictures of ordinary husband and ordinary wife (48.2)
Among the ten fathers, Mr. S and another father ranked third from the continuum end toward traditional, autocratic patterns of family authority. His viewpoint is classified as neutral, having mixed feelings.

He believes that obedience "galls everyone," discipline is "necessary for all people," and punishment is "good for all people."

He pictures an unhappy childhood in these statements:

By father made me stand up for myself—no sympathy for complaints.

I wish my parents had not separated.

If my mother had not worked, things might have been different.

2. Mother

Mrs. S is the most traditional and autocratic of the ten mothers; she is also more traditional than her husband.

Some of her statements are:

Children should not be allowed to decide for themselves about Sunday School.

Punishment is as necessary as rewards.

Obedience must be expected of children for their own safety.

Discipline is the basis of accomplishment.
She seems to feel a mild regret about her childhood, remembering that she wore glasses from 5 years of age on and that this was then very unusual and people made much fun of her. She wonders, too, what her father would have done if he had had an education beyond the fourth grade. When she was in high school during the days of the depression, they had much less money than today's teen-agers, she recalls.
CASE T

Communication Pattern

Summary

T is no longer able to discuss her problems with her parents, her boy friend, or with girls. She is most likely to discuss them with a girl friend or a girl cousin about her age but she does not feel really close to these girls. She can verbalize her feelings without becoming unduly emotional, as evidenced by the interviews. And, as also evidenced by the interview experience, clarification of her feelings and problems cause her to take steps toward their solution, even though the method used may be impetuous.

Hypotheses in Regard to Cause

1. The girl feels rejected by her parents.

This appears to go back to her early childhood when for her first three years she received all the attention that might be showered upon an only child. When her sister was born, T's efforts to care for her received punishment. Consequently, her hostile feelings for the newcomer increased, along with her feelings of being supplanted. Her efforts to bring reproach upon the sister are brought out in the library books episodes.

She continues to feel that she is inferior to this sister in her parents' eyes, possibly with justification as Mrs. T says "T is not a typical teen-ager, but F is." She believes that her parents value high grades and T, unlike F, is unable to produce
them. (Her O.S.P.E. indicates that she is capable of higher grades than she is making, causing one to wonder about the possibility of conflict here.)

The fact that her parents do not accept her friends makes her unhappy, especially since they do accept all of T's friends. T probably considers herself successful in the one area of boy-girl relations in contrast to her feeling of inferiority in school activities, family relations, etc. That her parents do not approve of this boy is very disappointing and seems another rejection of herself.

Evidence of the parents' disapproval cuts off both desire and ability to talk. T expresses this clearly in her final interview when she says that when she and her mother disagree she does not want to hear her mother's opinion.

2. The father's inflexibility cuts off possibilities of communication.

As clearly stated in his interview, any adapting or changing must be on the girl's part, as he is unable to understand teen-agers or children. As decision maker and dispenser of punishment, he has not been close to his children. T describes this, however, as shyness.

3. Her mother's dissatisfactions with her role as wife and mother and with herself in general cause her to be rejecting at times.

Mrs. T indicates that she resents being bossed (ICL) but apparently her husband has no knowledge of her feelings along
this line. He describes himself as authoritarian and head of the household, believing her to be docile and lovable. She also has been extreme in her devotion to her household until the library work gave her a most welcome outlet (Kell-Hoeflin). Evidences of her feelings of inferiority occur in each contact and instrument.

Her side comments to T while talking to the interviewer over the telephone seemed to indicate hostility. Her comparisons of T to F offer similar indications.

4. T has a deep-seated hostility toward her mother along with a yearning for her love.

Her childhood dreams give evidence of her hostility and desire for destruction of her mother with freedom from guilt on T's part. The fact that her mother had been associated with a library when the destruction of library books began also is indicative of this. Further evidence of her hostility was supplied in her account of the dinner conversation following the first interview. Yet with this there is evidence of a desire for her mother's love—the need to give her gifts, to earn her approval, etc.

5. Lack of privacy in the home has also limited her opportunities for free communication with her mother.

The Girl

Impression of the Girl upon Interviewer: Rapport Established

T is an attractive looking girl. From the first, excellent
rapport existed and she talked freely and at length. This oppor-
tunity to talk seemed to relieve a need for her. Substantiation of
her need was offered through her own account in her last inter-
view as well as her mother's account. Her verbalization of feeling
in the interviews apparently offered a self-clarification which
enabled her to transmit her feelings to her family. Relief of
her hostile feelings came as a shock to them but made way for
warmer feeling for them on T's part.

T apparently has and has had a great need for an opportunity
to discuss her problems and feelings with a sympathetic listener.
Verbalization helps her to organize and accept her feelings as
well as to get rid of some of the hostilities and anxieties which
besiege her.

Information Secured through
Instruments and Records

1. Bell Adjustment Inventory

   a. Summary of scores

   Home       - Average adjustment
   Health     - Good adjustment
   Social     - Average adjustment
   Emotional  - Average adjustment
   Total      - Average adjustment

   Of the ten girls studied with their families, T is
one of two with a rating of "average" on home adjustment. She
has the lowest total score of the ten.
b. Item analysis

1) Home

There has been no lack of money or common necessities at her home and no problem of embarrassment about her father's work. There has been no disagreement about how the work was to be handled at home.

It is more directly in the area of relationships that T's dissatisfaction occurs. She has felt that her friends have a happier home life than she. Her parents criticize her unjustly and object to some of her friends. She has felt that one of her parents is disappointed in her and does not understand her. On the whole, she would describe her relations with her father and her mother as pleasant, however. She believes that they are not unduly strict and they do not find fault with her conduct. They arouse no great feeling of fear in her. She has felt no desire to run away from home. Although neither has irritating personal habits, she does find that one parent is easily irritated and angered. She was punished frequently between the ages of 10 and 15. She often quarrels with her brothers and sisters, but there are few family quarrels among her near relatives.

T is unable to decide whether she feels there is a lack of love and real affection, whether her parents are unreasonable in insistence on obedience, whether they fail to recognize
her maturity and treat her as a child, and whether her father is her ideal of manhood.

2) Health

Her general state of health is good. She wears glasses, but is not bothered with eye strain or sensitivity to light. She sometimes has difficulty sleeping, even when there are no noises to disturb her. Often she feels fatigued when she wakes up. She does not feel tired most of the time, however, nor even at the end of the day. She often comes to her meals with little appetite but has not lost weight recently nor been bothered with digestive disturbances. She seldom has a cold and her medical history shows few illnesses or injuries and little need for medical attention.

3) Social

She enjoys social activities but as a participant, not a leader. She enjoys being with people, will take responsibility for introducing people at a party, and does not think she stays in the background. She does not, however, take a leadership role, will not take the initiative to enliven a party, will not seek out the most important person at a tea or reception, and at an important dinner would do without a food rather than request that it be passed to her.

She feels that she makes friends easily, including with boys, yet considers herself shy. She does not talk with strangers on a bus and finds it difficult to talk with someone to
whom she has just been introduced. Sometimes she has crossed the street to avoid meeting someone. She is embarrassed to ask anyone for help.

She feels ill at ease when conspicuous before large groups of people—for example, having to enter an assembly or meeting where everyone else is seated. She is also embarrassed if she has to excuse herself from a group.

There appears to be some ambivalence in her feelings about class participation. She indicates that she hesitates to volunteer in a class discussion and that frequently she knows the answer to a question in class but is afraid to speak out when called upon. She does not feel hesitant or self-conscious in giving an oral report in class nor is she upset if a teacher calls on her unexpectedly. She has had experience in planning and directing group action and would not be self-conscious to volunteer an idea to start a group discussion.

She has had few experiences in appearing before the public and finds it difficult to speak in such situations.

4) Emotional

Although T is not afraid of the dark, not frightened by the thoughts of earthquakes or fire, and does not dread the sight of a snake, she is sometimes afraid of things which she knows can do her no harm and is frightened by lightning.

She seldom feels "just miserable" and is not bothered by spells of the blues but she is often depressed by
low school marks and has ups and downs in moods with no apparent cause. She daydreams a good deal and is sometimes bothered by the feeling that things are not real. She has been afraid that she might jump from high places sometimes.

It is not very pleased with herself. She is troubled with feelings of inferiority, worries too long over humiliating experiences, and is often sorry for things she has done. Her feelings are easily hurt. She is often lonesome, even when with people, and envies the apparent happiness of others. She blushes easily.

Although she is not bothered with the recurrence of useless thoughts, ideas sometimes run through her head so that she cannot sleep.

2. Mooney Problem Check List

The area in which the largest number of problems of great concern fell was in Adjustment to School and Work. This area also had the largest total number of problems. Other areas having large numbers were Social Psychological Relations and Personal-Psychological Relations.

Problems indicated as of major concern are:

- Not spending enough time in study
- Can’t keep my mind on my studies
- Getting low grades
- Poor complexion or skin trouble
- Not having a room of my own
Affected by racial or religious prejudice

Parents sacrificing too much for me

Her other problems indicate that she is dissatisfied with her appearance; concerned about not having enough money for herself and wanting to earn money instead of asking her family for it; not having enough time to herself and wanting to participate in more student activities; going with someone whom her family won't accept and wondering if she'll ever get married; feeling inferior; being stubborn, nervous, careless, and being too easily discouraged; sometimes acting childish; and not being as honest as she should be.

In regard to her parents she feels they do not understand her, there is a clash of opinion between them and her, she talks back to them, and she does not tell them everything.

She is eager to get out of school and into a job but doubts her ability to hold a good job and feels she needs to know more about her vocational abilities. She is not interested in some subjects, does not spend enough time studying, does not get her work in on time, worries about grades and examinations, feels she is not smart enough. She is often restless in class and believes that her teachers are too hard to understand.

In her own summary of her problem she says—in this order—that she would like to be able to do more for her parents, including buying things for them, because they do so much for her. She would like for her family to accept her boy friend more and make him feel liked. She also wants a clear complexion again, to be liked by everyone, and to know how to improve her grades.
She does not feel that schools need to provide more opportunities for students to write out and discuss matters of personal concern. She believes that a few such discussions are fine but that if it were to become an established pattern, many parents would not approve. She, however, would like an opportunity to talk with someone about her problems.

3. Ohio State Psychological Examination-79th centile-Class B.

4. Kuder Interest Test

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5. Kell-Hoeflin Incomplete Sentence Blank

T's rating would indicate that she is from a democratic, developmental type family, ranking midway in cases studied. There is, however, within her scores an exceptionally wide variation. On the statements dealing with punishment, discipline, and obedience she states that each is difficult but necessary. Her statements about children, making high grades, and making decisions in the home reveal a rigidity in expectations and conformity. Her feelings toward her parents, however, are very warm and loving. She is enthusiastic about being a girl, being in high school, and teen-agers.
6. Communication Instrument

In only one of the nine problems did she mention "parents" as a source of help and only once "mother." The former concerned the problem in which the girl's grades were low and she felt she was disappointing her parents. The latter concerned obtaining sex information. In both instances there was a suggestion of "should."

About the grade problem she wrote: "My parents know my attitudes toward school, etc. . . . I think it is the right thing to do." About sex information: "My mother knows and can tell me. . . . A girl should be able to talk to her mother of things like that."

In the problems concerned with feeling disappointed because a boy no longer wanted to go steady and having to choose between popularity and high standards, she would go to no one for help but work them out herself, although she does not like to do this. Other problems and sources of help are: death—her pastor; vocation choice—teachers and uncle; getting along with a teacher—the same teacher; menstrual pains—her doctor.

7. Grades

In the ninth grade T maintained a B+ average; in the tenth, a C average; and in the eleventh, a C average but received D's on two subjects.
Summary of Interviews with Girl: Facts and Feelings

T paints a picture of a family life that is highly unsatisfactory as she perceives it. One of her first comments was that she was worried about grades. Immediately she compared herself with her younger sister, saying that the 13-year-old stays up later studying and makes better grades than T. T feels that she probably does not study enough. When she gets low marks, she hates to believe she is "dumb" so resolves to try harder. In the lower grades of school her marks were higher. Last year her mother quoted one teacher who said that T had a mental block and did not try. T thinks both of her parents are "smart" and that they are disappointed in her. She does not express this feeling to them, however.

T does not feel that she is close to her mother. She is concerned, too, about her inability to show affection to her or any of the family. (None of them is affectionate, however.) She says, too, that she cannot discuss intimate problems with her mother, although she has always been able to discuss sex and menstruation freely.

T believes that her parents do not like any of her friends, although they accept all of her 13 year-old sister's. T has no close girl friends now. There was a girl who lived nearby whom T liked, but her parents disapproved because her family was "wild" and not liked by the neighbors. At one time she ran around with
girls whose parents had money. Each vied with the others in possessions, etc. One girl always bragged, making T feel bad because of comparisons. T felt it was not right to emphasize money so much. Her mother did not want her to go around with the girl.

T is unhappy, too, because her parents do not approve of her boyfriend. She is going steady with him and is considering marriage after high school graduation. The boy, however, has had epilepsy. T told her mother about this and her mother was disturbed, saying he would never be able to keep a job. No longer in school, he also is temporarily out of work. Her mother has had so much to say on the subject that it has become a real sore spot with T. She wishes that she had never told her mother.

Her father, too, is prejudiced against the boy because he comes from an adjoining southern state. Her father is prejudiced against everyone from there, T reports. His own parents were from this state. His father drank excessively and left his wife for fifteen years. (T says that he is her favorite grandparent, but lately she is more shy around him than the others.)

T's mother also says that the boy friend reminds her of a fellow she herself dated for two and one-half years (apparently this was not intended complimentarily). T added that her mother did not care for her father at first but that he kept coming around and did not want her to date anyone else. Now they are
happily married and do not quarrel or fight like other families.

In the second interview the subject of the boyfriend and parents was introduced by the writer. T said that she had just stopped talking to her mother about him. She said that it is not so much that her mother objects to the boy as it is that she believes T should date more than one. T, however, does not want to date anyone else. She has not seen anyone whom she likes better.

T describes her father as very shy and quiet. Evidently there is little rapport between them. She believes that he would like her to be like a girl she knows who is quiet and very studious. She seems conscious of the fact that her father went to college.

After high school graduation T may go to a local business school. Her parents would like for her to go to college but she does not feel she is college material or even interested in it. In her first interview she said that she plans to get a job this summer and see how she gets along as a clerk-typist. In the second interview she was very excited because she has a job on Saturdays. She is an assistant to a friend who graduated last year. T went into detailed descriptions of the physical arrangement of her office and the building. She was quite pleased because she feel she will be capable of handling the job successfully. She was equally pleased—possibly more so—because her earnings will permit her to buy things for her mother and herself.
Her first check will go to surprise her mother with a steam iron. Her next ones will be used to buy some "really good clothes" for herself and her mother. Her mother will not buy anything for herself, so T would like to give her money and tell her to buy some clothes.

T is not sure how her parents feel about her job but she thinks they are pleased that she has it because she has wanted one. She does not know how her boy friend feels about it either, but he said jokingly that she could buy things for him.

Her early memories seem rather clear. She remembers as a small child throwing toys from the porch of the second story apartment where they then lived. When she repeatedly did this, her mother first warned her and then refused to retrieve them for her. She also remembers sitting on a davenport between her parents while she drank milk. When she emptied her glass, she asked for more but they would not give her more.

She was 3 years old when her sister, F, was born and was extremely jealous of her. In T's early years of school she would deliberately damage library books—tearing them, marking with pencils, putting nail polish on them. Then she would accuse her sister. F received many whippings as a result. T remembers one incident when the entire family had been for a ride. She was the first one out of the car and rushed into the house to smear a book with nail polish. She was afraid her guilt would be discovered when her mother came in before the polish was dry. Again she successfully placed the blame on F, however.
Finally T confessed to her mother that she was responsible for the damage to the books. At the time she did not feel sorry that she had done it but later felt guilt and regret (and evidently still does.) Her mother told her that she must go tell her father. She did so, expecting a whipping. To her great surprise he did not punish her with a whipping or by sending her to bed, but instead told her that she must use her allowance to pay for the damage.

T describes herself as being very hard to get along with in those early years because she was "not adjusted." Children her age did not like her, she said. With her brother, the third child, she has felt no jealousy. "I was proud of him. He has problems like I have."

T remembers, too, that she used to have many nightmares. In the morning afterwards she would start to tell her mother about them, but would forget them before she could tell them. She remembers once that she dreamed she was "standing on the outside of the picture and had no feeling," while she watched a dragon or monster eating her mother. It happened in her grandmother's yard and there was nothing T could do about it, she said.

She recalls that she did not like her fourth grade teacher who told her pupils that if they bit their nails or chewed their hair, balls of nails or hair would grow in their stomachs, requiring an operation. T's mother explained that the teacher was merely telling them stories. T at present dislikes one of her teachers who embarrasses her students.
She says that now she talks most freely with a cousin who is about her age and with one girl friend. She does not discuss her problems with her boy friend. She wishes that she could talk with her mother more and yet feels the need for being independent, too. The reason that she cannot talk to her mother about some things is not because she works (her mother is employed part-time at a nearby branch library) but rather that she does not want to hear her mother's opinions when they disagree with her own.

She does not believe anyone has had real empathy with her. She has tried putting herself in her boy friend's place and imagining how he felt when she said "horrible things" to him. She has tried to understand her girl friends' point of view but not to the extent of having empathy with them.

(Prior to the final interview with T, a telephone contact was made with the mother in an effort to set up plans for interviews with parents. The mother was brusque and questioning at first [see Interview with Parents] later becoming very cooperative. The mother's response was a surprise as T had said with conviction in the first interview that she felt sure that her parents would be glad to talk with the interviewer. The timing of the following information is linked with the contact with the parent.)

At the final interview T thanked the interviewer for the opportunity to talk with her, saying that she had needed help at the time, a help which the interview provided. After the first interview she had gone home and told her parents about it,
telling them too that she had said she felt inferior to F, her sister. She said that she had a real temper tantrum as she told them. Her mother was completely shocked by T's statement but since then has stopped comparing her to F. T felt much better after she expressed her feelings and has also felt closer to her mother since then.

Her mother believes that T told the interviewer "terrible things" about her family in the first interview and T is unable to talk to her about it now or to explain that the things she said were not terrible. Last night she wanted to discuss it with her mother but the children were all there—and anyway she did not feel that she could.

T feels increasingly that she would like to be "on her own." She has thought of getting an apartment after graduation. Sometimes she talks about this to her mother but is not sure that her mother realizes that she means it because sometimes they talk "crazy talk." One of her reasons for wanting the apartment is that her present room is shared with her three sisters—13 year-old, 8, and 6. She has little privacy and the bedtime hours of the younger children prevent her from using the room as she would like.

Parents

Interview

When the interviewer after several attempts to contact Mrs. T by telephone was able to talk with her, Mrs. T questioned
very abruptly and seemingly with hostility what the study was about. She said she thought it was all right if T wanted to
tell the interviewer her problems but she could not understand why the interviewer should want to come to the home. Recently her children had brought home a questionnaire from the school, asking if the parents were divorced, etc. She felt that obtaining such information was unfair to the children. She went on to ask if what the interviewer was doing was counseling. The interviewer replied that she (the interviewer) was the one receiving help. She assured Mrs. T that she did not want to come to the home unless Mrs. T wanted her to. Mrs. T asked who some of the other parents involved were and how they felt about the interviews. Apparently encouraged by her answer to that question plus the interviewer's repeated statement that she would only come if welcome, Mrs T finally almost insisted upon the interview.

She then explained that T had good days and bad days. The first interview was on a bad day and she came home saying she had told "a woman at school everything about her family."

At this point in the telephone conversation T apparently arrived home from school. Mrs. T said, "T, we're talking about you." She added to the interviewer, "We'll lock T out when we are talking to you."

When the interviewer arrived at the home, she was greeted by the father and talked with him while the mother dressed. After the mother joined them and a few minutes of general conversation
had followed, the purpose of the study was explained and the usual procedure of individual parental interviews was described. Before the father had a chance to respond, the mother said very quickly that she would fill in her papers and let her husband talk first, adding that she would be in the adjoining room, "keeping one ear open." Her husband responded, "She is just showing her own inadequacies." When she had been working for about five minutes, she called to her husband, saying, "I'm giving you nice write-ups. I hope you'll do the same for me." He replied, "Don't offer bribes."

1. Mother

Evidently Mrs. T did listen to her husband's interview because she often anticipated questions, answering them before they were asked. Apparently she had been reassured by her first contact with the interviewer and also by the questions asked Mr. T, as rapport was easily established.

Mrs. T was medium in height and slender. She seemed a little nervous but also seemed eager for any help that could be gleaned. She was thoughtful in her discussion.

Mrs. T works two afternoons and evenings per week. She feels that she should be home when her children get in from school but it is not always possible. She has thoroughly enjoyed her work and feels that it is good for her to "fix up and get out of the house." Before she started work, she would sometimes stay in the house for days at a time.
She does belong to a church club—a reading group. Occasionally it is her turn to review a book and she finds this a dreadful ordeal. Both she and her husband take an active role in Sunday School and church work.

She has never felt that she and T were really distant. T had told them at dinner the night of her first interview that she felt inferior to F. They were all stunned, including F, who has always envied T her dates and prettiness. She added that T's emotions go up and down.

She said—as if thinking out loud—that T was the first grandchild and they had all spoiled her. Then came the next baby. All of T's efforts to care for the baby seemed to result in punishment.

Mrs. T does not approve of many of T's friends. She feels that F chooses friends of her own background, but T does not. Her boy friend is not her type; yet she knows T plans to marry him. He is not interested in school affairs and consequently T is missing out on a great deal. However, the mother does not think T is a typical teen-ager, although F is.

She said that when T brought home a terrible report card recently, she felt concern for fear low grades in some subjects might mean she would not have enough credits in a major for graduation next year. T refused to talk about it so Mrs. T called the assistant principal at the school. The latter got out T's record, commented that one of her tests had shown
a weakness in math, and advised her mother not to be too hard on T. The assistant principal assured the mother that at present there was no danger of T’s not graduating and added that social life was important, too. The mother was relieved by her conversation.

She complimented T’s ability to clean house well and also spoke with pride of T’s buying her things with her first paycheck. She had not wanted T to use her money this way but she was pleased at her thoughtfulness.

She said that she is not demonstrative in affection with T. "I don’t go up and put my arm around her. Maybe I should--" Their family has always made a big celebration of holidays, however. On his birthday each member of the family plans his own menu; each has his Easter basket; each has a heart filled with candy on Valentine’s, etc.

When T was growing up, Mrs. T answered her questions about sex and menstruation, provided books on the subject for her to read, and went with her to see a film sponsored by the Girl Scouts. Mrs. T remembers no special source of help which she herself used in handling her children but did read Angelo Patri’s columns and the Gesell columns.

Mrs. T would like very much for T to have even one year of college (Mrs. T took some courses on a college level at the local Y before her marriage). To send her one year would mean sacrifice for the rest of the family, but Mrs. T feels that in college T would meet people of her own background.
She mentioned that T wants to get out on her own after graduation and have an apartment. Mrs. T believes T would find such an arrangement would offer less difference in freedom for her than she expects. T's father gives her at present a great deal of freedom with the car. For example, tonight she is using the car to pick up her boy friend and go to a movie. (His car is temporarily out of repair.)

In speaking of her earlier life Mrs. T commented that she was very close to her mother. She also mentioned that she had dated another fellow before she started going with her present husband.

At the conclusion of the interview she said that she understood why the interviewer would want to talk with the parents and also why she would find it helpful to talk with them individually.

2. Father

Mr. T is a tall, dignified man, mild in manner. He spoke very fluently and intelligently of his work, his life, and his ambitions.

His own mother was "very soft, too soft," he said, in her treatment of him. His father was authoritarian. When he had completed high school he went to college, majoring in English and economics. He would have liked to have been a college professor but after graduation accepted a job of editing and publishing a paper for a large local industry. He gradually drifted into
personnel work and from there into job evaluation, his present work.

His chief motto has been "Service," he says. At present he is president of a local personnel club, is active in several other professional organizations, and is superintendent of his Sunday School.

Mr. T does not feel he has ever been really close to T. He sees himself as operating best on a level with adults rather than teen-agers or children. He is unable to understand the latter's viewpoints. He does not expect to change himself, but believes there may be a possibility of T becoming closer to him as she becomes adult and consequently more on his level. He does not really approve of her friends but says this is probably because of the difference in his age and theirs, his environment and theirs.

He says that he has never been able to express his feelings and consequently has not been demonstrative with T, but an underlying feeling of affection does exist.

When T was small, she was given a few spankings but mostly reasoning has been used with her. He has always been the authority in his family, making decisions and administering punishment. He believes in the individual being on his own.

He finds T's ability to solve problems depends a great deal on the situation. She can organize beautifully for a picnic but school work "stumps her." He is concerned about
T's grades. He does not believe that she worries deeply.

As for information about sex, he thinks this is the mother's field. He could handle it but is afraid he would do so bluntly, without delicacy.

Mr. T recalls no sources of help which he has used with the rearing of his children.

**Inter-Personal Check List**

1. Husband

Mr. T sees himself as domineering and somewhat more hateful than lovable. His outstanding characteristic is aggressiveness but he believes himself to be pronounced also in managerialism, cooperativeness and over-generosity. In comparison with him, the ordinary husband is more lovable than hateful and the balance between domination and subordination is almost even. The ordinary husband is less aggressive and more cooperative, tends to be more docile and dependent than he.

He pictures his wife as a very lovable person with very few unlovable traits. She has a few tendencies toward domination but they are lovable ones. The ordinary wife is very much like his own wife, though not quite as lovable. Both have as their strongest characteristics over-generosity and cooperativeness.

Mr. T uses these phrases to describe himself but not his wife:

- Bossy
- Manages others
- Forceful

- Sarcastic
- Stern but fair
- Hard-boiled when necessary
<table>
<thead>
<tr>
<th>Likes responsibility</th>
<th>Critical of others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Resents being bossed</td>
</tr>
<tr>
<td>Self-confident</td>
<td>Skeptical</td>
</tr>
<tr>
<td>Self-reliant and assertive</td>
<td>Hard to impress</td>
</tr>
<tr>
<td>Businesslike</td>
<td>Able to doubt others</td>
</tr>
<tr>
<td>Impatient with other's mistakes</td>
<td>Self-punishing</td>
</tr>
<tr>
<td></td>
<td>Can be obedient</td>
</tr>
</tbody>
</table>

He uses these phrases to describe his wife but not himself:

<table>
<thead>
<tr>
<th>Good leader</th>
<th>Too lenient with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily embarrassed</td>
<td>Tender and soft-hearted</td>
</tr>
<tr>
<td>Lacks self-confidence</td>
<td>Generous to a fault</td>
</tr>
<tr>
<td>Usually gives in</td>
<td>Big-hearted and unselfish</td>
</tr>
<tr>
<td>Dependent</td>
<td>Enjoys taking care of others</td>
</tr>
<tr>
<td>Lets others make decisions</td>
<td>Often admired</td>
</tr>
<tr>
<td>Always pleasant and agreeable</td>
<td>Affectionate and understanding</td>
</tr>
</tbody>
</table>

2. Wife

Mrs. T does not paint as complimentary a picture of either herself or the ordinary wife. She sees herself as slightly more lovable than hateful, slightly more submissive than domineering. She has no extreme characteristics but her most outstanding ones are over-generosity, bluntness, and dependence. (Her husband gives no emphasis to the latter two.)

Mrs. T views the ordinary wife as very cooperative, much more so than herself. She sees the ordinary wife as more dominating than herself, though not to an extreme degree. The ordinary wife is also more lovable than she.

She sees her husband's strongest characteristics as falling in the lovable-domineering quadrant with aggression and exploitation his most extreme characteristics. The ordinary husband has these two characteristics in moderation and is only extreme in
cooperativeness. This means that the ordinary husband is perceived as more lovable than her own. There is a great deal of similarity between her perception of the ordinary wife and the ordinary husband.

Mrs. T uses these phrases to describe her husband but not herself picturing him as autocratic and self-sacrificing.

<table>
<thead>
<tr>
<th>Forceful</th>
<th>Sarcastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good leader</td>
<td>Stern but fair</td>
</tr>
<tr>
<td>Likes responsibility</td>
<td>Frequently disappointed</td>
</tr>
<tr>
<td>Self-reliant and assertive</td>
<td>Able to criticize self</td>
</tr>
<tr>
<td>Businesslike</td>
<td>Generous to a fault</td>
</tr>
<tr>
<td>Impatient with other’s mistakes</td>
<td>Gives freely of self</td>
</tr>
</tbody>
</table>

She uses these phrases to describe herself but not her husband, revealing that she feels inferior, seeks reassurance, but resents being bossed.

<table>
<thead>
<tr>
<th>Irritable</th>
<th>Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resents being bossed</td>
<td>Grateful</td>
</tr>
<tr>
<td>Skeptical</td>
<td>Wants everyone to like him</td>
</tr>
<tr>
<td>Self-punishing</td>
<td>Encouraging others</td>
</tr>
<tr>
<td>Shy</td>
<td>Too lenient with others</td>
</tr>
<tr>
<td>Lacks self-confidence</td>
<td>Over-protective of others</td>
</tr>
</tbody>
</table>

In comparing various profiles, those high in differences are—

(1) Comparison of wife's pictures of self and ordinary wife (61.6).

(2) Comparison of husband's picture of wife and her picture of self (56.6).

(3) Comparison of husband's picture of self and wife's picture of him (46.9).

Those low in differences are—

(1) Comparison of wife's pictures of ordinary husband and ordinary wife (14.6).
(2) Comparisons of husband's pictures of self and of ordinary husband (23.6).

(3) Comparisons of husband's pictures of ordinary wife and ordinary husband (24.9).

Kell-Hoeflin Incomplete Sentence Blank

1. Father

According to this instrument Mr. T would hold a median position on the authority continuum for the ten fathers included in the study. His rating would indicate that he is midway between the developmental and traditional family. Mrs. T, on the other hand, rates more toward the traditional group, and is third from the traditional end within the group studied.

Mr. T expresses regret about his early home life, feeling it lacked depth. He believes that he has never known his father well enough to understand him. His mother is considered one of the fine persons in his life. He views childhood as having its problems.

2. Mother

Mrs. T indicates a closeness to her mother but becomes factual in regard to her father. She says that teen-agers are wonderful but require a lot of patience and understanding. She adds that "being at home is all right most of the time, but I like to get away once in a while." She recalls that as a child she considered her ugliness a serious problem. Now she realizes she was not as ugly as she thought.
CASE U

Communication Pattern

Summary

In Case U the girl is a quiet, reserved person who would like to be able to talk more freely with her parents—especially her mother, whom she describes as "the most wonderful person she knows." She is unable to do so but she cannot identify the reasons. She seems unable to discuss her problems with anyone.

Hypotheses in Regard to Cause

1. Limited time of the mother makes her participation difficult.

The mother, although interested in her daughter, feels that the time required for the younger children and homemaking has curtailed drastically the time available for sensing her daughter's needs, feelings, and drawing her out.

2. Parents' own earlier families have influenced strongly their expectations of this family.

The father saw his parents as not understanding nor close to him, a pattern which he is repeating with his one daughter and oldest child (U) but is changing with his second child and oldest son of 15.
The mother is repeating with her daughter her lack of closeness with her own mother but finds the influence of her father's love of peace making her discontent with the lack of peace in her present life.

3. Father's traveling has affected detrimentally his relationships with family.

a. Upon marital adjustment

Although the ICL shows that there is little dissimilarity in what husband and wife each expect of the ordinary husband and wife, there is great disagreement between them in regard to how each perceives his own mate as fulfilling the husband or wife role. A change in roles may have occurred because of the husband's earlier absences, producing disharmony which continues. This has, no doubt, affected the wife's perception of her lack of time, as well as lack of peace, and has consequently affected her relationship with her daughter.

b. Upon time available for daughter

His daughter sees him as "too busy with other things to try to understand my problems." She "no longer notices his being away," which would seem to indicate that she has almost abandoned hope of a real relationship with him.

4. Father's evident partiality toward the 15 year old son shows a rejection of the daughter.

This partiality is recognized by the daughter, the
mother, and the father. The father describes his greater closeness to his son as being natural since they are of the same sex. Possibly limited time at home has made the father's preference more obvious.

5. Strictness of parents, especially as the girl perceived it when younger, has curtailed her desire for communication with them.

This has been stated twice by the girl in writing and once in conversation. The parents do not seem to feel that they were or are strict. The mother, however, says that she hopes there has been no resentment on the part of the daughter because of the parents' decisions, but she does not know. She has rejected some of her daughter's earlier friends.

6. Parents do not believe that more communication is needed.

The father is not concerned about the lack of communication with his daughter. He states that she is a mature person with sound judgment and capable of solving her own problems. In reality, however, he is partially contradicting this as he exercises the usual authority regarding her dating and also has stated that if her grades fall down, she must discontinue work. The mother accepts without apparent concern her daughter as reserved and uncommunicative. Sometimes she wishes her daughter were more questioning of their decisions. As previously stated, she wonders, too, if there is any resentment of their decisions, but she does not really know.
Impression of the Girl upon Interviewer: Rapport Established

U is a girl who is average in appearance. It was difficult to establish rapport with her, although she seemed to want to cooperate, to be interested, and to be pleased that she was chosen to participate. (The latter impression was reinforced by the mother's statement that one of the few times U volunteered information was when she said that she had been selected for interviews. The mother said U was very pleased about it.) U always seemed pleased to see the interviewer but appeared unable to give much of herself. Her contributions were chiefly in answer to questions and often these answers appeared difficult, as if she did not know herself or her family situation very well. It was in her first interview that she appeared most free, describing her father's partiality toward her brother. In the final interview and over a week after U had indicated on the Mooney Problem Check List both by under-scoring of problems and in paragraph form that she was unable to talk with her parents as freely as she would like, the interviewer attempted to lead her into a discussion of this. U thought for a while and finally said that the lack of communication must be her fault since her brother could talk with their parents and she could not. Later, and in another way, the interviewer again broached the question of difficulty in communicating with the parents. There was silence while the girl's eyes looked very blank and empty.
When the silence grew, the interviewer broke it with a change of subject to a trivial topic. The girl appeared relieved. There was never outward evidence of hostility toward the interviewer. The difficulty seemed to be one of lack of self-understanding and inability to verbalize.

This lack of delving and development of ideas seems to be typical of her—no wish to penetrate deeply or to become involved—perhaps almost a fear. Yet in her Bell Adjustment Inventory and Mooney Problem Check List her statements indicate that she was searching for an opportunity to share her problems and concerns. Perhaps for her this may have represented an improvement in communication. To the interviewer it represented below average communication and self-understanding.

Information Secured through Instruments and Records

(Since the girl had moved here from another city about 18 months ago, all of records were not complete.)

1. Bell Adjustment Inventory
   a. Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Average adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

   b. Item analysis

   1) Home and family

   Sometimes she has felt that her parents were disappointed in her and did not understand her. One of them has
criticized her unjustly, frequently finding fault with her conduct. She occasionally has conflicting moods of love and hate for one family member. Her father is not her ideal of manhood.

2) Health

Her health is good on the whole. Yet she is bothered with hay fever some. She feels tired most of the time, including when she gets up in the morning. She knows that she has teeth which need attention. She is bothered at times with gas in the stomach and intestines.

3) Social

She is troubled with shyness and finds conversation difficult with strangers, with people whom she greatly admires, or in a group. She enjoys social activities but does not take a leadership role at them and would not take the initiative in enlivening a dull party. She does not make friends easily, finding it difficult to make friendly contacts with boys. She feels self-conscious about entering a room where people are already seated as well as about leaving such a group.

4) Emotional

She daydreams a good bit, often feels lonely even when with people, and believes that things frequently go wrong through no fault of her own. She is often in a state of excitement and has ups and downs in mood without apparent cause. She worries too long over humiliating experiences and is frequently sorry for things she has done. She is frightened to be alone in the dark as well as at the thought of earthquake or fire.
2. Mooney Problem Check List

The three areas tying for the largest number of problems were--

Courtship, Sex and Marriage
Personal-Psychological Relations
Home and Family

Of these three, Home and Family had the largest number of problems indicated as being of great concern. These problems were--

Parents not understanding me
Not having any fun with mother or dad
Parents favoring a brother or sister
Not telling parents everything

Also indicated as problems, but of less concern, were--

Wanting love and affection
Wanting more freedom at home

Comments in answer to discussion questions indicate that she feels she is too inclined to shut herself in her room instead of being with her family. Also when she comes home from a dance or a party and her parents ask about it, all she says is, "It was okay", whereas her brother gives full details.

She finds it difficult to walk into a room of people she does not know because she can never think of anything to say.

She indicates that she would like to discuss her problems with someone who was in no way connected with the matters.

Other problems which she indicated as of great concern were:

Trouble in keeping a conversation going.
Being timid and shy.
Lacking leadership ability.
Lacking self-confidence.
Afraid of making mistakes.
Being left out of things.
Wanting to be more popular.
Too little chance to do what I want to do.

3. Ohio State Psychological Exam—68 centile, Class C

4. Kuder Interest

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary</td>
<td>Stable situations</td>
</tr>
<tr>
<td>Directing others</td>
<td>1st centile</td>
</tr>
<tr>
<td>Avoiding conflict</td>
<td>84th centile</td>
</tr>
<tr>
<td>Dealing with ideas</td>
<td>82nd centile</td>
</tr>
</tbody>
</table>

5. Kell-Hoeflin Incomplete Sentence Blank

In comparison with the other nine, this girl has the most traditional, autocratic background. She is the only girl of the ten whose average of findings from this instrument classify her as showing neutral or mixed feelings about autocracy and democracy.

She describes her mother as "the most wonderful person I know." Her father is "too busy with other things to try to understand my problems." She wishes that her parents "had been a little more lenient with me." As a child she disliked "the way my parents treated me."

She believes that she has not worked hard enough in high school and that grades are the most important factor in a teenager's life.

6. Communication Instrument

Father was not mentioned at all as a possible source of help.

Mother was recommended twice out of nine possibilities. For one problem she indicated that her mother could not help because she
did not know about dating trends. Other comments indicated that she wants mother's approval and that one's mother is the person to whom one should tell problems. She also indicated that she was self-conscious when stating problems.

7. Grade Averages

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth</td>
<td>C+</td>
</tr>
<tr>
<td>Tenth</td>
<td>B</td>
</tr>
<tr>
<td>Eleventh</td>
<td>C (one failure)</td>
</tr>
</tbody>
</table>

Summary of Interviews with Girl: Facts and Feelings

In her first interview she stated that she had three brothers, ages 3, 7, and 15. Her family moved here about one and one-half years ago and like the town, as well as being very proud of their new home. Her father traveled a great deal when she was 6 to 10 years old. Now he is not away as often but makes occasional trips. Although he says he does not like to travel, she believes he gets tired of staying at the office. Now she is accustomed to his absences and does not really think about them.

She described her father as "not understanding" and said he favors her 15 year-old brother. Both she and her mother have talked with him about it. Her mother, however, is impartial in dealing with the children. Some resentment toward her brother became apparent as she said that she has "given up the past three summers; my family can't go anywhere together because my brother plays baseball."
She also said, however, that this brother sometimes discusses problems with her mother and her. They try to help him. She, however, does not discuss her problems with him.

In answer to a question about problems included in the communication instrument, U indicated that she did not know of any friends who have become greatly disturbed about such problems. She said that she would be more apt to discuss her own problems with her mother than with her girl friends. (This does not agree with some of her statements on the communication instrument. Later information from interviews indicates little discussion with anyone and a desire for freer communication with parents.)

She is very interested in her church and is active in its youth group—writing for its paper, attending its frequent social functions, and planning to go with a youth group to Boston this summer. This is the only group activity of which she spoke.

U began working at a department store on weekends before Christmas and has continued. She began because "other kids" were doing it. She enjoys it, although it means she misses out on some school activities. Some of her earnings from the job will finance the Boston trip, some go for the smaller items of clothing—like shoes, and some will be saved for college.

Her ambition is to be an airline stewardess. Her father wants her to be a journalist but has said he will not block her, she reports. Her mother does not express an opinion. U would like to go to an eastern girls' college but because of expense, her parents are trying to interest her in a state school.
She likes her present high school better than the one previously attended, yet felt closer to the friends in the former school and could talk with them more freely. She said she has twice gone steady, once in the other town and once here, but she believes it is more fun to date many. (No emotion seemed involved.)

During one interview the meaning of empathy was discussed. She was asked if she felt anyone had empathy with her. Her reply was, "Mother."

As previously described, U stated that since her brother could and did talk freely with their parents and she could not, the difficulty must lie with her. It seemed to be a topic that she did not care to delve into.

Parents

Interview

1. Mother

The telephone contact with Mrs. U was a very pleasant one. She was cordial, gracious, and very friendly, putting the conversation on a very informal basis. Her response may have been colored by U's pleasure at being "chosen" or by the fact that the interviewer was connected with a state university. (The mother inquired during the telephone conversation if the interviewer were associated with a college and then said that she was glad U was becoming interested in a state school—a fact with which the interviewer had not been concerned.)
In the first joint contact with the parents the father took the conversational lead with the mother making few contributions. In her own interview she seemed to give thought to her answers but to answer fairly freely. The interview was interrupted several times by the younger children calling their mother from the bedroom and coming in to her several times. She ignored them as long as she could but finally gave them some attention.

Mrs. U said she was one of several children. Her father was a peace-loving man, Quaker in faith, who used psychology rather than force with his children. He and she had many good times together. With her mother there was about the closeness she has with her own daughter.

When her daughter was very small and still the only child, the mother concentrated her thought on her, "dressed her like a doll," etc. The girl did not require much discipline, but whether the reason lay with the girl herself or the mother, she does not know. The girl was "never screamed at, as my younger children are."

The mother discussed the problems involved in having children grouped age-wise in two sets, pointing out that when the older ones need to be driven places, the younger ones need to be in bed. (The interviewer gathered that discipline and management of the family and house has been a problem for Mrs. U, intensified by her husband's absences and her own desire for peace, order, and the ability to use "psychology instead of force.")

The mother is not an active clubwoman, although she attends two clubs connected with the church, as well as a mother's club.
Her reasons for attending these are that they offer a social outlet plus an opportunity for some creative experience. The daughter had commented that her mother was usually home when she arrived there after school.

In discussing her daughter Mrs. U appeared very interested but there was a note of resignation apparent, as if time and energy would not permit her coping with all of the daughter's needs, too. She described her daughter as being more like the father than the mother in personality, saying the daughter keeps her feelings to herself while the 15 year-old boy is more open like his mother. The daughter is never "bubbling over" but rather the mother has to sense her feelings, probe, and question. Most of the time the daughter accepts the parents' judgments without question. The mother would prefer that she question more, as the 15 year-old boy does. Although she does not know, the mother hopes there is no resentment about the decisions. She realizes that she and her daughter are not very close but believes that U understands her "time problem" with the younger children.

The mother has no particular aspiration for U, wanting her to do what she wants. She believes that an airline stewardess is impractical as a vocation since it is not suitable for a person with children. Too, the parents are trying to guide her interests from an expensive eastern college to some of the state schools.

The mother has definitely disapproved of some of U's friends in their former location. When facts existed, she gave them.
The girl sometimes resisted them at the time but later accepted them, never showing any rebellion or retaliation. When they moved to this city, the mother was very concerned about her inability to know the backgrounds of U's friends. She was relieved to find that many friends were in the church and therefore there was no real handicap. When U came, she joined the first sorority that invited her. Later she had a slumber party for the girls. Her mother felt she had little in common with them. She said U soon realized that it was only a couple of senior girls whom she liked, so she dropped out. Her mother had felt that it was a snap judgment on the daughter's part and represented her need, then, for belonging.

The mother takes a very definite negative stand on the quest of going steady. She also was shocked to learn that when a teenage couple goes to a dance, they dance only with each other. (These two stands are reflected in the daughter's comment on the communication instrument that the mother does not understand modern dating trends.) Mrs. U is delighted at the prospect of the church-sponsored trip to Boston, believing that it can be tailored "to meet the teen-age needs in a way that a family trip cannot."

U's sex and menstruation instruction had come through a film on menstruation, sponsored by the Girl Scouts, shown jointly to mother and daughter, and followed by a discussion. The mother has also answered questions as they arose.
2. Father

When the interviewer first arrived, the father began questioning her before she could repeat her explanation of purpose. He asked questions in regard to the interviewer's field, degree, purpose of study, and her husband's work, saying he wanted to orient himself. After his questions were satisfied, he appeared very cooperative. A graduate engineer by training, he has sold engineering machinery for a very large company, necessitating some travel. Now much less travel is necessary as he has four employees. Apparently he has enjoyed his work.

Mr. U had one sister. His mother he described as exacting and a perfectionist. He describes his father as kind, but not close to him. Also he said that, as a boy, he received many whippings, all deserved.

Discipline with his own children is a matter of disagreement between him and his wife, he stated. He believes there should be more discipline and that children should do what they are told. (One of his comments on the Kell-Hoeflin was "making decisions in the home is not difficult—enforcing them is the problem." One of his wife's statements in her interview had been that she feared children often felt like they were puppets in their parents' home.) He emphasized the need for instilling honesty and sincerity.

Mr. U recognizes that he is not close to U and that she does not talk freely with him. He feels, however, that this situation
is normal and satisfactory. He is closer to his sons, he says, and guesses the difference is that his "daughter is female" and they have less in common. Still, she does have his disposition.

He has faith in her, believing that if she were to get married tomorrow, she would be a good homemaker because she has "good, solid judgment." He added, laughingly, that he would probably feel differently if he thought she were considering it. At present he is trying to steer her away from her desire to be an airline stewardess toward journalism or another career. He thinks she has abilities which she has not yet recognized.

Much of his communication with U seems to be indirect, passing through his wife. For example, there were one or two of her friends with whom he thought she had "little in common." He told his wife, who told U. In reverse process, several months ago his wife told him that U felt he was being too strict on her regarding dating. Then he did talk with U. They got everything straightened out and worked out a compromise.

Now he is concerned about her working too much--two nights per week and Saturday--and has told her that he will permit her to work until the end of the grading period. If her grades fall down, her work will have to be cut down. (This ultimatum does not appear consistent with the earlier expression of confidence in her judgment.) He observed that she seems to have no difficulty with subjects she likes, but has problems with one she does not like.
In regard to information about sex and menstruation, he feels that for her, this is the mother's area; for the boys, it is his. Mr. U expressed a belief that all of their children will turn out well.

**Inter-Personal Check List**

In comparing the findings of the Interpersonal Check List regarding how the husband views the roles of the ordinary wife and ordinary husband, it is apparent that he sees little difference in their roles. The same is true for Mrs. U. Yet as each views his own role and his mate's, the differences are vast. Each sees himself as being much more lovable than his mate and much less dominant. Each seems to feel that he is contributing more to his marriage than the mate, and that neither is satisfied with the relationship.

Mrs. U views herself as much more responsible toward others than her husband is; more over-generous; more conventional and eager to please everyone; more self-effacing, modest, and yielding; and slightly more aggressive. She sees him as much more managerial and autocratic, being bossy, dictatorial and expecting everyone to admire him. She also sees him as much more exploitive and competitive than she; being boastful, proud, indifferent to others, and selfish. He seems to her to be totally lacking in modesty and ability to criticize himself. She sees him as dominant and not very lovable.
Mr. U, however, perceives himself in the husband role as not having many extreme characteristics. He believes himself to be slightly aggressive and blunt but also slightly over-generous, cooperative, and over-conventional. His wife is pictured as much more dominant and less lovable than himself. He sees her, but not himself, as extremely managerial, autocratic, and blunt, describing her as bossy, dominating, always giving advice, and frequently angry. He also sees her as more exploitive and competitive than himself as well as more skeptical and distrustful. He uses such phrases to describe her, out not himself, as "proud and self-satisfied," "shrewd and calculating," "selfish," "complaining and resentful," "slow to forgive a wrong," and "frequently disappointed."

Mr. and Mrs. U agree more nearly on the role of the ordinary wife than on any other. Even in this case, however, there is disagreement as Mr. U sees the ordinary wife as extreme only in cooperativeness while Mrs. U believes her to be rather aggressive, managerial, and autocratic, but also much more cooperative than viewed by Mr. U, and also very responsible, dependent, and over-conventional.

Neither sees Mrs. U as very much like the ordinary wife. Mr. U pictures his wife as much more managerial and autocratic; much more blunt, skeptical and distrustful. He sees her as much less responsible and cooperative, somewhat less conventional and dependable, but similar to the ordinary wife in regard to modesty,
self-effacement and docility, overgenerosity, competitiveness and exploitativeness.

Mrs. U sees herself as more responsible, overgenerous, self-effacing and modest than the ordinary wife and slightly more over-conventional. Also she views herself as more distrustful, slightly more blunt and aggressive. She perceives herself as much less cooperative, managerial, and modest than the ordinary wife. In general, she views herself as being a little more lovable than the ordinary wife.

There is a much greater disagreement between the role of ordinary husband than of the ordinary wife as perceived by Mr. and Mrs. U. Mrs. U sees him as being more extreme in the lovable qualities than does Mr. U. Mr. U sees himself as more nearly fulfilling the role of ordinary husband as he perceives it than does Mrs. U sees him fulfilling her conception of it.

To Mr. U he is slightly more aggressive and blunt, more skeptical and distrustful, but also more overgenerous, slightly more cooperative and dependent, and less competitive than the ordinary husband. He sees himself as more irritable and critical of others than the ordinary husband, more stubborn, and more forgiving and eager to please.

To Mrs. U in comparison to the ordinary husband her own husband appears a great deal more managerial, much more autocratic and exploitive, more blunt, skeptical, and distrustful. He is much less cooperative, much less inclined to be overgenerous and responsible, less over-conventional, dependent, docile and modest.
She describes him as different from the ordinary husband in being dictatorial and bossy, boastful and somewhat snobbish, selfish, critical of others, bitter and complaining, jealous, slow to forgive a wrong, unable to criticize himself, ungrateful, non-accepting of advice, unaffectionate, and lacking in understanding.

In comparing the various profiles, those high in differences are--

(1) Comparison of wife's picture of self and husband's picture of her (93.9)

(2) Comparison of wife's picture of own husband and her picture of the ordinary husband (74.2)

(3) Comparison of husband's picture of own wife and of ordinary wife (60.1).

Those low in differences are--

(1) Comparison of husband's picture of ordinary wife and his picture of the ordinary husband (17.4)

(2) Comparison of wife's picture of ordinary husband and ordinary wife (22.2)

(3) Comparison of husband's picture of ordinary wife and wife's picture of ordinary wife (27.6).

Kell-Hoeflin Incomplete Sentence Blank

1. Father

This father ranked as the second nearest the traditional-autocratic end of the family authority pattern continuum. He has, however, mixed feelings about authority, resulting in a neutral position.
He believes that:

Obedience is required of "kids."
Children should not "run" the family.
Discipline is unfortunately required for everyone.
Punishment should "fit the crime."
Making decisions in the home is not difficult—
enforcing them is the problem.

About his own childhood he expresses dissatisfaction. He
believes that his father was kind but not close to him. His
mother was a perfectionist, making him intolerant of others. He
wishes that both parents had tried to understand better his likes
and dislikes.

2. Mother

Although in comparison with the nine other mothers, Mrs.
U ranks third from the developmental and democratic end of the
continuum, the findings from her Kell-Hoeflin indicate that she,
too, maintains a neutral position toward the authority pattern,
having mixed feelings.

She believes in the importance of discipline and obedience
but believes that the child should understand the reason in blue:
back of actions and that discipline should be in relation to need.

Her statements leave the impression that her childhood was
happier than her present life. Some of her statements are:

My mother is appreciative of my problems.
If my father had not been a peace-loving man,
I might not resent the lack of it now.
My father and I shared many wonderful times.
As a child I disliked being teased by older
brothers.
CASE V

Communication Pattern

Summary

This is a case where the parents believe that they are very close to the girl, finding it inconceivable that any girl would not discuss her problems with her parents. She, however, is unable to discuss with them questions involving sex and menstruation or problems involving dating and recreation. She has concealed from them her great concern that too much of her energies and time have gone toward studying and work and that social activities and recreation have been neglected. She usually keeps her problems to herself although she would like to discuss many with her mother. Sometimes she discusses them with girl friends.

Hypotheses in Regard to Cause

1. A combination of a desire to fulfill her parents's aspirations and of her own sense of "oughtness" limit her ability to talk with her parents about personal matters.

The chief cause of her lack of communication seems to be a combination of her desire to meet her parents's aspirations plus a strong feeling of "oughtness" which has been largely instilled by her parents. When the girl's problems or feelings are not in accord with what she believes to be acceptable and pleasing to her parents, she tries either to keep her parents from becoming aware of them or to sublimate her feelings and problems.
Both parents came from autocratic homes, and their goal has been to be democratic with their children. With this girl they give verbal expression to democracy and appear to be doing all within their power to do what they see is best for her. When asked individually what their dream is for her, the father says "that she realize her potentialities" and the mother says, "there is no special goal." Yet, underneath this verbalization there are strong influences which have permitted the girl freedom only within narrow confines. Her desire for her parents' approval plus her now strong sense of what-she-should-do prevent her taking into account her own feelings, except when they would be parent-approved. She is aware of her desire for peer acceptance and for social and recreational development, but in the time schedule which she has set up for herself, these can enter in only if there is time left over from studies and work.

The parents' values become fairly obvious when interview and instrument findings are considered. The father had an enormous drive for work during the early years of his marriage, though it has now abated with age. He believes in a full schedule of wholesome activities for his children, believes it is important that they know their own minds rather than being wishy-washy, and has conveyed to V the idea that grades are of great—if not the greatest—importance now. (In her interviews V stated that if her grades fell down her father would "make" her stop work.)
One wonders about the father's capacity to permit freedom for his children plus V's adoption of his other values despite submissive reluctance and doubts. Her tightly packed schedule takes into account her primary goals but is not permitting her to lead the fuller life with more social and recreational activities which she would like also. It also reflects her father's belief in the desirability of a full schedule.

The mother's love for nursing and her interest in away-from-home activities seem reflected in V's own life. These are inextricably bound up with the mother's view of her own role as a woman.

2. The mother's concept of her own role as a woman and mother is not one which produces a close mother-child relationship.

The mother's interview and instruments indicate that, although she says that her family and home are very important to her, her greatest satisfactions involve her independent, away-from-home activities. V's Kell-Hoeflin statements support the belief that away-from-home activities are receiving her mother's first consideration when she says "My mother is the most wonderful person in the world except when she is tired" and "If my mother were not on the go so much, she'd be loads more fun than she is now." The mother's own desire and need for outside activities is clearly expressed in her interview. She views this pull toward outside activities as posing a threat to her home and family since she describes volunteer work as "safer" than regular
employment. V, too, seems to seek her satisfactions away from home, having little time with her family.

Mrs. V's love for nursing seems to have been instilled in V, who has only considered medical and related careers, though her Kuder Interest Inventory shows a wider range of possibilities. V states in her interview, too, that her mother has pushed her so hard toward a particular college that she has lost interest in it, although she supposes she will go there.

The mother seems to have had some difficulty in acceptance of the opposite sex and of her role as homemaker. On her Kell-Hoeflin she states that she had little social life in high school. Her description of her dominating father is reflected in her concept of the ordinary husband as also dominating. Her apparent submissiveness around her husband indicates that she feels this is her role, even though she does not see him as being particularly dominating. The fulfillment of her desire to be a person has reached its peak for her outside her home. She has little to say about V's relationship with boys, although she thinks V has grown past the stage of going steady, a fact contradicted in V's interview. V's concern about her lack of dates and boy friends and her wondering whether she will ever get married is clearly expressed in her Mooney Problem Check List and referred to in interviews in her desire for more social and recreational activities. She does not make her parents aware of this, just as she
did not let them know two out of the three times she was going steady because she knows what they, especially her mother, think (communication instrument) and she does not want their disapproval.

Mrs. V is unaware of the real relationship between herself and her daughter. She describes them as being "very close" and says that all their children "idolize" their parents. She, in turn, views her children as her "most precious possessions." These expressions raise a question as to what Mrs. V considers an ideal mother-child relationship and consequently whether she basically seeks a relationship which permits true closeness. V's communication instrument indicates that although her mother talks to high school crowns about sex and menstruation, she and V cannot discuss these because they are "not that close", although V would like to be.

It seems that Mrs. V is not aware of what a close mother-daughter relationship might be like and that she may have difficulty being really close to anyone.

The Girl

Impression of the Girl upon Interviewer: Rapport Established

At her first interview V came with cheeks highly flushed, appearing tense and a little defiant. Her answers to questions seemed somewhat abrupt. At the conclusion of the interview when she was asked if she thought her parents would be willing to give an interview, she said that she was sure that they would cooperate.
She asked with a great deal of tension, "You won't tell my mother what I wrote on that paper, will you?" She was assured that her mother would not be told and she left abruptly. That she did not tell her parents of her interview or of the possibility of their being asked for an interview was revealed through the telephone contact with her mother.

During the parents' interviews, the girl went in and out of the room several times, not lingering but definitely making her presence known. The interviewer felt that she did not intend to hear the conversation but that she wanted the interviewer to be aware that she was there and possibly reminded of her concern.

In the three interviews which followed the parents' interviews, V was much more relaxed, cooperative, and seemed to enjoy the discussions. Her chief concern was that her parents not know that she was unable to talk freely with them. After the first interview there was easy rapport.

The girl is attractive in appearance, but seems to be under a great deal of pressure and tension. She speaks rapidly and when anxious, her words are very clipped and her manner becomes abrupt. She is working very hard to reach her goals in regard to school achievement and her work, using a great deal of self-discipline and eliminating many of the typical teen-age pleasures. These are things she feels she "ought" to do but she is unhappy about the social activities she is missing in order to do them. She has many doubts about her present goals and the strain she is experiencing in their achievement.
Her eyes are very expressive, flashing with anger when she speaks of an unjust teacher and becoming dulled as she speaks of her inability to participate in social activities, plays, sports, etc. The increased color in the cheek and neck areas also is an index to her tension and feelings.

Information Secured through
Instruments and Records

1. Bell Adjustment Inventory

   a. Summary of scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Excellent adjustment</td>
</tr>
<tr>
<td>Health</td>
<td>Good adjustment</td>
</tr>
<tr>
<td>Social</td>
<td>Aggressive</td>
</tr>
<tr>
<td>Emotional</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Total</td>
<td>Good adjustment</td>
</tr>
</tbody>
</table>

   b. Item analysis

   1) Home

   She sometimes feels her parents are disappointed in her; one of her parents is easily irritated.

   2) Health

   She states that she feels tired most of the time, including when she gets up in the morning and when she goes to bed at night. Otherwise her health is good. She has no history of illnesses.

   3) Social

   Despite a picture involving many normal feelings and actions, there also emerges a picture of a person who is basically shy and who finds it difficult to participate in class
activities involving talking or in public speaking. She hesitates to volunteer in a class discussion or to offer an answer in class and she feels self-conscious when reciting in class. V has had few opportunities to appear before public groups and finds speaking in public difficult. She is seldom a leader at social affairs or the center of favorable attention at parties. She finds it difficult to make contacts with boys.

4) Emotional

Again despite many indications of normalcy, a picture develops of an individual who has some basic fears, doubts, and insecurity. She frequently has "the blues," sometimes envies the happiness that others seem to enjoy, has ups and downs in mood without apparent cause, and often feels lonesome, even when with people. She blushes easily, is greatly disturbed by criticism, and is often sorry for the things she does. She is frightened when she has to see a doctor, is frequently depressed because of low grades, and sometimes she is bothered by the feeling that things are not real.

2. Mooney Problem Check List

The area which included V's largest number of problems of great concern was that of Social and Recreational Activities. Adjustment to School and Work, Personal-Psychological Relations, and Curriculum and Teaching Procedure also are high in total number of problems.
V indicates that she does not have enough time for recreation, finds little time to enjoy radio or television, has too little social life, does not have a chance to get into sports, is in too few student activities, has too little time to read what she likes, and has too little chance to get out and enjoy nature. She is concerned about a boyfriend, feels she has too few dates, and wonders if she will ever get married. V would like greater popularity and a more pleasing personality. She feels that she sometimes hurts people's feelings, but also that she is left out of things, is made fun of, and is sometimes envious. She sees herself as sometimes stubborn and obstinate, moody, and believes that she takes some things too seriously. Although not a problem of great concern, she is sometimes bothered by feeling of insanity.

V does not express great concern about religious problems. She says, however, that she would like to feel close to God but she doubts some of the religious things she is told. Her parents make her go to church, but she does not go often enough. She sometimes is not as honest as she should be and is sometimes tempted to cheat in class. She can not forget some of her past mistakes.

Although the number of her problems with her parents is small, she is concerned that she does not tell her parents everything. There are certain problems, however, which she cannot discuss at home.
Her communication problems are indicated in connection with school adjustment when she says that her vocabulary is too limited, she has trouble with oral reports, and she is afraid to speak up in class discussions. Other problems are the dullness of classes and her lack of interest in some subjects. She worries about grades and feels that they are unfair as measures of ability. She believes her dislike of study is a problem.

In looking toward the future, V feels the need to decide on a particular college, doubts the wisdom of her vocational choice, and does not know what she really wants.

In summarizing her problems in paragraph form, she repeated her concern about wanting to be in more clubs and extracurricular sports. "As it is, I go to school, go to work, do homework, go to bed. My only free day is Saturday and there is often too much to do on that day." She also said that there are some things she would like to tell her parents but does not. "I have wondered how I'll be able to be closer to my children."

V also stated that she does not care to have more chances in school to write out, think about, and discuss matters of personal concern to her as she does not think that school is the "proper place" to discuss them. She believes most help can be received from a minister or youth group.

3. Ohio State Psychological Exam-89 centile-Class B
4. Kuder Preference Inventory

**High:**
- Social Service - 93rd centile
- Dealing with ideas - 88th centile
- Artistic - 83rd centile
- Scientific - 83rd centile
- Computational - 80th centile

**Low:**
- Literary - 10th centile
- Directing others - 16th centile
- Mechanical - 17th centile
- Musical - 23rd centile
- Outdoor - 25th centile

5. Kell-Hoeflin Incomplete Sentence Blank

V ranked third from the traditional or autocratic end on the girls' continuum. Her answers indicate that she has mixed feelings about autocracy and democracy but has slightly stronger leanings toward the latter.

She says that obedience, discipline, and punishment have not been difficult for her.

She expresses these ideas about her parents and home life:

- My father is a lot of fun most of the time.
- I wish my parents had been younger when they were married.
- My mother is the most wonderful ever, except when she's tired.
- If my mother would not "be on the go" so much, she'd be loads more fun than she is now.
- Being at home is fine, but I'm anxious for college.

6. Communication Instrument

In regard to the question of what persons she should discuss her problems with, she named "parents" first in connection
with a problem involving a girl feeling that she was going to
disappoint her parents because of low grades. Parents were named
second (after the principal) in connection with a problem involv­
ing difficulty in getting along with a teacher. With a problem of
having no dates and feeling unattractive, she suggested "mom and
girl friends" for help.

With four problems she indicated that the fictitious girl
should talk with her mother but said that she, herself, would be
unable to talk with her own mother about them. In connection
with a problem on menstrual discomfort and another about feeling
depressed because a boy wanted to stop "going steady" she said
about both that she had never been free to talk to her mother on
these subjects. In a problem where the girl appears confronted
with a choice between group acceptance and maintaining high stand­
ards she said again that she would not discuss this with her mother
because she knew what her mother would say. Regarding a problem
of confusion on information about sex relations, she stated that
she would like to talk to her mother but would not.

In summary, it appears that V can discuss with and receive
help from her parents on topics that are objective or, at most,
semi-personal. About those which involve sex or menstruation,
much emotion, or acceptance by boys, she is unable to talk with
her parents.
7. Grades

Her grade average has been very high. In the ninth, tenth, and eleventh grade she has maintained an A average.

Summary of Interviews with Girl: Facts and Feelings

V is the oldest of three children, having brothers aged 14 and 11. She appears fond of both brothers and fundamentally considerate of them. For example, she would like to see hospitals and colleges in various sections of the country in order to select a college but thinks it would be unfair to her brothers to expect her family to go. At the same time, she is not especially close to her brothers because of her own busy schedule. There is a hint of superiority in her voice when she says that when they were small, she collected horses instead of the dolls her mother tried to interest her in, while her brother was very much interested in flowers. It is this brother whom she sometimes teases. To both him and her younger brother her room is forbidden because she likes to keep things neat and orderly. She knows, however, that the 14-year-old boy goes into her room but he apparently does not bother things.

In speaking of her mother she said that she was a former nurse but now is very interested in PTA, mental health work, etc. She has been making talks on sex and menstruation recently to groups. There seemed to be some pride in her mother's activities, but not a great deal of affection evident. Again the feeling of
"oughtness" appeared, as she seemed to offer excuses for her mother when she made statements of dissatisfaction. She feels and resists pressure from her mother, as evidenced by her statement that she will probably go to a particular college but that her mother has pushed it so hard that she keeps resisting. Discussion with her mother of her problems and interests has evidently not been easy. She says that her mother has only known once out of the three times that she has gone steady. (See mother's interview for further discussion of this.)

There was little discussion of her father during the interviews. V evidently regards him as the head of the household on some matters since she said that if her grades were to fall down, her father would make her stop working. Also when she was concerned about getting along with a particular teacher and questioned whether she had followed the best course in changing to another teacher, it was her father to whom she went for reassurance. (On her communication instrument he was never mentioned alone as a source of help and "parents" was named only twice, both times in connection with school problems. The Kell-Koeflin, however, reveals a fondness for him. During the interviewer's visit to the home, it was the mother from whom she requested permission to go out.)

V describes her life as one in which she has chosen particular goals and has subordinated her other desires so that she
can reach the goals with highest priority. She states that her grades must come before anything else. Work cannot interfere. If it should, her father would make her stop. To achieve these grades she studies two and one-half to three hours each night, not permitting herself to see television or listen to a radio.

Her work at a local hospital was begun in order to learn more about this type of vocation. She has enjoyed the work, as well as the income received. With her money she has bought most of her own clothes, buying better ones than her family could have afforded. During the year she has saved $100. She recognizes, however, that her work has had its drawbacks. For example, she would have liked to have been in the junior play as well as in other activities, but she could not because of her work. (Here her eyes lost their sparkle and she appeared hurt and pained.) Had she not worked, however, there would have been times when she had nothing to do. Last summer she was able to take off from work to be a camp counselor but this summer she will not be able to. When the interviewer asked if the work had been worth what it had cost her, V replied uncertainly, "I guess so."

Even her summers are filled with scheduled activities. During the past one, in addition to afternoon work at the hospital, she took a commercial course in the mornings at one of the local business schools and she plans to take a similar one this summer. These courses are expected to increase her efficiency in her school work--note-taking, etc.
In looking toward her future she has known ever since she can remember that she was interested in physical therapy, medical technology, or nursing. She has been unable to decide which is most suitable for her and what college will be best. She visualizes marriage as following college and possibly after a career. She would not work after she had children. (This is following her mother's pattern.) She sees four children as a desirable number if she and her husband would be financially able to care for them.

In regard to friends and social life she said that she has had one close friend to whom she confided all of her personal problems. She is growing away from this girl, however. Now she has a different friend in each class and tells each a different type thing. Some of her friends her parents have not liked but they have never made an issue of it.

She has "gone steady" three times, once for a year, once for thirteen weeks, and once for one and one-half years. Twice her mother did not know she was going steady. V does not believe going steady is a good practice but suspects that she will do so again sometime. She began going to school dances in the seventh and eighth grades. Her real dating began in the ninth.

In response to a general question, V stated that she had never disliked a teacher until this year. (As she talked, her intensity of feeling became apparent and her eyes flashed.) This teacher did nothing to her but embarrassed and humiliated many
class members. This made her uncomfortable. In addition, she was unable to understand his teaching and received low grades on his tests. The final straw came when she had to miss a test through no fault of her own. The make-up test was very hard and she knew she had failed it. She went home and discussed it with her parents. Although ordinarily they were on the side of the teacher, this time they were not. They gave her a note, requesting a change of teachers. When she discussed the problem with the assistant principal, the transfer was arranged. The teacher was irritated, asked, "What more do you want? You were making A's and B's." When she said that she had been unable to understand his teaching, he said, "Are you going to run away from the hard things all your life?" She discussed this idea with her father, who reassured her. V said that her new teacher is easier but she realizes that she is not learning as much.

V's information about sex and menstruation was received through the Girl Scouts, involving a movie followed by discussion with girls and their mothers present. (It is remembered that her mother makes talks on this subject to other adolescents but her daughter does not discuss the topic with her.)

When the interviewer discussed the meaning of empathy and asked V if she had experienced empathy with anyone she replied that she was not sure that she had had empathy with anyone or that anyone had had empathy with her. She felt, however, that she had had empathy with characters in books.
In a concluding discussion of her statement on the Mooney Problem Check List about her inability to talk over her problems with her parents and her hope that she would be able to be closer to her own children, the interviewer took a more directive role than usual and stated that with some individuals the amount of time available and use of it for discussion between parents and child seemed to be an affecting factor, as well as indications of disapproval and judgment on the parts of the parents. V listened but did not respond. The interviewer asked if she had been able to analyze further her own problem. She said that she had not.

Parents

The telephone contact with the mother was pleasant. Although her daughter had not told her about the possibility of a call, she listened to the explanation offered and was immediately cooperative, making an appointment.

When the interviewer arrived at the home, the parents were watching television. The mother was sewing, too. At the beginning and at the conclusion, the father took the lead in the conversation with the wife making unusually few contributions. When she was being interviewed, however, she spoke easily and freely in a confidential manner. Her manner when with her husband seemed to be one of submission, at least on the surface.

1. Father

Mr. V is credit manager for an interior decorating company.
He describes himself as once having had enormous business drive that has now abated. He feels that, as a result of this drive to succeed, he was away from home too much in the early years of his marriage, both because of travel and because of long hours at the office. When he did come home, he spent much time working in his garden. Consequently, he said, his wife "hates flowers." He feels that he missed a great deal in not knowing his family better then and that it has had its effect upon his family, especially on the youngest child. He took great pride, however, in not having his wife work.

In speaking of his own parents he described his father as having a severe temper. He said that no person or thing ever whipped his father. Even though he loved and admired his father, the father never knew it. His mother was a kind, protective person, devoted to her children, but he was never close to her either.

With his own children he was apparently made a large effort to overcome the weaknesses he saw existing in his parents. He made a point of stating twice that V is "led and guided" but not forced into decisions. For example, he wanted her to go to a camp which required application two years in advance. He made application for her but did not discuss it with her. When the time came and he presented the idea, she did not want to go and said, "You won't force me?" He did not. (There are times when it seems that it has been difficult for him not to be autocratic and when he feels pride in conquering these tendencies.) He
believes that his daughter respects him. He "admires her and enjoys her company so much."

He has no special aspirations for his children, he said, except that he wants them to fulfill their potentialities. He thinks it is very important that they know their own minds and not be wishy-washy. He has, however, against his wife's judgment required all his children to take piano for several years to increase their music appreciation. His wife's objection is on the ground that he is compelling them to fulfill his own thwarted aspirations.

There have been few problems with V in regard to her choice of friends because she has usually chosen friends of a similar type. Once, however, there was a boy friend of whom they disapproved. They handled this by reasoning with her. There have been few discipline problems with V, but if she did require discipline because of disobeying rules, her punishment would be removal of privileges.

He believes that V is happiest when she has had success at school or when she gets a date that she has wanted. When asked what he thought she worried about, he seemed nonplussed and said he supposed she worried "about school and dates--what else was there for her to be concerned about?" As his daughter walked through the room, he asked her the same question and she assured him his answer was accurate. (In her own interviews, she later
indicated other concerns. Either she was unable or unwilling to verbalize them at this particular time or she wanted to reassure him.)

While speaking of his sons, Mr. V expressed a belief that it was important for them to be kept busy with wholesome activity. The boys are only home one night each week, he said. He did not comment on V's schedule, but it would seem that he approves.

In regard to holidays, he said that his family celebrates them, but moderately. Birthdays are an important occasion.

He feels that he and V could discuss questions on sex and menstruation without embarrassment but he feels that the natural situation is for the mother and daughter to discuss this.

In conclusion he stated that the chief purpose that he and his wife now have in life is to rear their family, doing the best for them which they can. When their children are grown, they will look forward to their grandchildren.

2. Mother

Mrs. V's interview description of her parents was quite similar to the picture given on the Kell-Hoeflin. Her father was dominating and her mother submissive and subdued. Her relationship with her mother was not as close as V's relationship to her. Mrs. V was one of three children.

Mrs. V was a nurse and continued to work for three years after her marriage until the first baby came. Since then she has not worked except on a volunteer basis. She describes volunteer
work as "safer" since regular work might interfere with her home and family.

Now she is away much of each day but makes it a point to be home when her children are. She says that on the days when she goes out in the afternoons she can accomplish in the mornings what it would take her to do all day if she were not going out. She has recently been talking with high school groups on the topic of sex and social adjustment. Mrs. V finds it better for her own mental hygiene to be busy, she says.

In her talks she has been surprised to learn that the girls in one of the highest socio-economic group schools seem much less secure than in one of the lower ones. She was also very surprised when one girl said, "To whom should you go for help if you can't talk to your mother?" She was most shocked by the girl's question and felt at first that she must be joking as she could not imagine a girl being unable to discuss this with her mother.

She says that she and V and V and her father are very close. In fact, all their children "idolize" them. She regards her children as her "most precious possession." Unlike many parents, they have not tried to make their children dependent on them.

Mrs. V regards V as very dependable with her studies, much more so than her brother. She says that V looks ahead, anticipates, and is self-directing. Her studies come first--ahead of clubs, dates, television. It was her decision to get a job. Since she has had her own money, she has learned much about shopping.
She believes V is happiest when succeeding at school. This, too, is her area of greatest concern because she always expects to do worse than she has done. However, she has never had but one big problem and that was with a teacher who made her uncomfortable by being sarcastic and ridiculing other students. She went to the assistant principal and was changed to another teacher. This was her solution, not her parents'. Mrs. V reminded her that she would always have to cope with people like this. (Comparison with the account in V's interview will show a different emphasis.)

Independence in decision-making was begun early with V. When she was 6, her mother let her feel she was selecting clothes, permitting her to make some mistakes. Discipline was handled mostly by reasoning. Her questions about sex and menstruation were answered as they arose. The Girl Scouts showed a film on menstruation which served to supplement other information.

Mrs. V said her daughter does not go steady. She "has grown past that stage." She has several close girl friends. (While the interviewer was there, two girls came in. V asked her mother if she could go with them to get a pizza. The mother asked three questions: "Where are you goin? Who is driving? When will you be back?" She made no comment in regard to the answers but gave V permission to go.)

She describes V as affectionate, saying she still kisses them good night.

Mrs. V feels more help is needed for adolescents, especially
in providing them with constructive activities. She believes that many parents are looking for ways to get rid of their children. All of the parents who live nearby, however, seem sincere in their desire to rear their children well.

She believes that nursing is the best preparation a person can have for motherhood, realizing that it includes child psychology, and experience in dealing with children, as well as physical care.

Interpersonal Check List

Of all the parents included in this study, Mr. V most nearly sees himself and his wife as fulfilling the expected husband and wife roles. In all four roles, the only characteristic which he sees as existing in an extreme degree is that of cooperativeness. He views himself, his wife, and the ordinary husband and wife as being moderate in most characteristics with more inclinations toward loveliness than hatefulness. He views himself as a husband as somewhat more managerial, competitive and distrustful than his wife and less dependent and self-effacing. He uses these descriptive phrases about his wife and the ordinary wife but does not apply them to himself or the ordinary husband: resents being bossed, is passive and unaggressive, usually gives in, and lets others make decisions. He sees husbands but not wives as managing others, forceful, shrewd and calculating, not resenting being bossed, and hard to impress. In comparing himself with the ordinary husband he sees the latter, but not himself, as always pleasant and agreeable, friendly all the time and trying too hard
to be successful. Mr. V does not see much difference between the characteristics of the ordinary husband and wife.

Mrs. V, on the other hand, sees a great deal of difference between the roles of the ordinary husband and wife, viewing her husband as filling the role of the ordinary husband slightly more nearly than she fills that of the ordinary wife. She does not, however, see either herself or her husband as conforming closely to the ordinary roles.

Her view of the ordinary husband is that of a person with more hateful than loving traits and with tendencies toward dominance. (A partial explanation of this is offered by her statements on the Kell-Hoeflin when she describes her own father as well-meaning, but says that her childhood would have been more pleasant if he had been less domineering. The idea of father-husband domination continues through the Kell-Hoeflin when she describes her mother as "sweet but dominated" and says that as a child she disliked being told what to do without being given a reason.)

She sees the ordinary husband as: autocratic, exploitive, and aggressive; completely lacking in modesty and responsibility toward others, but cooperative. Her own husband she sees as being cooperative and somewhat managerial. She sees him as different from herself, the ordinary husband, and the ordinary wife in his being a good leader. She also sees him as selfish and lacking in the capacity to be stern but fair, firm but just. She views
both the ordinary husband and her own husband as differing from wives in being bossy, selfish, not giving freely of themselves, and not being big-hearted or unselfish.

She perceives herself as less lovable than the ordinary wife. She credits the latter with being cooperative, dependent, autocratic, and self-effacing, but completely lacking in managerial qualities. She sees herself in comparison as much more managerial, less autocratic, much less self-effacing, and completely cooperative. In comparing herself with her husband she sees herself as feeling more responsible for others, as more cooperative, more generous, and less dependent.

From their checklists it appears that Mr. V views the ordinary husband and wife as lovable people with the only extreme characteristic that of cooperativeness. He sees himself and his wife as average. Mrs. V, however, sees the ordinary wife as much more lovable than the ordinary husband, who tends to be hateful and domineering. She sees her own husband as being less extreme than the ordinary husband but there is no way of knowing whether she is pleased or displeased. She does not see herself as being much like the ordinary wife, believing that she herself tends to be slightly more dominant and less lovable. She views herself as slightly more loving than her husband, a view with which he generally concurs with although there is a lack of agreement in regard to particular traits. It seems that he is happier with their marriage than she.
Comparisons of the different profiles show that the highest differences are in

1. Husband's picture of the ordinary husband and the wife's picture of the ordinary husband (64.3)

2. Wife's picture of self and her picture of the ordinary wife (45.8)

3. Wife's picture of own husband and the picture of the ordinary husband (40.0).

Low differences occur in

1. Husband's picture of own wife and his picture of the ordinary wife (4.2)

2. Husband's picture of himself and his picture of the ordinary husband (17.2)

3. Husband's picture of the ordinary wife and his picture of the ordinary husband (27.2).

Kell-Hoeflin Incomplete Sentence Blank

1. Father

Mr. V is classed as neutral, having mixed feelings about autocracy and democracy. On the ten-father continuum, he occupies a position three places from the autocratic end.

Mr. V regards his home as relaxing change from work. He enjoys his children, realizing that they are each different in personality. He believes that both obedience and discipline should be tempered with reason. Punishment is usually self-inflicted, he thinks.

He recalls that his mother was kind, protective, unselfish, and wholly devoted to her children. His father was stern. Mr. V
"disliked my father's temper" and said that when "my father spoke, I listened." He wishes that his parents had been closer.

2. Mother

Mrs. V, although slightly more autocratic than her husband, ranks only slightly below midway on the mother's continuum, but toward the autocratic end.

She seems to find her present life more satisfactory than her childhood. Some of her statements about the latter are:

- My mother was sweet but dominated.
- If my father had not been so dominating, my childhood would have been more pleasant.
- When I was in high school, I had little social life.
- I wish my parents had been easier to reason with.
- As a child I disliked being told without a reason.
- If my mother were not so dominated, she would have been very understanding.

She uses some version of "to dominate" in four statements; in another she implies it.
CASE Y
(No Parent Interviews or Instruments)

Communication Pattern

Summary

Although the girl left a first impression of confiding in her parents and a close family relationship, further interviews and instruments revealed this to be untrue. Perhaps the relationship is deteriorating; perhaps it never existed. Anyway, at the last interview the girl stated that she did not really care that she could not talk more fully to her parents because they do not seem to understand.

She had never been close to any girl nor to any boy until she started going steady with her present boyfriend. Many of her concerns now center around him, but she had difficulty expressing even to him her unpleasant feelings.

Hypotheses in Regard to Cause

The girl's feeling of non-acceptance by her parents has limited her wish and ability to communicate with them. Evidences of non-acceptance are--

1. Parental absences from home.

From early childhood the girl regretted her father's absences from home (Kell-Hoeflin). Now her mother, too, is away most of the day, providing no home life for Y or her sister. Y's verbalized disapproval brings no response from her mother except an indication that she feels Y is impudent in her remarks.
2. Parental disappointment in grades

Her father's statement, when she brings home a poor report card, that he "used to be proud of you" hurts her as well as his negation of his offer to get her a vocal job with a local band if her grades are good. She has lost interest in school work and possibly is working already near her top ability; but at the same time she is disturbed about her grades.

3. Parents' tendency toward autocracy without considering her needs

Although the Kell-Hoeflin, one of her first instruments marked, does not reveal this tendency, it seems likely that at this time she was not expressing her deeper feelings. Her mother's reaction to Y's suggestion about her not working and to Y's reading of the book (girl's interviews) plus her father's reaction to the grades give indication that when the mother and father assume the parental role, it is an autocratic and a rejecting one.

4. Parents' dissatisfaction with her appearance in early years (Bell)

Her painful awareness of her plumpness may have been a result of parental disapproval of her appearance, or this disapproval may have heightened her sensitivity to it. Regardless, she was very much aware of this feeling.
Impression of the Girl upon Interviewer: Rapport Established

Y is attractive looking, enthusiastic, and talkative. She seemed eager to cooperate. In fact, when finishing her communication instrument at a make-up session she said that if she could be of further help, she would be glad to do what she could.

Her basic objective seemed to be acceptance by others. Evidently she had concluded that one means of reaching this was to appear to be happy and untroubled. This, plus some defensive inability to express her feelings, made her tend to mask her less pleasant feelings, putting up a front of happiness and contentment which included her family life.

Evidence from her first instruments—the Kell-Hoeflin and the communication—and from the first interview indicated close family relations and a confiding in her parents. As the interviews progressed, she became more open and honest with the interviewer—and probably with herself. This later evidence indicated that she was not pleased with her relationship with her parents.

As a result of her verbalization during the interviews and her consequent clarification of thoughts and feelings, she voiced to her mother some of her discontent about the mother's working. This did not reap satisfactory results, however.

Her lack of satisfying family relations plus her great desire for peer acceptance has evoked in her a strong wish for marriage.
and her own home. There has been a consequent eagerness to be part of her boy friend’s family group, a desire which has not been favorably received by his mother.

Information Secured through Instruments and Records

1. Bell Adjustment Inventory

a. Summary of scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Adjustment</th>
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<tbody>
<tr>
<td>Home</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Health</td>
<td>Good adjustment</td>
</tr>
<tr>
<td>Social</td>
<td>Very aggressive</td>
</tr>
<tr>
<td>Emotional</td>
<td>Average adjustment</td>
</tr>
<tr>
<td>Total</td>
<td>Average adjustment</td>
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Three of the girls in the ten cases studied intensively have lower total scores than Y. Her total score, however, is below the average of the group. Her score for home adjustment (12) is 25 percent lower than that of the lowest score (9) among the ten girls and far lower than the average score (4). In comparing her social adjustment score with the ten girls, only one other girl is rated as more aggressive.

b. Item analysis

1) Home

Y has had at times a strong desire to run away from home. She believes, however, that there is no lack of real love and affection in the home; her parents are not unduly strict, domineering, critical, nor easily irritated. Sometimes she feels that one of her parents insists upon obedience no matter how unreasonable the request and that sometimes her parents are disappointed
in her. She has not experienced great fear of her parents' actions nor has she ever had to keep quiet or leave the house in order to maintain peace. Her parents do not treat her as a child, object to her companions, or lack understanding for her. One parent does have an irritating personal habit, and is easily angered. Frequently she has disagreed with one parent about the way work is to be done about the house. Her relationships with both, however, are usually pleasant. She frequently quarrels with her sister. Too, there are frequent quarrels among her near relatives. She occasionally experiences conflicting moods of love and hate for a member of her family. She does not feel, however, that her friends have happier home lives.

There has been no lack of money or necessities in her home. She is not embarrassed by her father's work. She does not, however, regard her father as her ideal of manhood.

2) Health

Generally healthy, Y is not troubled with many colds, hay fever, or influenza. Her eyes give no trouble and she is not subject to headaches. She is tired toward the end of the day but has little difficulty in getting to sleep. Although she indicates that she was ill during much of her childhood, she also indicates little medical care, few school absences because of illness, etc. She is bothered with no digestive disturbances except constipation.

3) Social

Classed as "very aggressive," Y indicates no shyness or reticence. She enjoys parties and social activities,
taking a leadership role and finding it easy to be friendly with boys and girls. She finds no difficulty in giving oral reports or making public appearances. She has no problem with conversation, whether with groups or individuals.

She indicates three characteristics considered by the Bell as "non-aggressive." She does feel self-conscious in the presence of a person whom she greatly admires but does not know well. She has a few very close friends rather than many casual acquaintances. When a teacher calls on her unexpectedly, it upsets her.

4) Emotional

Y does not daydream much, does not feel that things go wrong through no fault of her own, and does not feel that she may be drawn to jump from a high place. She has few fears but is frightened at the thought of an earthquake or fire.

There is a strong tendency toward depression, however. She is subject to spells of "the blues," is easily moved to tears, easily discouraged, depressed by low marks, has feelings of inferiority, and is lonesome, even when with people. She does not envy the apparent happiness of others, however, nor does she often feel "just miserable." Criticism does not disturb her, humiliating experiences do not worry her too long, nor are her feelings easily hurt. She is self-conscious about her appearance but does not feel that people are watching her on the street.

She is often in a state of excitement, getting angry easily, and frequently being sorry for things she does.
2. Mooney Problem Check List

Y does not have an outstandingly large number of problems in any one area. Her greatest concerns apparently lie within the area of school. She gets low grades, does not spend enough time in study, and does not get her studies done in time. She does not like to study, but worries about grades. She feels that too much time is required in some subjects and that grades are an unfair test of ability. She has no suitable place to study at home.

She is afraid that she will not be admitted to a college and is not sure whether to plan to go. She is unable to enter the vocation which she would like to.

Y sometimes has feelings of extreme loneliness. She is concerned, too, about hurting people's feelings, being lazy, and being different. Other concerns are that she wants to learn how to entertain, has no suitable place to go on dates, too little chance to read what she likes, receives low pay for her work, and is overweight.

In summary she states that her chief worries are having a pleasing appearance (when in junior high she was "heavy and obnoxious" and unpopular with her peers), being friendly always, and having the ambition to study.

She comments that when she was in junior high school none of the boys in school asked her for dates. As she grew more slender, out-of-school boys began to date her but she always wished for acceptance by the boys in school.
3. Ohio State Psychological Examination - 70th centile-Class C

4. Kuder Interest Test

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<td>28th centile</td>
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<tr>
<td>Persuasive</td>
<td>28th centile</td>
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</table>

5. Kell-Hoeflin Incomplete Sentence Blank

Y's instrument indicates that she comes from a family almost neutral in its midway position between the developmental or democratic family and the traditional or autocratic. When compared with the ten case studies, her score is only higher than the lowest within that group.

Some of her comments are:

My mother is very understanding and I can usually count on good substantial advice from her.

If my mother were at home and didn't work, I wouldn't do as much as I do. And I feel it is helping me become more aware of my future as a woman.

If my father were a better business man, he would have saved his money when he was young.

Being a child I would have liked my parents to be closer than they were.

As a child I disliked my father being away from home too much.

Teen-agers would be better off if the parents would treat them more like adults and talk things over.
In several of her statements it seems that she is describing more that which she feels should exist rather than that which does exist.

6. Communication Instrument

With six problems—fear of disappointing parents with low grades, difficulty in getting along with a teacher, feeling depressed because a boy no longer wants to "go steady," accepting death, and sex information—Y suggests her parents as the first source of help. She names her mother first for help with menstrual discomfort. Her parents are named second as possible sources of help with problems of selecting a vocation and choosing between maintaining high standards and popularity.

Some of her comments are:

My parents would understand that a good balance of these two main subjects (school and social) make me a better person to go into the world to make something of myself.

About no dates: Her parents will help her with diet and other grooming problems. Schoolmates will help her with social problems.

7. Grades

In the ninth and tenth grades, Y maintained a B average. In the eleventh grade it dropped to a B- with high grades being received on courses like chorus, physical education, and driver's training and low grades being received on Spanish and American history.
Summary of Interviews with
Girl: Facts and Feelings

As Y spoke of her parents during her interviews, the emerging picture changed, not only because of what she said but because, too, of her evident underlying feelings. In her first interviews her picture of them was more favorable and outwardly accepting than at the end.

She says that her parents are at home very little of the time that she is. Her mother works downtown as a restaurant cashier from 10:00 A.M. to 2:00 P.M., then shops until she meets her father downtown for dinner. The father, self-employed in work dealing with beer distribution, plays a good deal of golf, telephoning the office occasionally to see if he is needed there. Her father "works hard, plays golf, and goes to bed." She thinks she is like him in looks and stubbornness but generally more like her mother.

Y prepares dinner for her sister, age 11, (whom she laughingly describes as "a pest"). Y feels sorry for her sister who comes home at noon to an empty apartment, fixes her own lunch, and eats it alone. Often there is no one there in the afternoon as Y works as a cashier in a supermarket part time. One day both Y and her sister were at home sick. Her sister remarked that it was nice to have someone there to talk to. Y would prefer that her mother did not work as it would be nice to have her mother there when she comes home in the afternoon or even to know she is home when Y is away. Her mother says that she works so the Y can have nicer
clothes but Y says that this is not necessary since she herself is working.

In her final interview Y said that she had told her mother that she wished that she would not work since she did not think it was fair to her sister and, too, Y would prefer that she did not. Her mother laughed and acted as if Y had been impudent, she reported.

Y thinks it would be nicer to have a house than their present apartment. Her father has always been extravagant, buying on whims, and has never saved money. She believes that her mother would have kept a house cleaner than she keeps their apartment.

Two of Y's grandmothers are critically ill at the moment. Her father's brother and sisters are greatly disturbed because no one knows what will become of the father. They have already been quarreling about who will pay for the grandmother's nurse and the question of taking care of the grandfather is even more upsetting. Y's mother has said that she "will not put up with an older man hanging around the house, having to be taken care of."
Anyway, none of them are at home during the day.

Grades evidently are important, both to Y and her father. She is disturbed because her grades have fallen. Although once registered for college preparatory work, she has given that up because she does not believe that she will qualify for entry. Her father, who used to sing professionally before he had a vocal cord operation, has hoped that she would sing, although the final choice of a career is hers. She has done a little vocal
work and is interested in it. In her second interview she said that her father has offered as an incentive for raising her grades an opportunity to sing with a local band this summer. In her next interview she said that her parents were very disappointed in her grades. Her father had said, as he left the house, that he used to be proud of her. She said, "This means that he is no longer proud of me." He had also said that this meant he would not get her the job with the band.

Just now the center of Y's attention and affection is her boy friend, D. He is a sophomore and Y has adopted many of his friends, feeling more at home with sophomores now than with her own junior classmates. She and D plan to be married at the end of his junior year in college. He will study dentistry. D is not like her father in his money-spending practices and she is glad. D is "tight" but saves his money for a purpose, which makes her willing to cooperate.

In her third interview she reported that D had suggested the night before that they not go steady any longer, but date occasionally. She was very hurt but could not let her feelings show. He became hurt because she did not seem more disappointed at his suggestion. He drove her to school this morning as usual and when they came to the spot where he usually stopped and kissed her, he asked her if she wanted him to kiss her. She said, "It's up to you," and he did. She does not intend to date anyone else. He is the sort of person who, if he gets discouraged, gives
up and she still loves him as much as ever. She does not intend to tell her parents that she is no longer going steady, though, for fear that they will talk her into going out with some of the other fellows who still call.

In her last interview she said that she and D were going steady again. He had come by unexpectedly to take her home after work one evening and she had had a date with someone else. The next day he asked her to go steady again. This time he does not plan to tell his mother that they are going steady. (Apparently his mother had been responsible for his first decision. Evidently too, Y had spent much time at his home and with his family.)

Y had earlier said that when she was in junior high school, boys in school did not notice her but older boys always called her. Once she went steady with a boy for two and one-half months. When he wanted her to marry him, she "quit him" immediately. While she was dating him, they double-dated with a girl who always wanted Y's boy friends. Later this girl dated the boy and "let him go too far." The boy quit dating the girl but still makes excuses to come to see Y.

Y has never been able to be close to a girl and has never been really close to a boy until D. She feels that one girl in her classes has empathy for her (this is B), and that, even though B has not had similar experiences, B still understands how Y feels. B has never really liked anyone and Y thinks she has missed a great deal. Y supposes she has had some empathy with B and some with D, her boy friend.
Y, in her last interview, said that she does not particularly desire to be able to talk more with her parents because they do not seem to understand. For example, when she was reading *When You Marry* recently, her mother told her that she did not want her to read the book and that she should study instead. Anyway, she thought she had told Y all she needed to know. Y told her there was information in the book which added to what her mother had told her. Her mother read it and admitted that she learned from it, too.

In her first interview Y had said that she had discussed sex and all other problems with her parents. She said, too, that she believed that more sex education in schools would cut down on sex problems by helping people to understand how to handle their feelings. In this same interview she also said that when parents would tell their own problems and be accepting of the teen-ager's problems, the teen-ager would confide in the parent.

Y says that she does not consider her family as affectionate as some. For the past year or two she and her little sister have fussed more than ever before. Much of their conflict comes from her belief that her sister should assume more household responsibilities than she does.

Y recalls that she was very proud of her sister when she was a baby. At that time the family lived in a trailer and the baby's bed was at the foot of her bed. She felt very affectionate toward her.
Parents

Telephone Contact

The interviewer's attempt to arrange to see the parents was unsuccessful. The daughter had not told the mother about the research or the possibility of a call. She sounded both suspicious and cautious. When the interviewer asked about the possibility of talking with her husband and her, Mrs. Y said she could not plan far ahead but asked if she could call the interviewer when it was convenient. The interviewer suggested that, since she was away from her telephone so much, arrangements might be worked out through the daughter. Mrs. Y agreed, but this method also proved unsuccessful.
CASE Z
(No Parent Interviews or Instruments)

Summary
This girl does not talk with her parents at all about anything personal. She has no one to talk to and receive help from, although at times she has talked with one girl friend's mother. She has received more help from boys than from girls but this help concerned dealing with other boys and information about sex. She wishes that there was someone she could be close to and that her parents really cared for her.

Hypothesis in Regard to Cause
Z's rejection by her parents and her belief that they do not love or care for her have made it difficult for her to establish a deep enough relationship with anyone to include much sharing of herself.

She verbalizes very clearly her feelings about her parents (Kell-Hoeflin, Communication, Mooney, Bell, interviews), including her yearning for their affection and interest. She also says that she has no close girl friends because she goes out with boys too much. Still, she has never been able to "really like" any boy but likes most those who are unfaithful. She does not become sufficiently involved to be hurt, being more likely to deal the hurt herself.
Impression of the Girl upon Interviewer: Rapport Established

Rapport was very easily established and maintained, partly because the marked similarity in coloring of the girl and of the interviewer gave a common bond and a basis for early sharing. The girl appeared eager to arrange for interviews. No doubt she experienced satisfaction in the attention she received during them.

There was a trace of shyness evident during the interviews but the girl spoke freely and unemotionally, without appearing to withhold anything. Her statements were occasionally contradictory, not from an effort to conceal but from a lack of self-understanding.

During the first interview Z had been asked about the possibility of her parents being interviewed. She was uncertain as to what their responses would be but provided the telephone number. When the interviewer at a later time remarked that she had talked with her mother about an interview but the mother was unable to set a time, Z appeared surprised and almost startled. It was evident that she knew nothing of such a call.

Z was attractive looking; yet there was a touch of flamboyancy in her dress, both in style and color.
1. Bell Adjustment Inventory

a) Summary

Home Adjustment - Average adjustment
Health - Average adjustment
Social - Retiring
Emotional - Unsatisfactory adjustment
Total score - Unsatisfactory adjustment

In comparing Z with the ten complete case studies and with the other incomplete one, her total adjustment score is by far the lowest of the group, being almost one-third again lower than the next lowest. She also has the lowest scores in social and emotional adjustment. In the area of home adjustment her score and that of the other girl whose parents would not grant an interview are equally low, being 25 percent lower than any of the other cases.

b) Item analysis

(1) Home adjustment

Z gives a picture of a home life that is unsatisfactory more from a lack of feeling, affection, and concern than from restrictions or harsh treatment. She states that she believes there is a real lack of affection and love in her home and that sometimes she herself experiences conflicting feelings of love and hate for a family member. Her parents are not unduly strict, do not criticize her unjustly, do not find fault with either her
conduct or appearance, and do not object to her friends. She does not feel that they are disappointed in her nor do they treat her as a child. She does not love her mother more than her father. Their actions have not stirred great fear in her and she has not found that she needed to keep quiet or leave the house in order to maintain peace. She has been tempted, however, to run away from home. She has felt, too, that some of her friends have a happier home life.

She indicates that another problem has been a lack of money, although they have always had the common necessities. She experiences no feeling of embarrassment about her father's work.

She indicates that her relationship with her father is more pleasant than that with her mother. She also says that one parent is easily irritated, easily angered, and has some personal habits that annoy her. Also she states that her father is not her ideal of manhood.

She has disagreed with her parents about the way the work is to be done in the home but she indicates few other disagreements. She was not frequently punished by her parents when between the ages of 10 and 15. She had few quarrels with her sister. Among her near relatives, however, there have been frequent quarrels.

(2) Health

Her health on the whole is good. She has few colds and a history of little illness or need for medical attention.
She has no difficulty sleeping. She does wear glasses and finds that her eyes are sensitive to light and strain. Only toward the end of the day does she feel very tired. She realizes that some things need attention. She has a normal appetite and is bothered with only one digestive disturbance—frequent discomfort from gas.

(3) Social

Z reveals herself as a person who enjoys social activities and people but ordinarily is ill at ease. She states that she enjoys lively parties and social gatherings, sometimes taking the lead to enliven a dull party although seldom being the real leader. She will take the responsibility for introducing people at a party and at a tea or reception would seek out the most important person present. She usually keeps in the background, however, and is not often the center of favorable attention. She enjoys social dancing.

She makes friends easily with both girls and boys but considers herself shy. She has many casual acquaintances rather than a few close friends. She finds it difficult to talk to strangers as well as to think of an appropriate remark for group conversation. She is self-conscious when around someone whom she admires but does not know well. If she wanted something from a person whom she did not know well, she would prefer to write a note requesting it, rather than ask him directly.

She does not find it easy to ask others for help.
She finds any type of public verbalization or reporting difficult. She has had few experiences in appearing before the public and always finds this hard. She is uncomfortable in giving an oral report in class as well as in any type of reciting. Frequently she has known an answer but has failed to respond when called upon because she was afraid to speak out. She does not feel upset, however, when a teacher calls on her unexpectedly.

She feels embarrassed and conspicuous to enter a public assembly, a meeting, or even a room where everyone else is seated. Also she is embarrassed to be asked to be excused from a group.

(4) Emotional

Z shows herself as being a person who feels inferior, is very unhappy with herself, and who at times has a slight tendency to lose contact with reality. She often has spells of "the blues," often feels "just miserable," weeps readily, blushes easily, is often lonesome even when with people, is easily hurt, has ups and downs in moods without apparent cause, is often depressed by low marks, and generally feels inferior. On the other hand, she does not feel that she worries too long over humiliating experiences, is not self-conscious about her appearance, is not easily discouraged, is not disturbed by criticism, and does not envy the happiness of others.
She daydreams a great deal and is frequently bothered by the feeling that things are not real. Things often go wrong for her, too, through no fault of her own. She considers herself nervous but is not often in a state of excitement nor does she get upset easily.

Z is frightened by many things. When she has to go to see a doctor about illness, she is afraid. When she is alone in the dark, she is afraid. The thought of an earthquake or a fire disturbs her. She has been extremely afraid of something which she knew could do her no harm. She does not, however, worry over possible misfortune, feel afraid that she will be drawn to jump when on a high place, nor dread the sight of a snake.

Sometimes a particularly useless thought keeps coming to her mind to disturb her but ideas do not run through her mind so that she cannot sleep.

2. Mooney Problem Check List

Z indicates an unusually large number of problems (101) on this list, marking one-third of the total as being of much concern. The latter are concentrated in the areas of Personal-Psychological Relations: Social-Psychological Relations; Finances, Living Conditions, and Employment; Adjustment to School and Work; Home and Family; Courtship, Sex, and Marriage.
Her problems as checked show her concern for her health and her belief that she lacks proper diet and sufficient sleep as well as being disturbed about weak eyes, frequent sore throat, and being too tall. She wants a job and more money for recreation and possessions, but dislikes asking her family for it, especially since she knows that her parents are worried about money.

Her concern for a better personality and more social skills are quite evident. She feels that she has no suitable place to entertain friends. She would like to improve her social skills, especially in conversation. Also she wants to improve her appearance, her skill in sports, and to improve herself culturally. She wonders if she will ever find a suitable mate and get married. At present she has no suitable place to go on dates, wonders how to decide whether she is in love, and how to go about breaking up a love affair.

Z wants a more pleasing personality and greater popularity. She feels that she is embarrassed too easily, is too envious or jealous, is too moody, too easily moved by tears, too nervous, and too quick to lose her temper. She worries how she impresses people, feels extremely lonely, and is sometimes bothered by thoughts of insanity. She feels that no one understands her and wishes that she had someone to tell her troubles to.

She is disturbed about her family situation. She is unable to discuss certain problems at home, talks back to her
parents, and does not tell them everything. She does not have any
fun with her parents and is concerned that she is the only child
at home. She indicates, too, that she is concerned about her
father.

She has a troubled or guilty conscience, she states.
She sometimes is not as honest as she should be and sometimes
lies without intending to. She has a certain bad habit and gives
in to temptations. She does not go to church often enough. Too,
she wonders what happens to people when they die.

She does not know what she really wants. She needs to
know more about occupations and to be getting training for a
vocation. She lacks experience and does not know how to look for
a job.

School offers problems, too. In the process of adjusting
to a new school, she finds it too strict, lacking in school spirit,
classes dull, and teachers uninteresting, unfriendly, and difficult
to understand. She doesn't know how to study effectively, does
not like to study, is not interested in some subjects, and is afraid
to speak up in class discussions. She fears she is not smart enough
and is concerned about failing in some subjects.

In her summary Z states that her main concern is whether
she will ever meet a boy whom she really likes. Her other chief
problems are her quick temper and her desire for a better personality and greater popularity.
She would like more opportunity to think out and receive help with personal matters at school. Also she would like a chance to talk with someone about her problems, although she has no one in mind.

3. Ohio State Psychological Examination - 29th centile, Class C

4. Kuder Interest Test—not available

5. Kell-Hoeflin Incomplete Sentence Blank

Of the twelve girls studied intensively, Z's Kell placed her on the extreme end of the group as far as traditional, autocratic family was concerned. Her answers were not consistent in this trend, however, because she was enthusiastic about her childhood, her high school days, and her father.

The statements reveal her dissatisfaction with her family. Some of these are:

Our family does not get along well together.

My mother gives me everything I want, but she doesn't care for me.

If my father would only care for me more.

Being a girl is O.K. if your parents aren't strict. Mine are not strict.

Teen-agers wouldn't be so bad if it wasn't for some adults.

My father is a very wonderful man.

If my mother would only pay more attention to me.
6. Communication Instrument

On only one problem would she seek help from her parents. This problem involved the girl whose low grades she feared would disappoint her parents.

On the problems involving sex information and menstrual discomfort she felt that she should seek help from her mother but would not. She wrote, "I could never talk to my mother about things like that...I would like to have a mother whom I would talk to."

In the problem involving an understanding of death she felt that she should talk to a father or priest but she would be afraid to.

She would talk to "no one" about vocational selection or the choice between popularity and standards of conduct.

7. Grades

9th grade average - D+ or C-
10th grade average - C
11th grade average - C-

(One subject was failed the first semester and dropped.)

Summary of Interviews with Girls: Facts and Feelings

In discussing her family at the first interview Z seemed very frank. She has only one sister, age 21, who is now married and living on the west coast. This sister was forced to marry because of pregnancy. Her parents were upset and decided that they had not reared her properly. Since they had done a poor job with
one daughter, they decided to let Z make her own decisions and lead her own life. They try to provide her with physical needs but otherwise are little involved.

Her father, a factory worker, comes home at 4:00 in the afternoon. He does the cooking for the family as her mother is gone much of the afternoon and evening in her work as a real estate saleswoman. This, with Z's social activities, means that they see little of each other. Her mother does drive her to school in the morning.

Her family is not affectionate at all. She guesses that she cares more for her sister than anyone else. As to who cares the most for Z, she is not sure—perhaps her parents. She does not see that she is any closer to one parent than the other.

Z has never been able to talk to her mother like one of her friends can to the friend's mother. This girl's mother "just eats up" the things the daughter tells her. The mother acts like one of them, "cuts up," etc. Z, too, has told the woman everything. She wishes that she could talk with her own mother. (When she was asked if she thought her mother's working had made any difference, she said she could not tell because her mother had always worked.)

Z has considered going to the west coast to live with her sister. Her parents would not really want her to go but they would agree. She would hate, however, to leave "the kids here."
Z has no really close girl friends. Her explanation of this is that she goes out with boys too much. She finds it easier to discuss problems with boys, especially boy problems. She figures that another girl does not know any more about boys than she does, whereas a boy can understand another boy's feelings. Often, too, boys who date her friends ask for her advice with their problems. Her advice works for them, although she herself is afraid to follow her own thinking.

She does not feel that she has ever had empathy for anyone or that anyone has had empathy for her. She says that people always say that they cannot understand her, that there is something different about her. Boys say that although they can usually tell whether a girl likes them or not, they cannot tell about her. She is more apt to hurt a boy than she is to be hurt herself.

Z says that she cannot understand herself and cannot understand why she has never truly liked any boy. She likes most the boys who are not faithful to a girl but she tends to go steady with those who are faithful, getting tired of them. She has gone steady four times—for one month, three weeks, six days and seven months. She does not intend to go steady again.

Lately she has been dating older boys and most of them do not want to go steady. She enjoys dating them more than younger boys because they like parties, dances, etc. How many times she dates per week depends on the number of opportunities she has. Mostly
she dates on Friday, Saturday, and Sunday nights. During the week boys sometimes drop by unexpectedly to talk or to go for a ride. Many of the older boys want to get married but she is not interested. She thinks she will be an "old maid"—or at least wait until she is eighteen to get married.

There have been a few of her friends that her parents have not approved of but they do not forbid her to go out with them. Her father is sometimes jealous and suspicious of both her mother and her but it does not bother Z.

Z's knowledge about sex has been acquired in the past two years, mostly from boys. Her parents told neither Z nor her sister anything in this line. Z has learned partly from girls but she figures that girls only know what they learn from older people and therefore boys are a better source of information.

As for future work, her parents do not care what she does. It is up to her. She thinks she will probably become a secretary.

Her parents do want her to get summer work instead of going to summer school as she thinks she should. They want her to make some money and buy her own clothes. (In an earlier interview she had said that her father would help her buy a car if she got a job.) She believes, however, that she should go to summer school and pass a subject which she has failed, since she will have several hard ones her senior year and she wants to be sure to graduate.

Z's memories of childhood involve mostly frightening experiences and getting into trouble. She has few memories of her sister except
that she had rheumatic fever for about a year and was hospitalized a good while, but after that was active and normal. One of her memories was of being chased by her sister with a "wooly worm." She recalls, too, that her family moved about a great deal.

Parents

Telephone Contact

Mrs. Z was very pleasant, friendly, and poised. She had not known about the study or the possibility of being called about an interview. She stated that her hours were very irregular because of her work in real estate, and that she could not make advance commitments. Since Z is at an age that she needs many things, the mother does not want to miss a real estate sale. She suggested that the interviewer call another evening that week to see if she would be free.

On the appointed day the interviewer made a second telephone call. Mrs. Z said that she had a client with her then and they would be busy the remainder of the evening completing the sale and handling the paper work. Her manner continued friendly and she suggested that she be contacted on a third date.

The third telephone call found Mrs. Z ill at ease and much less poised. She said that again she was busy for the evening. There were no suggestions made about future telephone contacts. The interviewer concluded that there was no possibility of an interview with these parents.
SELECTED BIBLIOGRAPHY

BOOKS


PERIODICALS


I, Lydia Anne Watkins Kozik, was born in Blanche, North Carolina December 17, 1922. I received my secondary school education in the public schools of Yanceyville, North Carolina. I attended the Woman's College of the University of North Carolina, graduating in 1943 with the Bachelor of Science degree in Home Economics. For eleven years I taught vocational Home economics in the public schools of North Carolina. In 1955 I received the degree Master of Arts in Home Economics Education from the Ohio State University. During the academic year of 1954-55 I was a graduate assistant in Home Economics Education with supervision of student teachers as part of the responsibility. The following year I was a graduate assistant to Dr. Ruth Lehman in research in Home Economics Education. During 1956-57 I held an appointment as University Fellow at Ohio State University. During this year I was also the recipient of a scholarship from the North Carolina chapters of Delta Kappa Gamma.