THE SECURITY STATUS OF YOUNG CHILDREN
WHOSE MOTHERS ARE EMPLOYED

DISSERTATION
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By

JUDITH TOPELBERG FRANKEL, B.A., M.A.

The Ohio State University
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Approved by:

[Signature]
Adviser
Department of Psychology
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CHAPTER I. INTRODUCTION

Importance of the Problem

In the first few years of life, the preschool years, the major primary relationships of the child are within the family. In modern urban living, the person with the greatest influence on, and contact with, the child is the mother, because the father is working away from home. For this reason the interaction of mother and child is of vital importance in molding the child's earliest attitudes and expressions of personality. Thus it is that in his early home relationships the child's modes of behavior are determined and developed.

It is difficult to know to what extent a child's personality is dependent on his upbringing and to what extent it is dependent upon hereditary factors. Actually, hereditary and environmental factors are so related that it is hardly profitable for this study to attempt to examine their relative contributions. It seems sufficient to recognize the major importance to the child's development of his family, particularly his mother, and to study the matter of child-parent relationships as an important means of gaining insight into problems of child behavior and adjustment.

Certain women have always been forced to work to solve subsistence problems created by death or disability of the husband. Many mothers are now gainfully employed outside the home, without dire financial need, and this trend is increasing. Industry needs
them, and they need to work for many reasons. Therefore many children do not have day-to-day maternal contact, and in the near future it appears that even more children will be without it.

Questions Raised by Maternal Employment

Maternal employment raises many questions and problems. The working of the mother outside the home affects the economy and the social scene, the attitudes of others and herself toward women working, her housekeeping, her husband, her children, and her family. First, the working mother is an integral part of the American economy, with a growing place in industry. In 1955 there were twenty million gainfully employed women in the United States (23), and there is every indication that the demand for women workers is increasing (21). This does not appear to be a temporary trend, brought on by the world wars, but a result of industrialization, more recently accelerated by war. Family material needs tend to be purchased in the market rather than made at home, and so there is pressure to add to the family income (21). In our expanding economy women, either single or married, represent the best untapped source of labor. In 1951, 55 per cent of women workers were married, and 14 per cent had children under six years (18). Of the five and a quarter million mothers working, two million had children under six (21). This development now is an integral part of our economy.

The greater participation of women in industry results in a
changing role for women in all phases of American life. They are coming to be more and more active outside their homes. They are advancing their position on the political, social and educational scene. Politically (22), 1953 saw nine women placed in high government posts, among them Mrs. Oveta Culp Hobby, Secretary of the Department of Health, Education and Welfare, and Mrs. Clare Boothe Luce, Ambassador to Italy. There were twelve women in Congress, and one woman Senator, Mrs. Margaret Chase Smith. Of 2,377,896 civil service workers, 582,500 were women. In 1951-1952, women earned 32 per cent of the Bachelor degrees granted by United States colleges and universities. Women's organizations are widespread and growing. All of this activity indicates the interest in advancing women's place on the American scene.

The second effect to be considered is the change of woman's attitude towards working outside the home. Since the role of the working mother has changed she must necessarily change her attitudes as she endeavors to adapt to her new role. Yet this is a very difficult thing to do since her place in society is new and has yet to become stable and clear-cut. As a worker she has been accepted in some quarters as a "necessary evil," but her children and family are commonly assumed to receive second best care. Marshall (11), writing on this point, states that "when... a mother of young children is an absentee mother, the security of
the child, and the most fundamental institution of our civilization, the family, are endangered." He feels, however, that the situation has to exist, and should be met as best it can.

Those of more extreme viewpoint feel that working "women-of-the-family" are harmful to all the members of her family and to our present way of life. One psychiatrist (23) noted,

> It has been evident for some time that a rapidly increasing number of women with small children are trying to span the two worlds of motherhood and careers. For some, this may be dictated by the necessity of supporting the family, but the much larger number appear to be motivated by neurotic competition. They feel that they must have luxuries which other women possess... and they are proud to be able to augment the family income.... These mothers are quite convincing, but they are unaware that in their competitive strivings, they simultaneously deprive their young children of the basic emotional requirements, and thereby interfere with the wholesome development of their personalities.... Every experienced school teacher in the lower grades has observed the striking difference between those children whose mothers are engaged in occupational pursuits, and those who reflect the trust and security of a mother's love and devoted care.

The last sentence from the foregoing quotation implies that if a mother works she cannot love and care for her children properly.

At the other extreme there are those who feel women have finally been truly emancipated, and have broadened their interests. This last point of view is implied by Tead in a 1948 talk (20) at the Women's Bureau Conference: "Always to take from life less than it can offer of richness and personal unfolding is to deny one's
selfhood, or at least to hold it cheaply." Mead goes even further in supporting this position. In her consideration of the problem of mother-child separation, she discusses the idea that the biological mother and child must never be separated, and states (15),

This...is a new and subtle form of anti-feminism in which men—under the guise of exalting the importance of maternity—are tying women more tightly to their children than has been thought necessary since the invention of bottle feeding and baby carriages.

While some people do have strong views on the acceptability of women's working, many do not. This uncertainty is clearly demonstrated in the December 24th, 1956, issue of Life (1), a special issue on the "American Women" in which all aspects of womanhood, including employment, are discussed in the popular vein. This magazine would seem to be as much a reflection of popular opinion today as any, and so expresses opinions "in the air." The impression gained from this issue is that woman's place is confused and that there are many, many ways to consider the question.

That this confusion about woman's role exists is more fully supported by expert opinion as expressed in a panel discussion held by the Women's Bureau of the Department of Labor (23). In this panel, Kluckhohn notes that woman's role is a diverse one, divided into the domestic functions (mother, housekeeper, wife), glamour component, culture-bearing aspect and the part
Thorsten Veblen describes as "man's status symbol." Kluckhohn feels that there is confusion in adapting to the feminine role because of the difficulties in translating society's values to the role. She finds the dominant values to be—

1. Individual autonomy, achieving of one's own values in group living.
2. Action-Orientation accomplishment with the successful business man as the ideal.
3. Emphasis on the future.

As Kluckhohn views it, men can orient themselves to these values because they have been trained to them as boys and men. But women are trained in such values only before marriage. Once they are adult they must accept different values as well: they must place the family welfare above their own; they are the culture-bearers of society, not the wage earners. Because girls are not trained for motherhood, and consider housework only drudgery, they depreciate the realistic side of the traditional feminine role. Jahoda (23) agrees that the problem of women today lies in their lack of knowledge of what their role is. They have no clear-cut pattern for living.

A working mother, even if she herself has accepted her new role, ill-defined as it is, is faced with daily criticism, spoken or unspoken. In many, a sense of guilt about working, or even
more than that, about enjoying work, naturally develops. If she is to adjust to her new role, she must first decide what her true feelings are and how she will react to opposition. And she must be strong enough to accept what she feels is right for herself and her family, and to act on it. There is some evidence that when a mother gives up working to care for her child but is not truly satisfied in doing no more than this, the effect is undesirable. Berger (3) studied cases of dissatisfied mothers who had been previously employed and found that they tended to demand too much from their children, who in turn reacted in many undesirable ways.

The third impact of the woman is on her housework routine. In addition to adapting her attitude to her new role, the working mother must also adjust her housekeeping schedule. She must do in a few evening hours what the non-working mother has all day to accomplish, which may or may not present problems. First, if she can employ help, the problem becomes one of management rather than actual doing. However, the majority of women work for financial reasons and the employment of adequate housekeeping help would be too expensive. Mohr (16) studied the homemaking problems of eighty-one working women. Since they were her social work clients, they may or may not be typical of the ordinary working mother; but their problems are probably representative. In the area of mechanics of home
management, the major problem was one of fatigue, as would be readily expected. The other problems varied, which would tend to indicate that how a woman handles her homework is as important as the amount of time she has to do it in. How she handles it would depend on her training and attitude. Reputedly, both have been neglected in today's women. School does little to prepare women for housework, and the prevailing attitude toward housework as drudgery to be done and forgotten does not prepare them to enjoy their work. However, as Kluckhohn notes (23), more and more recognition is being given to this problem and so improvements are in the offing.

The fourth impact of the wife's employment is on her husband. This is of major importance. Locke and Mackenprang (10) found no significant differences between employed and non-working wives on the Burgess-Cottrell and Terman-Locke Marital Adjustment scales. It would seem that employment, per se, is not a differentiating factor in marital happiness. However, to go further, and see what effects it does have would be of interest.

Fifth, of utmost importance, is the effect of a mother's working on her children. If we are, Kluckhohn notes, a "future-oriented" nation, we are also a child-oriented one. The role of mother today gives woman her highest prestige. It is more highly praised and valued than any of her others. Therefore, how she
handles her motherhood is of vital significance.

Bowlby (4), in London, has been studying the effects of early mother-child separation, and finds that there can be permanent neural effect, because "initial learning of immature organisms in conditions of stress has special characteristics of stress." When a mother works there is not usually a complete separation, but rather a lessening of time spent together and of maternal functions performed. Whether this would lead to neural effects in Bowlby's terms is in question, but the fact that many authorities and lay people expect some unhappy effects is a definite point of view. An example in point is Bartemeier's previously expressed attitude.

The few studies that have been concerned with this problem have not had clear-cut results, and have not probed the mother-child relationships deeply. They have merely compared children of working and non-working mothers on certain variables of interest, or concerned themselves with the conditions of the mothers. In fact, there have been few studies.

Mathews (14), during the depression of the thirties, studied the effect of mothers' employment on the attitudes of their school age children. She compared the attitudes toward mothers' working of one hundred children of working mothers and one hundred matched children of non-working mothers. Very little difference between the two groups was found.
Glass (7), in wartime England, studied the sleeping and elimination habits of 48 preschoolers in day nurseries as compared with 48 children cared for by mothers at home. She found no differences between the two groups, but difficulties in both. She felt that the difficulties existed because the homes exhibited low standards of child care, and the mothers had personality problems. Some undesirable factors in the home were—

1. Anxiety of the mother.
2. Aggressiveness of the mother.
3. Overprotectiveness of the mother.
4. Hostility of the mother toward the child.
5. Lack of positive feeling for the child on the mother's part.
6. Marital discord.
7. Un satisfactory discipline of the child.

The major emphasis here is on general home atmosphere and mother's personality rather than the single factor of maternal employment.

Ferguson and Logan (6) surveyed seven hundred mothers in Scotland, three hundred and fifty employed and three hundred and fifty non-working mothers. They found no difference between the two groups in husbands' occupation, wives' health, or husbands' unemployment. The only difference was that working wives were in the lower income bracket. Their study found that working
mothers had a higher percentage of miscarriages and stillbirths. In discussing Court's study in Newcastle-on-Tyne of one thousand families, Ferguson and Logan reported that in 14 per cent of the cases where the mother worked there was reason to believe this affected the child's unsatisfactory physical and behavioral development, but that this was not the whole story by any means.

Actually, it has been found very difficult to say exactly what leads to good adjustment in children, and impossible to attribute it to one single set of variables. Langdon and Stout (9) report that they interviewed 261 parents of children judged to be well-adjusted by their teachers. When asked why they thought their children were well-adjusted, the parents gave many different answers, often conflicting. The authors concluded that the closest they could come to an "answer" was to say "loving them and letting them know it." Certainly, to date, the single factor of maternal employment has not yet been clearly demonstrated through investigation to yield any predictable results in the preschool child's behavior.

In adolescents, juvenile delinquency has been ascribed to maternal employment. General Booth of the Volunteers of America is reported in the newspapers of September 1st, 1957, (5) as saying that "working mothers who actually don't need the money are responsible for juvenile delinquency in good-income
families." Although this statement is not based on scientific re-
search, it may be judged to have a certain validity because of the
number of contacts General Booth has with juvenile delinquents and
their families. On the other hand, the Gluecks (8), in their study com-
paring five hundred delinquent boys with five hundred non-delinquents,
found that the mother who worked sporadically had the highest
rate of delinquent sons. This would indicate that work, per se,
is not a crucial factor in delinquency, but that perhaps certain
personality traits of the mother, reflected in her motive for work
and in her work habits, are more important.

Last to be considered in this discussion is the effect of
the mother's working on the entire family - the family as a unit,
rather than on the individual members so far discussed. This
is a far more difficult task, because it is concerned with a less
tangible set of relationships, much more difficult to measure.
Consequently, the paucity of studies available here is understand-
able. Mohr (16), in interviewing social work clients, reports
that of thirty women, ten felt employment had no effect on their
families' unity, eight felt it had a good, and twelve a bad effect.
Much more work is needed in this area, as in all the other
areas touching on the ramifications of maternal employment.
CHAPTER II. PROBLEM AND METHOD OF INVESTIGATION

Statement of Problem

The purpose of this study is to examine the mother-child relationships in the cases of working and non-working mothers of preschool children.

An elaborate experimental program to do this could not be undertaken, because of the nature of the problem. First, since this approach is relatively new in a young area, standardized measures of parental and child behavior and attitudes were not available. Second, the number of appropriate and cooperative subjects (parents) was very limited. Third, because of the relative newness of this area, specific hypotheses of value, based on previous work, could not profitably be formulated.

Therefore, a general investigation of a small group of mothers and children was undertaken as a preliminary means of establishing a basis for future work. The mother was interviewed at home, and the child observed in group activity. The same interviewer saw all the mothers and children.

Description and Method of Selection of Sample, Instruments and Techniques of Study

The mother's role began to stand out as a very important factor on the basis of historical review of the area, and provided an approach to the problem. Today, as has already been noted, the mother's role is not unified and clear-cut. For the purposes of this investigation, the mother was considered to have five
sub-roles:

1. Her wifely role - called Wife in this study
2. Her maternal role - called Mother in this study
3. Her homemaking role - called Housekeeper in this study
4. Her role as a participant in hobbies and outside interests - called Independent Person in this study (essentially Dr. Kluckhohn's Culture Bearer).
5. Her role as a worker - called Worker in this study.

The interview then was based on a discussion of her ways of handling these various roles and the satisfaction she derived from them.

A loosely structured interview was planned and tested on a small group of four mothers (non-working) in a pilot study. By the fourth interview, no new approaches and insights into procedure were being obtained, so the pilot study of mothers was completed, and the interview restructured from it. In general, the interview followed this pattern:

I. Mother Role

   A. Child's Day

      1. Eating
      2. Sleeping
      3. Play - Is child a leader or a follower?

   B. Toilet training

   C. Undesirable Habits (for example, Thumbsucking)
D. Discipline - How do you get your child to listen to you? Do you believe in spanking? How does your child take punishment?

E. Description of child - How does child get along with others, with brothers and sisters?

F. Mother's attitude toward the nursery school.

II. Housekeeper Role - Which do you like best?

A. Cooking
B. Cleaning
C. Laundry

III. Worker Role

A. Background
B. Job preparation
C. Reason for working
D. Job satisfaction - How do you like your job? Your co-workers? Do you plan to change jobs?

IV. Independent Person Role

A. Leisure - What do you like to do in your spare time? What would you do if you had more time?
B. Friends - What kind of people do you seem to be friendliest with? Do you and your husband have the same friends?
C. Goals - What kind of situation would you like to be in in five years from now, if you had the choice?
V. Wifely Role

A. Conversation - What do you and your husband talk about when you are alone in the evening?

B. Recreation - What do you like to do best for fun?
   What does your husband like to do?

C. Affection - Who is more demonstrative, you or your husband?

This outline was not followed rigidly, but served as a guide to cover all the pertinent points. Usually the child was discussed first, as this tended to be an easy, non-threatening approach. Occasionally, certain topics, on which the subject seemed sensitive, hesitant or hostile, were not discussed. This most often tended to be in the personal or wifely area, and so on the whole, this role was not so completely covered as the others. With non-working mothers, jobs previously held were discussed under the worker role. Their satisfaction with "not-working" was also considered.

Notes were not taken during the interview, since the pilot interviews showed that rapport was more easily established this way. Within an hour after each interview, however, notes were made, and a card filled out for each of the following topics:

I. Wife

   A. Conversational
   B. Recreational
   C. Affectional
II. Mother

A. Pregnancy
B. Physical care of the child.
C. Discipline
D. Companionship with parents
E. Toilet-training
F. Eating
G. Sleeping
H. Undesirable Habits (for example Thumbsucking, enuresis)
I. Attitude toward the child's perceived personality

III. Housekeeper

A. Cooking
B. Cleaning
C. Laundry

IV. Independent Person

A. Hobbies and Leisure Activities
B. Friendships
C. Goals (Five years from now)

V. Worker

A. Job Satisfaction
B. Reason for working

A card describing the general impression the mother made on the interviewer and a data card on the family were filled out at the end of the interview. The data card contained the education, age, employment of the husband and wife, religious membership of the family, size of home, the ages and sexes of the children in the family, and whether the child has his own room.

A number was assigned to each mother interviewed and the same one was given to her child. The number was then attached to all data collected, and no names appeared on any material except the master list assigning the numbers.
After all the interviews (32) were completed, the interviewer read them all through several times, then rated the mother on her satisfaction with her various roles, and on four other variables that stood out from the interview material. These were the child-centeredness of the home, the mother's lack of nervousness or her relaxation, her flexibility, and her activity in the community. The mothers were compared with each other when being rated. They were grouped into three categories of those who seemed similarly high, medium, or low on each trait. Thus some picture of each mother was available.

However, at the outset, it was felt that while this subjective picture was valuable, it would also be desirable to have some objective measure of the mother's personality. Available tests were examined, and the Minnesota Multiphasic Personality Inventory was given to the four mothers in the pilot study. However, because of the time required to administer the Minnesota Multiphasic Personality Inventory, it was decided not to use this measure with the major group under investigation, which included working mothers with even less leisure time than the pilot study mothers. All briefer or more appealing tests did not seem to apply to the population under consideration since they were standardized mainly on college students. Therefore, it was decided to build an instrument specific to the situation under investigation.
And so in place of a personality test a check list was constructed to determine which of the five roles seemed to afford the mother more satisfaction. This list was to serve as a check against the interviewer's judgments, and a means of relating the interviewer's judgments of the mother and the mother's self-judgments.

In setting up this check list, three mothers were asked to list all that they did in the course of a day throughout the year. These statements were then arranged according to which of the five roles they came under. Then ten of each category were selected by the investigator, making a total of fifty. These statements were arranged in groups of five, one statement from each category appearing in random order in each group. The mother was asked to select for each group the thing she liked to do best, rating that 1, next best 2, and so on to the least which was rated 5. Scores for each category or role could then be obtained by adding the ratings for each of the ten items related to that role scattered throughout the check list. Higher total scores would show more dissatisfaction than lower ones.

Work items were reworded to fit non-working mothers. Non-working mothers were given a list different from the working mothers in this way. Some resistance was anticipated, since the
subjects were forced to make choices. An attempt was made to handle this in two ways. First, the check list was given at the end of the interview after rapport had been established. It was presented in as non-threatening and friendly a way as possible, stressing the idea that this was not a test, and there were no "right" or "wrong" answers. Second, the mothers were asked to put a plus before items they really liked to do and a minus before those they really disliked doing, feeling free to mark plus or minus on as many items as they wished. Thus, although forced to put 4's and 5's before items, they could also put pluses before them to indicate the choice was not really distasteful.

The check list was given to the sample of mothers in the study as a trial, to see if it could possibly be reworked later and tested out more thoroughly. In this study it was to be merely a guide, or aid, to the interview material.

The first task in observing the children was to limit exactly what was to be observed, then to determine the best way of observing it. Since there are many important aspects of behavior that are observable in a group, it was necessary to select one of them arbitrarily. It was determined to investigate patterns of security behavior because of their importance and possible relation to mothers' employment. Since there were no standardized tests
to measure security at ages three to six, it was decided to observe behavior directly, through the method of time sampling. Following Arrington (2), intervals of five minutes were used. On the basis of previous empirical findings and the total time available in each school, twenty of the five minute intervals were used per child. For each child selected to be observed in a school, there were two daily observation periods each morning for ten days, Monday through Friday. The order in which the children were watched was randomly selected by shuffling a set of cards with the children's names on them for each observational series. Thus, it was hoped to account for and minimize observations made during different activities and at different hours of the morning.

In applying the method of time sampling to the study of security behavior, it was first necessary to define exactly what was meant by security, and exactly what variables would be observed.

Following Maslow (13), security was defined as a syndrome of behavior. A syndrome is considered to be a type of organization of interdependent structured group of symptoms. Maslow (12) stated:

Our preliminary definition of a personality syndrome is that it is a structured, organized complex of apparently diverse specificities (behavior, thoughts, impulses to action, perception, etc.) which, however, when studied carefully and
validly are found to have a common unity that may be phrased variously as a similar dynamic meaning, expression, "flavor", function, or purpose. (p. 32).

He defines the security-syndrome as "... the organism's answer to the problem of gaining, losing and keeping the love of others."

He goes on, in his article on psychological security and insecurity (13), to discuss the symptoms of this syndrome, and lists them as motives leading to behavior:

1. The continual desire for security
2. The seeking for security
   a) Attempts to withdraw
   b) Attempts to seek power
   c) Dependent and submissive
   d) Compulsive need for affection, however attained
3. Discouragement reactions at failures of security attempts
4. Revenge reactions - hostility
5. Defense reactions
6. Ameliorative reactions
7. Situational attacks
8. The undermining of self-esteem
9. The conscious realization of loss of love is hidden from himself
10. Insecurity will permeate all his behavior areas

These are symptoms of adults, described in adult terms, and for use in the present study had to be translated for preschool children.

Swift, in a study relating behavioral and Rorschach Measures
of Insecurity in preschool children (19), used the following items on his Teacher Rating Scale:

1. Dependence upon others for attention, approval, support or affection
2. Fear of physical objects, animals, etc.
3. Fear of other children, timidity, and hesitancy in approaching them
4. Incessant worry over trivial or non-existent problems
5. Derogatory and critical attitudes toward other children, their activities or their accomplishments
6. Reaction to criticism, whether just or unjust
7. Reaction to failure
8. Fearfulness and hesitancy in facing a new situation
9. Constant complaints of physical discomfort or disability
10. Withdrawal from the group and solitary play
11. Refusal to comply when asked to perform some task, whether this is a routine or a special request
12. General activity level; restless and hyperactive or listless and inactive
13. Use of capacity
14. Sensitivity to emotional stimulation
15. Responsiveness to emotional stimulation

Prichard and Ojemann (17) studied patterns of behavior in thirty children, ages two and a half and five and a half, in five ten-minute observations in a nursery school, and found six factors differentiated the
children rated secure and insecure by the teachers. These were—

1. Voluntary Withdrawal from the Group.
2. Non-acceptance by group.
4. Crying.
5. Hyperactivity.
6. Apprehensiveness.

They then made up a five point rating scale, using these six items for nursery school teachers to judge children.

The next step in our study was to combine symptoms suggested in the literature into a group of observational variables, which would comprise our security syndrome. This was done and tested on five children for twenty minutes each (four five-minute periods) in the University Nursery School. On the basis of this trial study, items felt to be observable and pertinent were selected. These were:

1. Solitary play. The child plays alone, and is not actually observed withdrawing from group play. (A group here consists of two or more children, including the child observed.)
2. Voluntary Withdrawal from the Group. The child is observed withdrawing from a group, and does not go to play in a more interesting group.
3. Initiation of Physical Aggression. The child physically
strikes or abuses another child, striking the first blow.

4. Initiation of Verbal Aggression. The child initiates insults or verbally drives away or abuses another child.

5. Non-Acceptance by the Group. The child is ignored by the others when he approaches them.

6. Non-Acceptance by the Group. The child is the receiver of physical aggression.

7. Non-Acceptance by the Group. The child is the receiver of verbal aggression.

8. Hyperactivity. The child is more active than the other members of the group observed. He is overactive.

9. Hypo-activity. The child is less active than the other members of the group observed. He is listless and inactive.

10. Bidding for Adult Attention. The child continually appeals for attention, help, praise, etc., when no help is needed, or when the teacher is not talking to the group.

11. Crying. The child cries in a situation which ordinarily does not call for such behavior, e.g., when he is not hurt.

12. Apprehensiveness. The child demonstrates nervous habits, such as thumbsucking, nailbiting, masturbating, pulling constantly at clothes.

13. Apprehensiveness. General body tension is observed in the child as nervousness, tenseness, and fidgeting.
Then during each five-minute period the child was observed, a check was made in the appropriate column each time one of these behaviors occurred. Thus for each one hundred minutes per child, a total number of times each symptom appeared was available.

After the twenty time sample periods were taken for each child in a school, the children were observed for five minute periods on two successive days, and everything they did was recorded. Thus the observer, having seen each child for one hundred and fifteen minutes, was able to fill out cards generally describing each child. The head nursery school teacher was also asked to dictate her impressions of each child to the observer.

At the end of the study at each school, the head teacher, her assistant, and the observer filled out for all the children observed in their school the Rating Scale of Security Behavior devised by Prichard and Ojemann.

Last, examining all the data collected on the children and using her own subjective evaluation of them gained through observation, the observer rated each child high, medium, or low on general security behavior.

Having determined what to do, it was then necessary to select a sample to work with. It had already been decided, by choice of method and availability of subjects, that nursery schools
would be used to observe the children and supply the mother contacts. While the major emphasis was on the investigation of working mothers and their children, it was also important to include some non-working mothers in the sample.

While there are many nursery school and day-care centers in Columbus, not all of them would be useful in the conducting of such a study, nor would all cooperate. Certain minimum standards were set after visiting and examining twelve schools. The Community Chest and Welfare Agency supported schools, though usually very well run, were eliminated because of the low income groups they represented. Here, mothers were literally forced to work, and at low paying, often undesirable, jobs. Furthermore, they would not be comparable at all to the non-working mothers. Thus, private schools, in middle class neighborhoods, and serving upper-lower class and middle class parents were considered. Also, the school had to be fairly well-run, by competent personnel, and have a flexible program, without too many unnatural restrictions and disciplines.

It would have been ideal if working and non-working mothers could have been selected from the same schools. There were very few that had such a population, however, and these were unavailable because they either did not meet the minimum standards set up or would not give permission for the study to
take place in their schools. Therefore, the non-working group of mothers were selected from a part-time church nursery school, open to children of all religions. This school had fine physical facilities, experienced teachers, and student teachers, and on the whole was well-run, with a set but flexible morning program. There were fourteen children in the class chosen, and all were observed over a three week period. No broken homes are represented in this group. The subjects cooperated well with the interviewer. They appeared to be from at least a middle socio-economic class (which would be checked later using the Warner Socio-Economic Scale). However, for the purposes of the study, it was then necessary to attempt selection of other nursery schools with as high a socio-economic level as possible among those that met the standards and would cooperate.

Two other schools were selected, and though they did not appear to match the first school completely, they were the closest match available. Each had a fairly good physical setup with trained head teachers and other help. One had a completely free play morning in the yard when observed for three weeks, and the other had a flexible program. The latter program consisted of free play in the yard until 10 a.m., rest time inside until 10:30, then stories and music until 11 a.m., and free-play indoors and out until lunch. Schools with identical programs could not be had, and so these had to be used.
In these schools, selection of children had to be made, because not all met the requirements. Those with parents in the highest socioeconomic levels in the school, and whose parents were living together were considered. In Nursery School II, twelve mothers filled the requirements, and so were contacted. Two of the children were absent during the observation periods, and so their mothers were not interviewed. One mother was very hesitant, and kept postponing the interview, and finally refused to have one on the grounds of lack of interest and time. That left a sample of nine here. Two of the fathers in the sample were full-time students at a university.

In Nursery School III, there were twelve mothers who met the requirements. Two, when contacted, claimed they had no time for the interview. The third had to take her child out of school, because of her husband's unemployment, which left nine mothers and nine children in this sample. Five of the nine fathers in this group were full-time students at the university.

In Nursery School I there were twelve non-working mothers and two working. In Nursery School II there were nine working mothers. In Nursery School III there were nine working mothers, which made a total of thirty-two children observed, twelve non-working and twenty working mothers interviewed. It was not possible to secure interviews with the fathers. In the case of
non-working mothers interviewed at night the fathers often were busy with chores or the children. Therefore, fathers were not specifically invited, but were considered welcome. Several of the fathers did wish to remain for part of the interview and were accepted.

All of the children were between the ages of three years and eleven months and six years two months, and had attended nursery school at least three months, the majority having at least one year's attendance.

The mothers were contacted first through a letter which described the study in general terms and stated that the interviewer would phone in a few days. An interview was arranged on the follow-up call if the mothers were willing. Out of thirty-eight contacts, thirty-two interviews were arranged. The mothers were all visited in their homes with the exception of one luncheon appointment made at a restaurant for a mother's (non-working) convenience. The interviewer was then able to rate the homes on the basis of Warner's Seven point scale and determine the family's socioeconomic status.

Thus the groundwork was laid for an investigation of how the mother's acceptance or non-acceptance of her roles affects her child's security behavior patterns.
CHAPTER III. QUALITATIVE ANALYSIS OF DATA

The information collected on all of the mothers and children and some observations on this material have been presented in the form of a sketch for each of the thirty two cases, and may be found in the Appendix. On the basis of the information contained in the sketches, certain hypotheses may be formulated.

First, the subjects for the present study were essentially volunteers. Mothers who were very sensitive about themselves and their family lives could refuse to participate, and several did. Also, the standards by which cases were selected were relatively high. Cases from broken homes, homes where the parents lived apart, and homes in financial difficulty were rejected. Only nursery schools which provided a wholesome atmosphere and flexible guidance were chosen. Therefore, the sample observed was not representative of the population of working and non-working mothers of preschool children. The subjects would tend to be more like each other than are the members of the population at large; the range of differences would be less extreme. Because the selective factors operating tend to be stabilizing ones, the result is an essentially normal group of mothers and children, on most of the variables considered. There are no extreme cases included. Therefore, the results are not so dramatic as they might have been. However, they do seem representative of that large "middle" group from which they are drawn.
There were only two children who, in the observer's opinion, were really disturbed enough or insecure enough to require psychological help. Although there were actually nine children judged insecure, this was a relative judgment.

Both of those judged to be in need of help were from homes where the mother did not work. One (case 111) was a girl, four years and eight months old, who appeared high on the security ratings, but was judged otherwise maladjusted. She was retiring and withdrawn, and made no communicative attempts with adults, including her parents. She was a behavior problem for her mother, who was at a loss to know how to handle her. Her father was a busy physician, and her mother was essentially not a domestic woman, who did not enjoy fulfilling or attempting to fulfill the maternal role. The child had two older stepsisters from her mother's first unhappy marriage, of whom she appeared jealous. The parents seemed unable to cope with her or to satisfy her needs directly.

The other case judged in need of help (case 114) was a five-year-old boy who appeared high on the insecurity rating scale. He never played "with" the other children, but watched them, standing off to the side in group play. He had a speech defect which made him difficult to understand, but then he rarely spoke anyway. His mother seemed sincerely affectionate and loving toward him, but in a rather standoffish and unemotional way. He appeared fond of his
two older brothers and several close friends. His father had recently suffered a nervous breakdown and was still in the recuperative stage. He had left his executive position two years ago, and last year returned to work with a friend's construction firm, but was still unable to take part in his own social activities or those of his children. Mother 114 seemed capable of dealing with and accepting this situation, and with the aid of religion, was succeeding in running the family smoothly. However, it is highly possible that the tensions within the home developing for many years and culminating in the father's illness, have been communicated to child 114, and influenced his development. Further and more intensive study of the child might better indicate his present adjustment status and ways of aiding him.

Two other children, both of working mothers, were judged relatively insecure in comparison with the rest of the group. One, subject 304, a girl of four, appeared rather withdrawn, nervous, and sensitive. She tended to be alone, but related well to people when necessary. She constantly protected and took care of her younger sister, who is seriously ill with asthma. She appeared to be a bright child. Her home situation was a difficult one. Her mother, a highly nervous young woman of twenty-two, must work for financial reasons resulting from her younger daughter's illness. She worked also because she was too upset to remain at home in
the poor neighborhood apartment they could afford. She disliked working, yet hated being at home. Because this mother was so young and had a difficult childhood, she did not have the inner resources to cope adequately with her situation, and was impatient and demanding with the child. She recognized her inadequacy but was unable to change. The father, a mechanic, tried to stand by and help the mother where he could, but was really unable to alter the situation.

Child 308 was a boy of three and a half years, who was unable to adjust to nursery school life well. He cried often for his parents, was timid and sensitive, and appeared lost with other children. He was the only child of older parents, born unexpectedly and most welcome to them. They tended to indulge his every whim, and considered some of his shortcomings as lovable. They were devoted to him, but failed to set limits for his behavior or to discipline him, which the nursery school had to do. Therefore, he rejected the nursery school, since he realized he would be removed if he protested enough, and his mother would then stop working (which she really enjoyed).

In each of these four cases, factors in the family can be surmised as possible explanations of the child's behavior. Some of these factors may be related to the mother's working, but her working *per se* does not seem an essential factor.
On the whole, the children of working mothers were rated a little lower on the insecurity scale. But still they were not necessarily rated insecure, perhaps just less secure than the other children. Whether this difference is of statistical significance will be seen in the next chapter. The programs and the attitudes of the teachers in the three schools were different. In the first school, with the children of non-working mothers, a "school" atmosphere was maintained. In the other two schools, for children of working mothers, more of the motherly role was filled. Although actually labeled nursery schools, they were day-care centers. Therefore it is possible that different behaviors on the part of the children were called forth. The day-care centers may have accented the children's insecurity syndromes, and thus the evident differences between the two groups might be greater than if the nursery school atmospheres were matched. Since the mothers who worked had to send their children to day care centers, this lesser security in their children may be considered a result of the mothers' working per se. Still it appeared that the behavior of all but two of the children fell within the range of security and slight insecurity.

The interview itself was fairly well received by most mothers. The slight resistance which was met usually indicated the mother's own insecurity in her role. This was seen in the case of mother
309, who at first hesitated to be interviewed. During the session, she often said she "didn't know" how to do something, or what to do. Her husband was a University student, having returned to school after years away when he operated a night club. They lived in the University GI housing area, and the wife occasionally compared herself to the other students and their wives who read books on child care and took courses in it. She did not do this type of reading and studying and professed she did not know as much about child care as she should.

However, the majority of the mothers were quite friendly and cooperative. Several were hospitable enough to have the interviewer over to lunch before the interview. It was felt that good rapport was established in the majority, perhaps in all, of the cases.

The major emphasis in the interview was on determining the mother's role satisfaction. It was felt that on the whole, most of the mothers, working and non-working, accepted fairly well the parts they had to play, and would not actually want their present situations changed. A varied attitude toward mother's working was expressed. Most mothers seemed to feel that some women could manage both jobs adequately. The majority of non-working mothers felt that they were not capable of doing this, or of doing it well. Most of the working mothers felt that they were. Some, like most of the wives of the students, were working
temporarily and accepting their roles, but felt that they would be happier when they would no longer need to work.

The wives of students were in a unique position in this study, in that not only was their work temporary, but their entire situation was not permanent. Dissatisfaction with work occasionally expressed may have been related to a general hope for change to more desirable living circumstances.

Some mothers felt that they and their children would be best off if they did not work, and for the most part these were non-working mothers. A few of the mothers expressed a sense of guilt or confusion about working. For example, mother 105 felt the need to justify her position by explaining in detail how well cared for and loved her child was, and drew the interviewer into a lengthy conversation on women working. Mother 111 felt she did not want to work, and that it would not be right for her children if she did so. Yet she spent many hours in her room writing, actually doing the equivalent of working, but could not think of herself in that way. When her children interrupted her (rather than go to their full-time maid) she felt they should come first and left her writing. Yet she was annoyed at having to do so, and then easily irritated by the children. This in turn led to guilt feelings and promises to give up writing altogether which she never kept. If she had considered writing as acceptable work, and not merely
"selfish pleasure," she might have had a different picture of the situation.

Mother 301 said she really enjoyed working, but sometimes felt guilty about leaving her child all day.

The check list offered some interesting leads. In all cases the maternal role received first place, yet the interviews indicated that several mothers were at a loss about methods of child care, and received little satisfaction out of daily routine with their children. This supports the idea offered by Kluckhohn (23) of the sentimentality and prestige attached to the maternal role. The mothers here wanted to see themselves in a good light - as good mothers - and were probably sincere in their choices on the check list at the moment they took it.

On the other hand, the working role was given the least satisfying position by all mothers, including mothers who avowedly worked by choice. Yet many of these mothers neglected other activities to work (for example, housework, and leisure activities) and complained to the interviewer of loss of free time. But the fact that they voluntarily chose to work would indicate that work rates at least as high with them in daily life as these other neglected activities. However, some aspects of the prevalent unaccepting general attitude toward mothers who work may have been internalized by these working mothers.
Some clues worthy of follow-up bearing on feminine role satisfaction appeared in the interviews. First, several women mentioned a routine for housework. Those who said they followed such a routine flexibly seemed better satisfied than those who complained of being unable to, for practical or personality reasons. Second, those women who mentioned that they had sufficient energy to carry out their duties, whatever they were, seemed to manage more easily than those who said they were always too tired to do things. What this energy is exactly is unknown, but it would be of interest to see in a study set up for this purpose what part this energy, properly defined, does play.

There were certain differences found between the working and non-working mothers in this study, but the differences within each of the groups themselves seem to be greater and of more significance. First, through sample selection, the two groups differ somewhat as to socioeconomic level and education (to be shown in more detail in the next chapter). Non-working mothers who can afford to send their children to nursery school are, as expected, in a higher social, educational and economic group on the whole than working mothers who send their children to nursery school all day and do not have private help to care for the children as well.

They also differ in the amount of time they have available
to give to church and community activities. All the non-working mothers interviewed were very active in their churches, supporting Kluckhohn's hypothesis that American women are today's culture bearers. They also belonged to more clubs than the working mother, and had more leisure activities, interests and hobbies, as might be expected. Both groups said they spent as much time as possible with their children, sharing their activities. It would be of interest to do a follow-up study to determine the actual amount of time spent together.

The part played by the father was found to differ in the two groups. In the working mothers group, the fathers seemed to take over more of the functions in the area traditionally considered the woman's domain. They appeared willing to do so, and the mothers seemed to appreciate the help. Fathers here shared more in disciplining the children and in training them. Father 202, for example, toilet trained his son, and broke him of the thumb sucking habit. The fathers often dressed the children after the mothers went to work, and put them to bed at night while the mother did the dishes and housework. Also, on Saturday, both mother and father, in many of the homes where the mother worked, cleaned the house together. None of the non-working mothers mentioned so much assistance from the father, or his playing such a direct part in child-raising.
Aside from these differentiating factors, the working mothers in this study do not present a unified group; as opposed to non-working mothers. They varied in their interests, attitudes and personality traits expressed during the interview. The type of impact they had on their children varied from mother to mother. Some belonged to clubs and church groups, others did not because of lack of time or interest. Some enjoyed rearing their children. Others were overwhelmed by them. Housework was a pleasure to some, a chore to some. The attitude toward their work is diverse, and the reasons for working are many. They work (1) because they would like to have money for more material things, (2) because they are too bored or nervous at home, (3) because they love being among people and enjoy doing a certain job, (4) because in working they feel more complete and have a sense of accomplishment, and (5) for many other personal reasons.

It also appeared to the interviewer that no one personality trait or pattern of traits and attitudes could be discerned as descriptive of the working mothers. For example, the trait of nervousness appeared in several mothers (working and non-working) and was recognized by them. In the working mother, this trait was not seen to be related to the fact that the mother worked. These mothers would be nervous if not working, and were nervous when at home, according to their reports. Nervousness was offered
by several as a reason for working, never as a result. As far as personality factors apply in this situation, the ability to adjust to situations, pleasant or unpleasant, seems vital. Also of importance would seem the resources to cope with difficulties and tedium. These personality factors are rather intangible, but can be seen in operation in different cases by the results they produce. Mother 114, for example, appeared to meet her situation and mother 304 did not.

No direct relationships between the child's security or insecurity and specific variables in the working mothers' home as opposed to that of the non-working mother could be found. Examples of this are seen in several ways. First, several mothers, both working and non-working, had very high standards and were over-anxious for their children to behave properly. An example of this is seen in the case of mother 106, who wanted her child to know the difference between right and wrong, and to act accordingly. Her daughter was a very standoffish child, who hesitated to get right in with the other children and play with them. At home she resisted her mother often, and went through periods her mother described as beset with "problems to be solved;" Mother 205 was herself raised in a very strict manner and wanted her children to act well so that other people would like them. She would have liked strict and immediate obedience. She placed many demands
on her children, but was unable to get compliance or to punish disobedience effectively. Nevertheless, her daughter was seen by the interviewer and the nursery school teachers as a secure and well-adjusted child, reflecting the basic love and affection offered in her home. In this case, the mother's demand for perfection was apparently not undesirably reflected in the child's security feelings.

Second, incidence of disagreement between parents on discipline occurred in at least twelve homes, of both working and non-working mothers. Mother 205, discussed above, appeared a rigid and strict person, but did not carry through on her demands. The father was more flexible, and said he did not ask too much of the children, but expected what he did ask to be carried through. He criticized his wife as expecting too much of the children. Mother 108, a librarian not now working, was married late in life and had her first child at the age of forty. She was rather lenient in her treatment of her youngest child, a boy of four and one-half, whereas her husband, a University professor brought up in an autocratic home, tended to be strict and to expect more from the children. Both parents tended to baby their youngest boy. He frequently had temper tantrums, which may be related to this difference in discipline between parents.

Third, there appeared several cases of inconsistency of
home discipline in homes of working and non-working mothers. Mother 309, previously mentioned, seemed unable to consistently and securely carry through her ideas on child raising and had difficulty getting her son to obey her. At nursery school, he listened and obeyed readily, perhaps because there the limits of permitted behaviors were clearly set, and infractions of rules were unemotionally dealt with.

As to the larger question, should mothers of preschool children work, the study does not offer an answer. Where there is a choice, it would appear beneficial for some families for the mother to work. In others, it appears detrimental to family life. Many factors must be taken into consideration, and they depend on the particular family under consideration. Some of these factors, as seen in the present study, are (1) the reasons for the mothers working, (2) the needs she fulfills through her work, (3) her efficiency in the home and her energy level, (4) her husband's willingness to have her work, and his willingness to help her with the children and housework, and more generally (5) her attitude towards work and her role as a working mother.

Work seems to have aided family 201 by making the mother a better satisfied person. She was an energetic and efficient person, and enjoyed her housework, her children, her husband, social activities, and the stimulation of working in her
husband's bakery. When she did not work she was bored and impatient with her children. Her son now is judged to be well adjusted and secure.

On the other hand, mother 302 is looking forward to the day when her husband finishes medical school and she can quit working and stay at home to rear a family. She at present accepts her position, and likes her job, but would much prefer not to work. Her four-year-old daughter seems well adjusted, but is constantly seeking adult attention, and may be showing in this way that she misses her mother. Therefore, when the mother remains at home, the child may not seek adult attention so frequently. In this instance, then, it will be more beneficial for the family when the mother does not have to work.

To clarify the study further, it might be profitable to define what is meant when the terms insecurity and poor adjustment are used. Grossly speaking, the insecurity syndrome has been defined in Chapter II as the appearance of certain symptoms (for example, withdrawal, hypoactivity, etc.). The severity of the insecurity would depend on the occurrence and strength of the symptoms, and also the part they play in the more complex personality patterns of the child. Whether they are isolated or related to other signs of disturbance should be considered. However, occasionally in this study, a child rated secure, since he showed a lack of symptoms,
has been judged otherwise low on general adjustment. It appeared that for him, psychological assistance was necessary.

Behavior patterns of young children would seem more diffuse, less specific, and less symptomatic than those of adults. There has not yet been enough time for children to learn specific patterns that succeed in attaining their goals. This diffuse pattern, when identifiable as not satisfying their needs efficiently and not coping with their immediate social situation, can be described as non-adjustive or non-adaptive behavior.

The significance of this non-adjustive behavior must be determined by taking into account (1) the needs the child has developed, (2) the opportunities afforded him to learn efficient ways of reaching his goals, (3) the types of behavior he has learned and is capable of learning, (4) his present success in dealing with his environment, and (5) the prognosis for his future adjustment if he continues to behave along similar lines. All of these variables must be considered against the background of the culture the child and his family are living in.

Children may show non-adaptive behavior to various degrees and still fall within the range of behavior considered normal. None of the children in this study was judged to exhibit non-adjustive behavior to an extreme degree, although several were judged to be using it enough to warrant psychological assistance.
CHAPTER IV. QUANTITATIVE ANALYSIS OF DATA

A. Description of Sample

Statistical analysis of the data may be helpful in clarifying the picture presented by the qualitative analysis. Some characteristics of the families studied in the three schools are presented in Table I (page 49). An attempt was made to match the groups on as many variables as possible when selecting them. It was evident that in some respects this could not be accomplished. Schools I, II, and III were compared for Mothers' and Fathers' ages by means of a Single Classification Analysis of Variance. The F ratio for the difference between Fathers' ages is significant at the .01 level of confidence, and significant at the .05 level of confidence for the difference between mothers' ages. Therefore, the parents of School I are significantly older than those of Schools II and III. Parents of School II are significantly older than those of School III.

Warner's Index of Status Characteristics (24) was employed to describe the socioeconomic level of the families in this study. The characteristics of House Type, Occupation, Source of Income, and Education were used in computing this index. Each family was rated along a seven point scale (one, the highest rating; seven, the lowest) on each of these characteristics. The rating for each characteristic was then multiplied by its assigned weight, which was: House Type 3, Occupation 4, Source of Income 3, Education 2. These four characteristics were available for all subjects except
those where the father was a full-time University student. The Warner Scale does not consider such cases. Therefore, for the purposes of this study, it was necessary to approximate the ratings for students. The student families were assigned ratings comparable to their future professions. When possible they were rated the same as other subjects in the study matched with them by occupation. For example, engineering students were assigned the total Index score of thirty-two since subject 104, a practicing engineer, had attained such a score.

Below is an example of how subject 104 received a rating of thirty-two:

<table>
<thead>
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<th>Variable</th>
<th>Rating</th>
<th>Weight</th>
</tr>
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<tr>
<td>House Type</td>
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</tr>
<tr>
<td>Occupation</td>
<td>1 x</td>
<td>4 = 4</td>
</tr>
<tr>
<td>Source of Income</td>
<td>4 x</td>
<td>3 = 12</td>
</tr>
<tr>
<td>Education</td>
<td>2 x</td>
<td>2 = 4</td>
</tr>
</tbody>
</table>

:. 12 + 4 + 12 + 4 = 32

Warner then classified this total score according to class (32 falling in the Upper Middle Class). For purposes of the present study, however, only the numerical values were used for comparisons.
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of Children</th>
<th>Mother's Age</th>
<th>Father's Age</th>
<th>Status Index</th>
<th>Religion</th>
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<td>35</td>
<td>24</td>
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<tr>
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<td>4</td>
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<td>33</td>
<td>33</td>
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<td>2</td>
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<td>32</td>
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<tr>
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<td>36</td>
<td>32</td>
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<tr>
<td>*301</td>
<td>1</td>
<td>34</td>
<td>34</td>
<td>47</td>
<td>Methodist</td>
</tr>
<tr>
<td>*302</td>
<td>1</td>
<td>24</td>
<td>24</td>
<td>24**</td>
<td>Catholic</td>
</tr>
<tr>
<td>*303</td>
<td>1</td>
<td>30</td>
<td>28</td>
<td>27**</td>
<td>Baptist</td>
</tr>
<tr>
<td>*304</td>
<td>2</td>
<td>22</td>
<td>26</td>
<td>52</td>
<td>Lutheran</td>
</tr>
<tr>
<td>*305</td>
<td>1</td>
<td>27</td>
<td>28</td>
<td>33</td>
<td>Methodist</td>
</tr>
<tr>
<td>*306</td>
<td>1</td>
<td>26</td>
<td>28</td>
<td>32**</td>
<td>No affiliation</td>
</tr>
<tr>
<td>*307</td>
<td>1</td>
<td>25</td>
<td>26</td>
<td>32**</td>
<td>Lutheran</td>
</tr>
<tr>
<td>*308</td>
<td>1</td>
<td>38</td>
<td>38</td>
<td>33</td>
<td>No affiliation</td>
</tr>
<tr>
<td>*309</td>
<td>2</td>
<td>27</td>
<td>33</td>
<td>38**</td>
<td>Catholic</td>
</tr>
</tbody>
</table>

* Working mothers.
** Fathers are full-time students.
*** Warner's Index of Status Characteristics used to compute socio-economic level.
The mean for the non-working mother families was significantly higher at the .01 level of significance than the mean of the working mother families on Warner's Index of Status Characteristics. This was the case, even though the five non-working mother families, where the father was a full-time student, were rated at their expected rather than present socioeconomic level. Had these five families been excluded, the difference between the two groups would have been even greater.

The size of the families interviewed in School I was significantly larger (P = .007) than the size of families interviewed in Schools II and III. School II had a significantly greater number of children per family than did School III. Since many of the children in Schools II and III had no brothers or sisters, no comparison of ordinal position among siblings is possible between schools.

Examination of Table I shows a greater range of membership in churches among parents in School II and III than in School I. All fourteen parents in School I were members of a Protestant church. In Schools II and III, four parents interviewed had no church alliance, four were Catholic, one Greek Orthodox, and eight had Protestant church membership.

Variables listed in Table I describe the sample. Because of smallness of the sample, these variables were not related to other factors studied.
B. Characteristics of Mothers without Regard to Characteristics of Children

The next series of variables under consideration is the mother's satisfaction with her roles. The relationship of Check List scores to Role Satisfaction Ratings is shown by the F ratios (Table II) obtained from a Simple Analysis of Variance.

<table>
<thead>
<tr>
<th></th>
<th>Mother Role</th>
<th>Wife Role</th>
<th>Housekeeper Role</th>
<th>Independent Person Role</th>
<th>Worker Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>.6984</td>
<td>4.0419*</td>
<td>5.8024**</td>
<td>1.6316</td>
<td>1.8314</td>
</tr>
</tbody>
</table>

* Significant at .05 level.
** Significant at .01 level.

As previously stated in Chapter II, too little information was obtained by the interviewer on Wifely Role Satisfaction, thus the ratings were inconclusive. It is therefore understandable that Wifely Role Satisfaction Ratings do not agree with the Wifely Role Satisfaction Check List Scores. There is agreement between Rating and Check List Scores for Mother, Independent Person, and Worker Role Satisfaction. In the interview, the interviewees readily offered their opinions of housework, and so reticence would not seem to account for Check List-Rating disagreement on the Housekeeping Role. It may be that the women interviewed had different attitudes
toward housekeeping in general (as expressed in the interview) than toward the specific housekeeping chores (as presented in the check list). On the whole, the check list results support Kluckhohn's hypothesis that today housekeeping is regarded negatively by many American women.

The Check List Scores for working and non-working mothers were compared. The U's (Table III) show the differences between the two groups, and the significance of these differences.

<p>| TABLE III |
| DIFFERENCES BETWEEN MEANS OF CHECK LIST SCORES FOR WORKING AND NON-WORKING MOTHERS |
|-----------|-----------------|----------------|-----------------|----------------|</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Mother Role</th>
<th>Wife Role</th>
<th>Housekeeper Role</th>
<th>Independent Person Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>1.69*</td>
<td>-1.77*</td>
<td>0.35</td>
<td>-2.53**</td>
</tr>
</tbody>
</table>

* Significant at the .05 level.
** Significant at the .01 level.
Negative sign indicates working mothers had higher scores.

No significant difference between working and non-working mothers was found for the category of Housekeeper Role Satisfaction on the check list. Working mothers rated themselves higher than non-working mothers did on Wife and Independent Person Satisfaction. The non-working mothers, on the other hand, used their highest scores for Mother and Worker Satisfaction, and rated themselves significantly better satisfied with these two roles than did the working mothers. Explanations for these differences can be
postulated on the basis of the interview material. Working mothers, who chose to work, would understandably have greater feelings of independence. They would feel less "tied-down" to their homes and young children than non-working mothers. On the other hand, non-working mothers, devoting the major portion of their time and interest to their children, would be likely to gain most satisfaction from that role. This satisfaction may occur even to the partial exclusion of the performance and enjoyment of their wifely role. They would then rate themselves lower on Wifely Satisfaction than working mothers. The Work Satisfaction items for the two groups were not identical; thus non-working mothers showed themselves on their scale, better satisfied not working than working mothers did in favor of working on their scale.

C. Mothers' Relationship to Children's Behavior

As stated previously in Chapter II, the interviewer rated each mother on a series of variables. Table IV (page 54) shows the relationship between the mother's ratings on these variables and her child's demonstration of symptoms of insecurity in the time sampling study. Only variables considered pertinent and adequately measured were used. Symptoms that seldom appeared were discarded.

When employing the U-Test (25), the hypothesis is tested that the three groups (mothers rated high on a given variable, or group x;
<table>
<thead>
<tr>
<th>Solitary Play</th>
<th>Mother Satisfaction</th>
<th>Work Satisfaction</th>
<th>Independent Person Satisfaction</th>
<th>Housekeeping Satisfaction</th>
<th>Child Centeredness</th>
<th>Calmness</th>
<th>Flexibility</th>
<th>Activity in Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.02*</td>
<td>.14</td>
<td>.02*</td>
<td>.01**</td>
<td>.01**</td>
<td>.04*</td>
<td>.03*</td>
<td>.01**</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>.09</td>
<td>.10</td>
<td>.12</td>
<td>.05</td>
<td>.06</td>
<td>.10</td>
<td>.21</td>
<td>.15</td>
</tr>
<tr>
<td>Initiator of Physical Aggression</td>
<td>.58</td>
<td>.24</td>
<td>.57</td>
<td>.65</td>
<td>.49</td>
<td>.53</td>
<td>.01**</td>
<td>.40</td>
</tr>
<tr>
<td>Initiator of Verbal Aggression</td>
<td>.50</td>
<td>.42</td>
<td>.67</td>
<td>.27</td>
<td>.29</td>
<td>.81</td>
<td>.43</td>
<td>.19</td>
</tr>
<tr>
<td>Receiver of Physical Aggression</td>
<td>.27</td>
<td>.05*</td>
<td>.69</td>
<td>.34</td>
<td>.16</td>
<td>.45</td>
<td>.59</td>
<td>.17</td>
</tr>
<tr>
<td>Receiver of Verbal Aggression</td>
<td>.26</td>
<td>.09</td>
<td>.21</td>
<td>.30</td>
<td>.24</td>
<td>.16</td>
<td>.22</td>
<td>.33</td>
</tr>
<tr>
<td>Hypo-activity</td>
<td>.08</td>
<td>.25</td>
<td>.15</td>
<td>.11</td>
<td>.37</td>
<td>.17</td>
<td>.12</td>
<td>.13</td>
</tr>
<tr>
<td>Bidding for Adult Attention</td>
<td>.32</td>
<td>.04</td>
<td>.20</td>
<td>.36</td>
<td>.21</td>
<td>.21</td>
<td>.79</td>
<td>.16</td>
</tr>
<tr>
<td>Crying</td>
<td>.19</td>
<td>.43</td>
<td>.24</td>
<td>.23</td>
<td>.02*</td>
<td>.35</td>
<td>.34</td>
<td>.16</td>
</tr>
<tr>
<td>Nervous Habits</td>
<td>.09</td>
<td>.28</td>
<td>.19</td>
<td>.14</td>
<td>.20</td>
<td>.10</td>
<td>.40</td>
<td>.49</td>
</tr>
</tbody>
</table>

* Significant at the .05 level.
** Significant at the .01 level.
mothers rated medium, or group y; mothers rated low, or group z) are equal. When this hypothesis is rejected at the .05 or greater level, the alternative hypothesis, \( x > y > z \), is inferred to be true. The above hypotheses refer to all variables examined except child-centeredness.

Mothers rated high and low on child-centeredness were combined into one group (x) because both extremes are considered psychologically undesirable. Mothers rated medium on child-centeredness composed group y. The hypotheses tested in the case of child-centeredness were that \( x = y \) or alternatively \( x > y \).

When the hypothesis \( x = y = z \) (or \( x = y \)) was accepted for a variable and a symptom, it indicated that the mother's rating on that variable was not related to the occurrence of the symptom in her child. When the alternative hypothesis was accepted, further interpretation was needed.

The hypothesis \( x = y = z \) was accepted in the majority of instances, as seen in Table IV (page 54). The alternative hypothesis was accepted for those relationships between variables significant at the .05 level. The relationships between solitary play and all the mother variables (except Work Satisfaction, which also approached significance at the .14 level) were significant. There is, then, a relationship between solitary play and the mother variables. Children who often play alone tended to
have mothers with low ratings on one or more of the following traits: Housekeeping Satisfaction, Mother Role Satisfaction, Independent Person Satisfaction, flexibility, activity in community affairs, calmness, and child-centeredness.

It is the opinion of the interviewer that excessive solitary play is an undesirable habit or characteristic. It is related in some way to the various undesirable traits of the mother. Exactly how this relationship is formed would be a function of the entire picture of the child's background.

Relationships of other undesirable (undesirable in the interviewer's opinion) traits are:

1. Children whose mothers are dissatisfied doing housework tend to withdraw from group play.
2. Children whose mothers dislike working tend to receive verbal aggression more than children whose mothers enjoy working.
3. Children of less flexible mothers tend to initiate physical aggression more than children of more flexible mothers.
4. Children from highly child-centered homes or homes that were low in child-centeredness tended to cry more frequently than did children who came from homes rated medium in child-centeredness.
The study does not indicate why these particular four relationships should be significant and the other relationships are not.

The relationships between the variable has been demonstrated. On the basis of this study, however, no cause and effect between variables can be assumed.

D. Significance of Differences between Children of Working and Non-working Mothers on Time Sampling Insecurity Differences

The differences between scores for the insecurity symptoms (obtained in the time sampling study) of children of working and non-working mothers were compared. Table V gives the probability of the occurrence of U's (derived by means of the Whitney-Mann U Test) for the two groups of children for each of the symptoms that occurred frequently enough to be tested. The hypothesis that the two groups of children equally displayed the symptoms was confirmed in all the cases, except for the demonstration of nervous habits. The children of non-working mothers showed a significantly greater number of nervous habits than did the children of working mothers. This may be related to the more "school-like" atmosphere of the nursery schools in which the children of non-working mothers were observed. As mentioned in the preceding chapter, the children of working mothers attended schools with a more home-type atmosphere, closely akin to that of day care centers.
### TABLE V

SIGNIFICANCE OF DIFFERENCES ON INSECURITY SYMPTOMS
(_OBSERVED BY TIME-SAMPLING_) BETWEEN CHILDREN
OF WORKING AND NON-WORKING MOTHERS

<table>
<thead>
<tr>
<th>Solitary Play</th>
<th>Withdrawal</th>
<th>Initiator of Physical Aggression</th>
<th>Initiator of Verbal Aggression</th>
<th>Hypoactivity</th>
<th>Bidding for Adult Attention</th>
<th>Crying</th>
<th>Nervous Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>U-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x = -0.08†</td>
<td>1.01</td>
<td>-0.08†</td>
<td>0.00</td>
<td>0.99</td>
<td>0.70</td>
<td>0.14</td>
<td>0.93</td>
</tr>
</tbody>
</table>

* Significant at the .05 level.
† Negative sign indicates a higher incidence of the observed behavior in children of non-working mothers.
E. Significance of Differences between Children of Working and Non-working Mothers on the Insecurity Rating Scale

The children of working and non-working mothers were compared also on Rater 1's (the Observer) Scores on the Insecurity Rating Scale. Table VI gives the differences between the two groups on each of the six variables that compose the scale, and on the total scale score.

<table>
<thead>
<tr>
<th>TABLE VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIGNIFICANCE OF DIFFERENCES BETWEEN CHILDREN OF WORKING AND NON-WORKING MOTHERS ON THE INSECURITY RATING SCALE (INSECURITY RATINGS)</td>
</tr>
<tr>
<td>With-</td>
</tr>
<tr>
<td>drawal</td>
</tr>
<tr>
<td>U-Test</td>
</tr>
</tbody>
</table>

* Significant at the .05 level.  
** Significance at the .01 level.  
+ Negative signs indicate higher scores (less secure) for children of working mothers.

Children of working mothers were rated significantly less secure on the total scale, and higher on the symptoms of Bidding for Adult Attention, and Crying, than were children of non-working mothers.

F. Comparison of Results of the Time Sampling and Insecurity Rating Scale for Children of Working versus Non-working Mothers

The time sampling list of symptoms, aside from nervous habits, failed to differentiate the two groups. The rating scale did differentiate on two variables and on the total score. Children
of working mothers were rated less secure than children of non-working mothers. The two instruments, therefore, do not measure the same thing or give equal differentiation of the population of the two groups. Various reasons for this disagreement are given below under the section on Judges Behavior.

G. Judges Behavior

The rater, using impressions gathered from other behavior than that used in the time samples, may have obtained more evidence of an existing trend, or of a bias. The rater tried not to permit her knowledge of which children had working and which had non-working mothers to influence her judgments. However, it is difficult to say how successful this attempt was.

In each school three judges (the observer, the head teacher and the assistant teacher) rated the children on the Insecurity Scale (See Table VIII). Total scores for each child assigned by Rater 1 were compared with those given by each of the teachers. Table VII gives the Pearson Product-Moment Correlations for these comparisons and the t-scores for their differences.

Raters 2, 6 and 7 tended to rate the same children high and the same children low on the Insecurity Scale as Rater 1. However, Rater 2 judged all children significantly higher on the whole and Rater 6 judged them significantly lower than Rater 1
did. Raters 3, 4 and 5 did not agree with Rater 1. Rater differences in experience, length of acquaintance with the children, and the ability to discriminate among the children may help account for the differences in ratings.
### TABLE VII

**CORRELATION BETWEEN RATER JUDGMENTS AND DIFFERENCES BETWEEN THE MEANS OF THEIR JUDGMENTS ON THE INSECURITY RATINGS**

<table>
<thead>
<tr>
<th>Rater 1* &amp; Rater 2*</th>
<th>Rater 1* &amp; Rater 3*</th>
<th>Rater 1* &amp; Rater 4*</th>
<th>Rater 1* &amp; Rater 5*</th>
<th>Rater 1* &amp; Rater 6*</th>
<th>Rater 1* &amp; Rater 7*</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>r</em></td>
<td>.78***</td>
<td>.46</td>
<td>.36</td>
<td>.21</td>
<td>.72**</td>
</tr>
<tr>
<td><em>t</em></td>
<td>-4.02***</td>
<td>-3.67***</td>
<td>3.53***</td>
<td>1.60</td>
<td>2.39**</td>
</tr>
</tbody>
</table>

**Significant at the .05 level.**

*****Significant at the .01 level.**

### TABLE VIII*

**RATER IDENTIFICATION**

<table>
<thead>
<tr>
<th>Rater</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observer</td>
</tr>
<tr>
<td>2</td>
<td>Head Teacher, School I</td>
</tr>
<tr>
<td>3</td>
<td>Assistant Teacher, School I</td>
</tr>
<tr>
<td>4</td>
<td>Head Teacher, School II</td>
</tr>
<tr>
<td>5</td>
<td>Assistant Teacher, School II</td>
</tr>
<tr>
<td>6</td>
<td>Head Teacher, School III</td>
</tr>
<tr>
<td>7</td>
<td>Assistant Teacher, School III</td>
</tr>
</tbody>
</table>
CHAPTER V. SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to examine and describe personality and behavioral relationships between working mothers and their preschool children and between non-working mothers and their preschool children. The investigation of the relationship of a mother's role satisfaction to her child's security behavior was the major consideration. Thirty-two children were observed in three nursery schools for the presence of insecurity symptoms by the method of time-sampling. The children were also judged on an Insecurity Rating Scale by their teachers and the observer. Twelve non-working and twenty working mothers were interviewed by the observer, who then rated them on the following variables: Satisfaction with their roles (as mother, wife, housekeeper, independent person and worker), Calmness, Flexibility, Child-Centeredness, and Activity in the Community. At the end of the interview, the mothers filled out a family data card and a check list on their various role satisfactions. All the data for each family and the interviewer's interpretation of this material is reported in sketches found in the Appendix.

Two of the mothers in School I and all of the mothers in School II and III were employed. The sample in each school was different for parents' ages, number of children per family,
and socioeconomic level. Parents studied in School I were older, had more children and were in a higher socioeconomic level than parents studied in Schools II and III. An attempt was made to match nursery school programs, teacher quality, and guidance in the three schools. This attempt was reasonably successful in the opinion of the interviewer.

The children of working and non-working mothers were compared on the time-sampling list of insecurity symptoms and on the observer's Insecurity Rating Scale. Working and non-working mothers were compared on their Check List Scores. The relationship of Check List Scores and Role Satisfaction Ratings were examined. The relationship of the children's insecurity symptoms to mother variables was measured.

**Conclusions**

On the basis of all the data, qualitative and quantitative obtained in this study, the following conclusions were reached:

1. No clear-cut behavioral differences between children of working and non-working mothers were found. The symptoms of insecurity observed by the method of time-sampling did not differentiate the two groups of children.

2. The Insecurity Rating Scale filled out by the observer, however, tended to judge the children of working mothers as less secure than the children of non-working mothers.
3. The difference in discrimination between the time-sampling study and the observer's ratings of the children may be due to —
   a) Rater 1's unconscious bias.
   b) Rater 1's being a more "sensitive" instrument than the time-sampling method.

4. On the basis of the sketches, thirty of the thirty-two children were judged to be secure, some more so than the others. Only two children were judged insecure, although two more approached an insecurity rating.

5. The majority of the mothers were satisfied with their roles and tended to rate the roles according to expected cultural standards.
   a) The Mother Role was selected as the most satisfying by all even though many considered it a chore, and said as much during the interview.
   b) The Worker Role was rated least satisfying by the majority of working and non-working mothers, although many of the former indicated in the interview that they preferred to work.

6. Differences between working and non-working mother groups were not as great as differences among the mothers in each group.
a) No definitive differentiation, qualitatively, appeared between working and non-working mothers on any of the personality variables rated.

b) No qualitative difference was found between Mother-Child relationships of working versus non-working mothers.

c) The majority of working and non-working mothers expressed great affection for, and interest in, their children, although many mothers seemed overwhelmed by the task of raising and disciplining them. In many homes confused and inconsistent discipline was reflected in the child's behavior regardless of whether the mother was, or was not, employed. The nursery schools tended not to have these problems in discipline, and were often able to help the parents with home discipline difficulties. The interviewer found that these discipline difficulties were more closely related to the parents' attitudes toward discipline and toward the standards the children were expected to attain than to the factor of maternal employment. In this study, it was not felt that any discipline problems could be clearly and directly related to the mother's working.
7. The interviewer felt that certain descriptions could be more readily applied to working mothers and others to non-working mothers.

a) Working mothers tended to feel more pressed for time than non-working mothers. The fathers in working mother families often helped with much of the housework and child care. Several working mothers expressed feelings of guilt and confusion about their working and providing their children with substitute care all day, but these expressions of guilt did not appear to be reflected in their personality organization as observed by the interviewer.

b) Non-working mothers tended to be more active in community affairs, yet felt more "cooped up" at home than working mothers. Non-working mothers rated themselves less satisfied with their Independent Person Roles than working mothers did, in spite of their greater social and charitable activities outside the home.

8. Solitary play was significantly related to seven of the eight undesirable traits of the mother to at least the .05 level of confidence. It was the only symptom of insecurity consistently related to the mother variables.
Suggested Research

This study attempted to be a descriptive one that might serve as a "pilot study" for further research in the area with which it was concerned. In examining the findings of the present study, some suggestions for further work seem desirable. These are:

1. Further work could be done on the check list to measure its reliability and validity. It could be improved in wording by experts and carefully revised to employ a forced-choice technique derived through more sophisticated statistical means than employed in the present study. It could then be given to large groups of women simultaneously, allowing for larger samples to be studied.

2. The relationship between the various Role Satisfactions and a housework routine could be examined. In the present study, certain comments, such as Mother 209 made, that "Housework doesn't bother me because I follow my schedule," indicated that such a follow-up might be profitable.

3. The relationship between Role Satisfaction and energy levels has also been suggested by various comments of the mothers. One mother stated that she had enough energy to do two jobs at once and would be bored with doing less. Another, not employed, felt tired constantly and could barely keep up with her work at home. Role satisfaction
could be dependent on the mother's living up to, but not beyond, her level of energy.

4. In order to probe more deeply into the attitude of the working mother toward work, a projective technique, such as a specifically designed Sentences Completion Test, might be given to a large group of working mothers.

Sample items could be:

The thing I like most about working is ________.

I would enjoy work more if ________.

If only______.

5. Interviews with working mothers in professional occupations and in the upper middle class would yield data actually more comparable to that obtained for the non-working mothers in the present study and would supplement this study. However, subject contacts would have to be made individually and not through nursery schools, since these mothers do not tend to send their children to school. Since these children would not be in schools and observable in groups, individual study would be necessary, and methods other than observation would be employed. Therefore, this suggested study would not be completely comparable to the present one, but an adjunct to it.
6. A more thorough investigation of the father's attitude toward his wife's working should be undertaken. Husbands of working and non-working mothers should be included in this study.

7. Further investigation of the family life of working mothers whose husbands are full-time university students is suggested. This group appears to be a special case within the working mother group, worthy of separate study.

8. Solitary play was the only insecurity symptom consistently related to undesirable traits of the mother. Further work in this area is suggested to see whether this result can be duplicated. If it can, examination of the relationship of solitary play to other variables not included in the present study would be desirable. Some of these other variables are —

   a) The child's developmental level, as measured by the Gesell Scale.

   b) The child's intelligence level, as measured by a standard test, as that of Psyche Cattell.

   c) Acceptance of the child by his peer group, as measured by a socio-metric technique.

   d) Personality traits not measured in this study; for example, fearfulness, timidity, imagination.
Solitary play could be studied in situations other than nursery school play. It would be of interest to attempt standardization of a play therapy situation measuring insecurity, with emphasis on solitary play, in the preschool child. A projective technique might prove a more sensitive instrument than observation.

Evaluation of Study

This study was undertaken to examine the effects a mother's working would have on her preschool child. According to past evidence in this area and in the area of human behavior in general, it could have been predicted that there would be no one:one relationship between maternal employment and child security. Behavior is not so simply determined ordinarily, and whether a mother works or does not work is but one influencing factor among many upon her child. The results of the present study support this expectation and indicate that there is no simple answer to the question "How does a young child behave when his mother goes to work?" The study does not support the feeling popular among many lay persons that a mother's working necessarily has a detrimental effect on her child, nor the opposite and equally frequently offered one that a mother's being away during the day at a stimulating job necessarily frees her time with her child from frustration.

It would seem that one of the major findings of this study is to indicate, through investigation and collection of data, that the
problem studied is a complex one with many facets, each worthy of further consideration. Some of these variables have been indicated in the present study. When these variables have been investigated further, a more comprehensive picture of the effects of maternal employment on children's behavior will be obtained.
BIBLIOGRAPHY


APPENDIX
Letter to Mothers Requesting Interview

Date

Name
Address

Dear Mrs.______________________:

The mother's place in the home is of special interest to us of the Institute of Child Development and Family Life. We would like to learn all we can about today's American family, and the part its members play.

Your name was suggested to me by ____________ of the ____________ Nursery School as someone with whom I might profitably talk. If you could spare the time, I would like to discuss your opinion of what it means to be a mother today, and how you have gone about raising __________. Our conversation would, of course, be held in strictest confidence, and no names will appear in the study.

I will telephone you in a few days to see if we can arrange a meeting. I would very much appreciate it if you could help us with our project.

Sincerely yours,

Judith Frankel
# TIME SAMPLING WORK SHEET

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INSECURITY RATING SCALE

Voluntary Withdrawal from group
This is indicated by an evident preference for playing alone.
A child who makes very few, if any, attempts to join a group. This does not apply to a child who withdraws from a group to follow some other interest or in response to observable stimuli.
1. Practically never plays with group.
2. Very seldom plays with group.
3. Plays with group as much as alone.
4. Plays with group more often than alone.
5. Plays with group practically all the time.

Non-Acceptance by group
This applies to a child who wants to join a group and tries unsuccessfully to do so. Rejection may be physical or verbal. It does not apply to a child who watches a group at play but makes no overt attempt to join it.
1. Practically never accepted.
2. Accepted very seldom.
3. Accepted as often as not.
4. Accepted most of the time.
5. Accepted practically all of the time.

Bidding for adult attention
This applies to a child who is constantly aware of an adult's presence and who continually appeals to the adult for attention. This may be manifested in such ways as following adult, seeking unnecessary help, appealing for praise and approval, or any other conduct of a similar nature. It does not apply to a child who asks needed help, or who watches the teacher when she is talking to the group or showing them something.
1. Makes bids for attention very often.
2. Makes bids for attention frequently.
3. Makes bids for attention as often as not.
5. Practically never makes bids for attention.

Crying
Frequent crying in situations which do not ordinarily result in such behavior, such as crying at failure to achieve desired results, crying when reprimanded, crying when deprived of material by another child, etc. It does not include crying when the child is hurt.
1. Cries very often.
2. Cries frequently.
3. Cries as often as not.
5. Practically never cries.

Hyperactivity
Behavior indicating restlessness or giving evidence that the child is under tension. It may be manifested by unusually short span of attention, flitting from one activity to another rapidly, frequently speaking more loudly than necessary, etc. Does not apply to shifting of activity when there are no other signs of tension.
1. Hyperactive very often.
2. Hyperactive frequently.
3. Hyperactive as often as not.
4. Hyperactive seldom.
5. Practically never hyperactive.

Apprehensiveness
General state of fearfulness, particularly in new situation. Child approaches new situations in tense or rigid manner. Looks to adult for encouragement or clutches adult when facing new situations. Sometimes evidenced only by the expression of the child and withdrawal from the situation. It does not include situations in which there is an observable cause for fear such as sudden loud noises, danger of falling or being hurt by another child, etc.
1. Apprehensive very often.
2. Apprehensive frequently.
3. Apprehensive as often as not.
4. Not apprehensive often.
5. Practically never apprehensive.
CHECK LIST FOR WORKING MOTHERS

Below are groups of things the modern mother has done or may have to do at some time. For each group, please choose that which you like to do best, and indicate this by writing the number 1 in front of it. Then choose the item you like next best, and write 2 in front of that. Write 3 in front of your third choice, 4 in front of your fourth choice and 5 in front of the thing you like doing least. Please choose for every item, even if you have no real preference for it one way or the other.

After completing all the groups, place a + before every item you really like to do, and an - before those you really dislike doing.

__________ To ride to work each day.
__________ To dress my child.
__________ To belong to organizations.
__________ To keep the house tidy.
__________ To discuss my husband's day with him.

__________ To give time to charities.
__________ To work at my present job.
__________ To cook my husband's favorite dishes.
__________ To feed my child.
__________ To do grocery shopping.

__________ To go visiting.
__________ To keep house in repair, call repairmen.
__________ To play with my child.
__________ To enjoy the same friends my husband does.
__________ To make the salary I am making.

__________ To make and supervise a budget, pay bills and keep accounts.
__________ To be active in church groups.
__________ To associate with my co-workers.
__________ To deal with my child's annoying habits or actions.
__________ To get dressed up for my husband.

__________ To cook meals.
__________ To introduce my husband to new people.
__________ To get my child to do as I say.
__________ To have my present supervisor, or employer.
__________ To have hobbies and leisure time activities.
To plan meals.
To be out of the house during the day at a job.
To show affection toward my husband.
To read to my child.
To make friends and meet people.

To answer my child's questions.
To take care of the laundry.
To spend an afternoon away from home.
To lunch away from home each day.
To entertain my husband's friends and business associates.

To do exactly the type of work I am doing.
To keep abreast of current events.
To do things with my husband.
To do dishes.
To teach my child to get along with other children.

To clean house.
To bath my child.
To read or go to shows.
To discuss my day with my husband.
To consider my present job permanent.

To have free time.
To visit my in-laws.
To consider working permanent.
To buy things for my child.
To sew or mend clothes.

Name
CHECK LIST FOR NON-WORKING MOTHERS

Below are groups of things the modern mother has done or may have to do at some time. For each group, please choose that which you like to do best, and indicate this by writing the number 1 in front of it. Then choose the item you like next best, and write 2 in front of that. Write 3 in front of your third choice, 4 in front of your fourth choice, and 5 in front of the thing you like doing least. Please choose for every item, even if you have no real preference for it one way or the other.

After completing all the groups, place a + before every item you really like to do, and an - before those you really dislike doing.

___________ To ride to work each day.
___________ To dress my child.
___________ To belong to organizations.
___________ To keep the house tidy.
___________ To discuss my husband's day with him.

___________ To give time to charities.
___________ To decide about a job offer.
___________ To cook my husband's favorite dishes.
___________ To feed my child.
___________ To do grocery shopping.

___________ To go visiting.
___________ To keep house in repair, call repairmen.
___________ To play with my child.
___________ To enjoy the same friends my husband does.
___________ To earn some money to help the family finances.

___________ To make and supervise a budget, pay bills and keep accounts.
___________ To be active in church groups.
___________ To associate with co-workers, at a job.
___________ To deal with my child's annoying habits or actions.
___________ To get dressed up for my husband.

___________ To cook meals.
___________ To introduce my husband to new people.
___________ To get my child to do as I say.
___________ To work under a supervisor.
___________ To have hobbies and leisure time activities.

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To plan meals.
To be out of the house during the day at a job.
To show affection toward my husband.
To read to my child.
To make friends and meet people.
To answer my child's questions.
To take care of the laundry.
To spend an afternoon away from home.
To lunch away from home each day.
To entertain my husband's friends and business associates.
To do the type of work I did before my marriage, right now.
To keep abreast of current events.
To do things with my husband.
To do dishes.
To teach my child to get along with other children.
To clean house.
To bath my child.
To read or go to shows.
To discuss my day with my husband.
To consider working at present.
To have free time.
To visit my in-laws.
To consider a permanent job.
To buy things for my child.
To sew or mend clothes.

Name
Mother 101 was interviewed at home after lunch, at which the interviewer was a guest. She appeared quite hospitable and interested in the study. Two of her children were at home during the interview, playing outside and coming in frequently to interrupt. She seemed a little tense with the interviewer and with the children, but that is readily understood in view of the unaccustomed situation.

Her home was in a good suburban neighborhood. It was a new tri-level, most attractive, and custom built by her husband himself. The furniture was inferior to the house in quality and appearance. The home might be permanent for them, depending on the duration of the husband's job.

The husband was a Professor of Civil Engineering at the Ohio State University, the mother a former high school Home Economics teacher. There were three children: two boys, ages six and seven, and a girl (the subject), four years and eight months.

Mother 101 mentioned her husband frequently and offered his opinions on matters. The couple spend most of their recreational time together. Both enjoyed many social gatherings with friends of different groups. In the evening they customarily discuss the day's happenings and then the husband retires early, much to the wife's disappointment. They enjoy building and working on their house.
She does not like to do housework, and has no help. When she taught for one year in a progressive school, she did not like it, and felt inexperienced in handling the job. If she had to go back to work for financial reasons, she would teach. She would not choose to work and keep a home since she felt that though some women could handle both, she couldn't do it as she would like to.

The three children were very closely spaced (not planned), and as a result the mother felt cooped up when they were all young. Now with all three children in schools, she has mornings free and is glad of it. Before she sent her daughter to nursery school, the child would watch TV all morning or else constantly demand that the mother play with her. When the mother described the child's day, not many activities with the mother were mentioned.

She described her child as hot-tempered, upset when teased, but affectionate and determined. The child was seen by the mother as usually obedient. When disobedient the child was spanked or sent to her room. The mother felt she herself was occasionally inconsistent, depending on her mood. She thought this wasn't good since it confused the children.

Toilet training had been an easy process, begun when the child was ready. The child has recently been wetting the bed at night, perhaps from fatigue. She does not eat as well as her
brothers and has definite food preferences which are catered to within reason. She is not forced to eat but has to taste all food served. This child sleeps well at night, but poorly at nap-time, (which didn't seem to bother the mother). She sucks her thumb at bedtime, and this too aroused no strong feelings in the mother.

As she talked of her, this mother seemed pleased with, and proud of, her daughter.

The mother felt a need for activities outside the home, and was active in church groups and the West Side Day Nursery. She said she didn't have much free time and would like more in order to read and enjoy more leisure activities. This mother stressed her enjoyment of her recent freedom.

Child 101 was observed by the interviewer to be very pretty, and have winsome ways. She seemed very pleasant, but stubborn and determined, with a temper which both flared and subsided quickly. She was popular with the children and was protective of a shy child, answering for and taking care of him. She tended to be in a dominant-leadership position in the group. She was rated high on the security scale by all three raters. The head teacher described her as very well adjusted, happy, friendly, popular with the group, able to take care of herself, and having the earmarks of a leader.
Interviewer's Comments

The home atmosphere, according to the interviewer, seemed warm and accepting, even though the mother expressed herself dissatisfied with housework and other duties that kept her at home so closely. The child's spirit and temper are perhaps more understandable in view of her closeness to her two older brothers and her need to stand up to them. Nursery school has probably been a big help to the mother in giving her a sense of freedom and an opportunity to engage in activities for which she seems to feel the need.
**Sketch 102**

Mother 102 was interviewed in her home, a small two-story house which was up for sale. It was located in a good suburb, and was well appointed within. The family was planning to move to a larger home in the same area. The mother appeared to be an energetic woman, with a very ready laugh. She was at ease and seemed to enjoy the interview.

Her husband holds an executive position in her family's business and has a B.A. in Business Administration. The wife taught music in high school for four years before having her four children.

She and her husband discuss many things together and enjoy the same activities. They have enough time together to exchange visits with friends and go on picnics. They enjoy socializing and have many different types of friends, whom she described in economic terms.

Mother 102 recognized that she had a lot of work to do with four children, and did not seem to resent it. However, she said she did not like cleaning or laundry, but liked to cook. Her attitude toward housework seemed one of toleration (doing what had to be done and not expecting to enjoy it).

She had enjoyed teaching music very much, but would not work again except if in financial need. This mother said she
would not want a job where the children had to come home to hired help. She would rather occupy her free time with choirs and charity groups.

The mother was an only child and since she always wanted many children, had planned for her present family of four: two boys, seven and nine years old, and two girls, one year old and five years and four months (the subject.). She believed the family was now complete. She enjoys taking care of and helping her children. They do many things together as a family.

This woman described her daughter as very happy, usually smiling although she has a temper. The daughter fights, but plays well with her brothers, loves the baby, and has many neighborhood friends. The mother feels she has been an easy child to raise, especially when compared with her "roughneck" sons. The girl obeys easily, and rarely needs to be scolded or spanked.

The child was easily toilet-trained, naps and sleeps well. She sucks her thumb at night, but plans to stop since the baby does it too. The mother seemed only slightly concerned with this. She said the child ate little, like any five-year-old, and did not seem worried about this. The mother caters to her daughter's preferences and insists on her tasting all food, although she need not finish it all.

The mother enjoys church activity, and working now and then
with the choir, Cub Scouts, Little Leaguers and several music organizations. She enjoys getting out of the house, but does not have much time now. She is not sure what she would do with more leisure; but perhaps would give more time to charities.

Child 102 was seen by the interviewer to be an active, personable, and popular child, playing in turn with the more popular and dominant children in the group. She has a quick temper, and is a little difficult to manage since she is active and needs guidance often. She takes correction fairly well.

This child was judged highly secure by all raters. The teacher described her as extremely well adjusted, curious, cooperative, well-liked by children, and very alert.

Interviewer's Comments

This family, according to the interviewer, seemed content with its social, financial and interpersonal situation. The mother, particularly, seemed at home with her role. She appeared very easygoing and capable of raising four children with the ability to maintain her individuality. The daughter's exuberance and activity can perhaps be related to being raised with her two older and rougher brothers.
Sketch 103

Mother 103 was interviewed in the afternoon in her own home, a large two-story brick building on the main street in one of the better residential areas in town. She was a lively, garrulous woman, always smiling and pleasant, seeing the best in every situation. She was completely relaxed, and gave the impression that she accepted life as it is, after meeting with some of its problems.

Her husband is a chiropodist, with one office downtown and one in the rear of their house. Since her husband's field is relatively new and not clear-cut in status value, the mother went to great lengths to tell the interviewer of the many years of education and preparation her husband's position entailed. A high school graduate, the interviewee had done secretarial work before marriage. Although she enjoyed it, she would not consider returning except in financial need, because she feels one can not handle both a job and a home well. She feels young children need guidance to teach them right from wrong, which a mother can best provide.

She and her husband find plenty to talk about late in the evening (he works four nights a week), but do not discuss each other's problems to keep from worrying each other. The wife is more demonstrative than her husband, who is not demonstrative
at all. Without being sensitive as she was at first, she has learned through years of marriage to accept her husband's not doing little things for her and his not freely showing affection. So now, she believes her life is uncomplicated.

She and her husband have many friends of different economic backgrounds. They like to visit and play bridge with them. The husband goes to the YMCA Saturdays and Sundays and takes their older son with him.

Mother 103 enjoys cooking, but does not like cleaning or doing the laundry. However, these have to be done regularly, since she likes the house tidy.

They have two sons, ages one and five (the subject), both planned, and they hope for more. The interviewee enjoys taking physical care of a young child. She described her older son as an easy child to handle, very cooperative, trustworthy, reasonable and a follower. He plays well alone and with his brother of whom he shows no jealousy. He rarely needs discipline since he listens to reason well, but when necessary is spanked. He was easily toilet trained at two years; eats, sleeps and naps well. His mother has only good things to say of him.

He sucked his thumb as an infant. This displeased his mother since she herself sucked her thumb as a child and later had to wear braces. The mother reluctantly put medicine on
his thumb before his bedtime for two days when he was a year and a half old, which stopped his sucking.

The mother enjoys doing things she alone profits by and does not feel guilty doing so. She likes to shop, sew, be active in church affairs and in her husband's Professional Wives' Group. The interviewee seems a religious person, and mentioned the church often in her conversation. Her goals are to have more children and to join more social and charitable clubs.

Child 103 appeared to be very pleasant, pliable, calm, and easily managed. He is a follower, and has a special "buddy" with whom he plays constantly.

The head teacher described him as well adjusted and cooperative. Nothing seemed to bother him. He was able to stop what he was doing and obey the teacher readily. In all, he was a pleasure to have in class.

He was rated highly secure by all three raters.

Interviewer's Comments

The mother here is seen as a secure and contented person, whose philosophy is one of acceptance. It would seem that she has at times worked toward this goal of acceptance and succeeded, for example, in relation to a husband painted as stiff and relatively unaffectionate. The mother appears truly calm and relaxed, and this may have relayed itself to her son, who shares these traits.
Sketch 104

Mother 104 was interviewed in the evening in her home, a small, one-story frame house in a good suburban area. The father was present (at his own request), and took part in much of the interview. He fell asleep for half of it, due to fatigue. His wife often looked to him for opinions and approval, and seemed a little uncertain of herself. However, she spoke intelligently and well, and did not appear too uneasy in the interview situation.

The husband is an engineer. The wife was a nurse before marriage, and enjoyed it very much. She tries to keep abreast of nursing, and does volunteer work at the blood bank four times a year. She might consider going back to work when the children are older and in school, since she believes some women can handle both jobs well. She would work both for the money and for the interest provided by the job.

Mother 104 and her husband frequently attend separate meetings of organizations and thus do not have too much time together. They enjoy playing bridge, and visiting with friends. The husband's favorite recreational activity is reading; the wife's is sewing and cooking. The husband teasingly criticized his wife and said her favorite activity was doing what she shouldn't.

The attitude of Mother 104 toward housework seems mixed.
She enjoys cooking (her husband called it "messing in the kitchen"), and would not mind cleaning if it would not have to be done daily. She tolerates washing and dislikes ironing. On the whole, she appears to have a negative attitude toward housework.

Mother 104 has two children, a daughter four years old, and a son five and a half years old (the subject), and desires more. She describes her son as thoughtful, inquisitive and socially unaggressive. His mother questioned his readiness for the first grade. She tries not to put too many demands on him to keep disciplinary situations from arising. Both she and her husband feel that she is the more lenient parent, and she feels she is justifiably so. However, he feels she is too emotional in regard to discipline. Neither mentioned much family activity engaged in together.

Child 104 was easily toilet trained by age sixteen months. He eats well, has no sleeping problems and has almost given up naps. Both parents seem genuinely concerned about his welfare and development.

The mother enjoys many outside activities, such as clubs and church groups. She sews, gardens, plays bridge, and would like to have even more hobbies.

Child 104 was described by the interviewer as being very observant, and wearing an intent expression. He obeyed readily and willingly.
He was rated fairly secure (medium) by all 3 raters.

The head teacher described him as a child who had changed very much in the last year. She regarded him as a happy child, who enjoyed playing alone and with others. He was excellent with tinker toys, but awkward moving and slow. He was a daydreamer, very cooperative and affectionate. She felt he was ready for school, and should start the first grade because of his large size.

**Interviewer's Comments**

This family seems to be one in which the father, with a set of values that he would like the rest of the family to follow, is a dominant force. He appears to be quite a bright person, with intellectual emphasis, and has a desire for efficiency. His wife, on the other hand, does not seem to have as high standards, nor to be as efficient or strict. While she seems to feel her approach is correct, she is also bothered by doubts, as indicated by her seeking her husband's approval during the interview. Both parents seem to question the child's abilities, and reassure themselves when citing his inquisitiveness and manual dexterity. The boy probably is a contrast to his quick thinking father. This seems to disturb the mother since she hastened to assure the interviewer that the boy was not emotionally retarded - just not rapid.
Sketch 105

Mother 105 was interviewed in the evening in her home, a newly built ranch house, constructed by her husband himself, in a good suburban area. She works 32 hours a week as a furniture saleswoman in a large department store downtown. She sends her son to nursery school in the mornings, and has a sitter for a few afternoon hours when neither she nor her husband (a mail clerk with irregular hours) is home.

This forty-two year old mother has a high school education and has been satisfactorily working in her present position for 20 years. She said she enjoyed her work, her co-workers and the idea of working. She plans to continue her employment. Wanting something to do outside of the home when first married, she tried clubs and did not like them. She then turned successfully to selling. The mother stressed that she in no way feels she neglects her five-year-old son, and was much concerned with the question of working mothers. She feels that by organizing their time, working mothers can take as good care of their children as non-working mothers. She brought up the topic spontaneously, and chose to discuss it at length. She seemed concerned with being a good mother, and felt proud of her children.

The mother mentioned several times how happy she and her husband are, and how easygoing and well liked he is. They like
to engage in activities the children can share, such as fishing, picnics, games, and visiting friends. The mother described their friends as being in their "middle-class position," and enjoying the same things they do.

Mother 105 enjoys cooking and cleaning, and has help to do the ironing, which she does not like. She stressed that she does not want to keep her house so spotless that children can't enjoy it, and criticized those who do.

She has two sons, one twenty years old and in college, the other five years (the subject). She said she and her husband wanted both and would have liked more children, but could not have them. She sounded pleased with both, and praised the older boy frequently. This brother seems to take an active interest in the younger boy, and punishes him by spanking him when displeased. He also plays with him a great deal.

The mother described the boy as very energetic, lively, intelligent, and aggressive when angry. She finds him reliable and helpful, and easily managed as long as he is occupied. She therefore always tries to keep him busy with interesting tasks. She occasionally spanks him or punishes him by taking away privileges, especially when he loses his temper. She tries to induce the child to do things by having him think it was his own idea first, since he responds negatively to commands. In other words, he appears easy
to get along with if dealt with on his own terms. He sleeps and eats well except for supper. His poor appetite at supper bothers his brother, whom he idolizes more than his parents. The child was easily toilet trained, and has no undesirable habits other than enuresis. This last may be due, according to his doctor, to his being such an energetic and emotional child, so that when he completely relaxes at night he loses control.

This mother enjoys gardening, working around the house, reading, and going to church in her leisure time. She definitely does not like clubs. In five years her goals are to be in the same house, and do the same things, perhaps with more leisure to do work with youth. She concluded by saying she and her husband are now very content.

Child 105 was observed by the interviewer to be very aggressive on the one hand, and very sympathetic on the other. There is constant aggression in the tone of his voice, even when expressing sympathy. He appears active, rough, difficult to manage, imaginative, and helpful only if approached in the right way. He has a special friend with whom he constantly plays. Child 105 seems completely dependent on his friend although he is the leader of the two.

He was judged fairly secure (high by two and medium by the third) by all three raters.

The head teacher found him to be one of the most difficult
children in the group to handle. She described him as very alert and very bright, but with a short attention span. She felt he has a real zest for living, is very aggressive yet sympathetic. He appeared to the teacher to be a definite leader. He has artistic ability, sometimes making beautiful pictures, but then again at times meaningless ones. She feels he is ready for first grade, and hopes he will not be bored by kindergarten.

Interviewer's Comments

It appears that this child is intellectually advanced, but not emotionally. Raised in an adult home with which he is able to cope intellectually but not emotionally, he has developed certain ways of behaving that force the adults in his home environment to treat him on his own grounds - when they do not, a temper tantrum or aggressive outburst results. His family, on the other hand, seem to handle him as best they can. Nursery school, and a less adult atmosphere, seem to have made an improvement in his behavior, according to the teacher and his mother.

Several adults have authority over him: his mother, father, brother and the sitter. If his mother did not work, she alone would have more direct disciplinary control. This would probably result in less conflict in the boy's mind about what is expected of him, but might be offset by the mother's lack of satisfaction in staying at home. She enjoys her work and seems to get much status and ego
satisfaction from it. She is aware of this, and if she were deprived of her work, this might in some undesirable way be reflected in her attitude toward the child. Since she has worked for 20 years now, her job offers not merely an escape from the child but many positive values, and therefore can be postulated to help rather than hinder her relationships with her child.
Mother 106 was interviewed during the evening in her home, while she ironed part of the time. She seemed most hospitable and cooperative, even anxious to talk about her child and child rearing practices. She stressed that she is in the learning stage and open to suggestion, but nevertheless had many set ideas. She was very talkative and it was easy to communicate with her. The husband was present for part of the interview at his request. They live in an attractive, well-kept two-story frame house in a good suburb.

The husband, thirty-five years old, is an assistant cashier in a large bank. The mother, also thirty-five, held many jobs before marriage, mostly in the advertising field. She liked her work very much, but felt that there was too much pressure in it. She does not want to go back to work, but wants to be home when the children come from school (and even when they are in school). She feels that some women can do both, as her mother did after divorcing her father. However, she questions some of the effects that her mother's employment had upon her childhood. Several times she mentioned various personality conflicts with her mother, but did not go into detail.

Mother 106 and her husband have many interests in common: entertaining, playing golf, taking vacations without the children, and taking the children places. They have many different circles
of friends, but no intimate friends, because the parents find it
more interesting to vary their contacts. The mother said she is
more emotional than her husband, who is of an even temperment,
but he probably shows more affection toward the children than she
does. (The father was observed with his daughter at n.s. at a later
date, and was extremely affectionate to her and the other children,
and seemed genuinely warm towards them.)

Mother 106 was quite explicit in her dislike of all kinds of
housework. She has paid help once a week.

She has two daughters, age two and a half and four and a
half (the subject) both of whom were planned. This completes her
desire for children. The interviewee seemed impatient of doing
little things for the children, and very anxious to have them proper-
ly trained to behave in a desirable manner. She was most
interested in learning what the interviewer considered proper in
child care, and was concerned with principles. The children
seemed to go through a series of stages the mother called problems.
Some of these concerned: (1) toilet training, which was very diffi-
cult; (2) eating "messily"; (3) going to bed promptly; (4) obtaining
desirable relationships between the girls; (5) bed-wetting; and
(6) getting the oldest to mind.

The mother described the oldest girl to be like herself in
many ways, and felt they were likely to clash. She sometimes
found this child to be very sweet and to whine at other times, to catch on quickly, to have good coordination and balance, and to be fairly independent. Both parents felt that the father was more lenient with the children than the mother.

The mother enjoys having outside interests, and stated that she did not want to make the children her entire life. She belongs to many organizations, all of the social service type. With more free time, which she desires, she hopes to write.

Child 106 was seen by the interviewer to be a very quiet child, who engaged mostly in solitary play. Although she did not seem unhappy, she did not laugh often or behave in an uninhibited manner. However, she had transferred from another nursery school which closed down, and was in the observed school for only two and a half months. This child seemed to become a little more friendly in the last days of the observation period.

She was rated as low in security by all three raters.

The head teacher described her as very sweet, cooperative, even-tempered, independent, and well adjusted. She felt she was hard to know and get close to, since she did not communicate much with the children or adults.

Interviewer's Comments

The home atmosphere here seems rather demanding on the mother's part, but not so on the father's. The mother seems
anxious to raise her children "properly," and while presumably seeking guidance, freely expressed strong beliefs to which she obviously adhered. It appeared to the interviewer that raising her children was somewhat of a chore for this mother, one she accepted voluntarily and was sincerely trying successfully to fulfill. Both parents outwardly expressed affection for the children. However, the high standards which Child 106 was expected to live up to at home may possibly have hindered her relationships with the children in the nursery school.
Sketch 107

Mother 107 was interviewed in the afternoon in her own modern two-story wood and brick home, situated in the city on about two acres of land. She was pleasant and hospitable, and enjoyed talking, but, however, was not garrulous. She was rather easygoing or at least tried to be.

The father, thirty-three, is an engineer and General Manager of a large construction company. The mother, also thirty-three, has never worked, but left college when she was married in her senior year and became pregnant. She mentioned an occasional regret for not finishing school, and at having a child so soon after marriage. This resulted in never being really alone with her husband. She stated she did not want to work, except in financial need, since she did not feel a mother could both raise children and do a job well.

She and her husband belong to the country club. They go dancing, play cards and go out to dinner for recreation. They both play golf, although separately, she having learned at his behest. Mother 107 feels that her husband spends too much time golfing on weekends when he should be doing things with the children. She mentioned some sources of disagreement: (1) her husband's strong temper, (2) her husband's fear of calling attention to himself in public which results in not taking the children out for fear
they will misbehave, and (3) her husband's not appearing demonstra-
tive toward the children in public. They have very few close
friends, mainly because of the husband's difficulty in making
friends easily.

The interviewee does not mind cooking, or washing, but dis-
likes ironing and cleaning. She has help twice a week.

There are three children in this family: a girl twelve years,
a boy nine, and a boy five (the subject), the last two planned. She
describes the youngest boy in glowing terms, as always happy (from
time of birth), easy to manage, even tempered, and imaginative.
He plays well with children, and likes crafts. He rarely requires
punishment and has been spanked only once or twice. She feels
that the father is stricter than she is. She said the child eats
and sleeps well, was easily toilet trained and has no habits that
are undesirable. On the whole, she had only praise and affection
for him and occasionally compared him with the older children.
She appeared more critical of the older children.

As to her independent activities, she had joined and held
offices in many clubs in the past. She is now limiting her member-
ship in order to do justice to her home and those clubs in which
she will remain. She likes to sew, read, and garden, and hopes
to utilize more free time in the future doing these things. She
would also like to engage in more of her children's activities.
Child 107 was described by the interviewer as very pleasant, easygoing, happy and even-tempered. He enjoys both quiet and active play.

He was rated highly secure by all three raters.

The head teacher described him as one of the best adjusted in the class. He was a "real boy," cooperative and fair, and had a wonderful disposition. He never became angry but held his own when necessary.

Interviewer's Comments

The picture given to the interviewer of this home is one of warmth and acceptance on the part of the mother, love on the part of the father, but disagreement between parents about principles of discipline and child care. Certain dissatisfactions with the husband and older children are mentioned by the mother. None are mentioned about the younger boy, who seems to be a family "favorite". Any tensions in the home, which can merely be hypothesized from the mother's comments, do not seem reflected in any overt way in the youngest child.
Sketch 108

Mother 108 was interviewed during and after lunch at her own home, a large, old, very well-kept two-story brick building, set off on large landscaped grounds. She was most hospitable and friendly, and seemed to take an active interest in the interview and subjects discussed. She spoke freely, and extremely well, using superior vocabulary and having a beautiful voice.

The father is a professor at Ohio State University in Electrical Engineering and is forty years old. The mother was a librarian at Ohio State University for thirteen years before having her first child after six years of marriage. She is now forty-eight years old. She said that she enjoyed her work thoroughly, but left it easily and completely to have children and to be a homemaker. She enjoys most aspects of housekeeping, and has occasional help. She would not want to return to work now, since she thinks it would not be best for the children. However, she has considered returning to work when they are grown.

Mother 108 and her husband discuss their days. They enjoy entertaining together, exchanging visits, going to plays, musical performances and movies, and taking vacations with the children. Separately, the father likes to repair and build up the house; she loves to garden. The mother feels her husband is much more strict than she is with the children as a result of his own
authoritarian upbringing. The father admits this. They have discussed his strictness and tried unsuccessfully to agree on methods of discipline.

There are three children in the family, all planned. They are a girl of seven years, and two boys, six years and four years, seven months (the subject). The parents tried to have children earlier, but could not. Mother 108 and her husband are quite pleased with their present family.

The mother seems relatively permissive with her youngest, although she has certain standards she tries to maintain. She believes inspanking, in reasoning, and in having child sit on a chair to make him mind. She ignores his occasional temper tantrums. She describes her youngest son as crabby at times, and showing a certain amount of sibling rivalry. She feels he is in a negativistic stage. On the other hand, the mother said he is usually a very sweet, bright, affectionate child. He was easily toilet trained, plays, eats and sleeps well. She enjoys reading to him and being with him.

The interviewee enjoys gardening, sewing, reading, and belonging to organizations and church groups. Her goals are to expand these activities when she has less work to do around the house, that is, when the children get older.

Child 108 was described by the interviewer as an immature
child, with babyish talk and mannerisms. He always appears happy except for brief periods when his wishes are thwarted and then he becomes sullen and cries. He has one special friend, a girl, with whom he plays most. He also enjoys playing with the less "rough" children.

He was rated as highly secure by one rater, medium by another, and low by the third.

The head teacher described him as "just adorable," happy, and cooperative. Occasionally he shows temper. He can be stubborn, often cries, and takes a protective attitude toward his special girl friend.

Interviewer's Comments

There appears to be a difference of opinions in this home about discipline. The mother is more lenient than the father and possibly protects and babies the youngest child, which results in his immature ways. However, it appears to the interviewer that the basic warmth and acceptance offered in this home would over-weigh the disagreement about discipline. This would tend to explain the child's essentially affectionate temperament.

It is also possible to hypothesize that the parents' age at the time of the child's birth may have something to do with his immature attitude. Being older and anxious for children, and
recognizing that he would probably be their last child, they may have tended to keep him as a baby a little longer than necessary.
Sketch 109

Mother 109 was interviewed in the afternoon in her own home, a medium sized well-kept frame house. Her youngest daughter (the subject) kept interrupting the interview, and had to be encouraged to play outside. The mother appeared very intelligent and perceptive and tried to analyze questions to determine the trend of the interview. She was quite hospitable and friendly, and seemed to enjoy the conversation.

The father, a professor of entomology at Ohio State University, is forty-one years old. The mother took her Master's in European History, and studied in Germany before the war. She taught in an American high school and enjoyed it very much. However, she would not want to teach now. She prefers to be at home taking care of the children, which she said took a lot of time. She felt she was becoming more and more domestic and that her previous interest in a career was lessening. She may consider returning to work when the younger child is in high school.

Mother 109 and her husband tend to talk mostly of their respective days and plans. They enjoy plays, music, and camping out with their children. These parents have many friends of different nationalities and creeds whom they have met
through the church and university. The mother feels that she is
more lenient with the children than her husband.

The interviewee enjoys cooking and laundry, but considers
cleaning a "necessary evil" that she herself must do since she has
no help. There are two girls in the family, ages nine; and five
years, two months (the subject). The younger child was adopted
when she was fourteen months old. Whether the older girl was
adopted is unknown to the interviewer. The mother stated that
the younger child came to them able to walk, and that colored
their relationship with her. The mother found that the second
child was more difficult to raise than the first. The younger
child was described as very vivacious, energetic, impulsive, and
friendly. She has a sunny disposition marred only by swift temper
storms which abate quickly. It was difficult to toilet train her even
though the training began at two years of age. The child wet the bed
until she was four. She eats fairly well, but is a problem sleeper.
She has some malformation of the mouth whose correction is
being retarded by thumbsucking. This bothers the mother who
tries not to nag, but to reason the child out of sucking her thumb.

The mother belongs to church and child study groups, and
spends one afternoon a week attending meetings. With more time,
she would like to increase her group activity, her sewing, and
her gardening.
The child was rated as secure by all three raters.

The interviewer described this child as being very active and enjoying a "rough" type of play. She is difficult to handle, and not easily disciplined. She has an aggressive and saucy attitude.

The head teacher described her as an "interesting character," extremely vivacious, happy, friendly, impulsive and very alert. This child has a tremendous zest for living.

Interviewer's Comments

Although the mother felt that the father was more strict, she described the home as a permissive one, with much affection and interest shown in the children. Because of the mother's leniency, the child's natural vivaciousness and energy has been difficult to curb and direct. The nursery school seems to have been of help here, by attempting to have the child adhere to a flexible routine and through fruitful mother-teacher discussions. The parents have a sincere desire to do the best thing for the child's sake, perhaps because she is adopted and so wanted. While she is a difficult child to raise, she does appear secure.
Sketch 110

Mother 110 was interviewed in the evening in her own home, an attractive and new ranch home on a large landscaped lot, outside city limits. The mother is a pediatrician and spoke freely about her many ideas on child care. She appeared secure in her ideas, perhaps because of her professional experiences.

The father, thirty-eight years old, is a circuit engineer. This is the interviewee's second marriage. Her first and childless marriage ended with her husband's death in World War II. There are two children in the family at present, a girl, three and a half, and a boy, four and a half (the subject). The mother feels that at her age, thirty-eight, two children are sufficient. She practices her profession, working set hours at a children's hospital and the school clinics. She does not maintain a private practice, which would be too demanding. While she usually does not work more than twelve or fifteen hours a week, she still considers herself a working mother. She thoroughly enjoys her work and expects to continue.

Mother 110 does not mind cooking or laundering, but dislikes cleaning. She has regular help several times a week for housework and afternoon babysitting. The nursery school has not actually given her more free time, since the family lives out of the school's transportation district and the mother must take the children to and from school daily.
The interviewee and her husband share an interest in flying, music, shows, and concerts. She likes sports, although he has no interest in them. She feels that she was fortunate in marrying her present husband and spoke of him in very pleasant terms. They do not have much time for entertaining now, since they both seem very home and child centered.

She described her son as very cooperative and rather sensitive. He accepts help when he can get it and likes people, although it takes him a while to get to know them. The mother helps him dress (he can do it himself) because she feels he likes help and he will have plenty of time to dress himself throughout life. He eats well, and is served only what he likes in small portions. He took a long time to toilet train because he was irregular. The mother was anxious not to push him, having strong feelings against too early training. He sleeps well at night, and naps during the day when he pleases. He sucks his thumb a great deal and, although this has never bothered the mother before, she does not want to make an issue of it; however, she is afraid it will affect his teeth as he becomes older, and therefore has discussed it with him. He is easily managed and listens readily. This child is disciplined mainly by reasoning and, on rare occasions, by scolding or spanking. Both parents enjoy his company, and try to spend time with him.
At present, the mother enjoys reading and belonging to professional and church organizations in her free time. Her goal is to enjoy the same type of life in five years, with perhaps more free time to expand her leisure activities.

All three raters found child 110 fairly secure (medium by two, high by the third).

He was described by the interviewer as a rather obedient child, easy to manage, imaginative, quite agreeable, but perhaps timid. He seemed liked by the other children, enjoyed quiet play, and felt free to ask for help when he needed it.

The head teacher described the child as very sweet, quiet, lovable, happy and cooperative. He enjoyed parallel play more than group play. He is seen here as a cautious child, slow and particular about all he does. She found him a joy to have in the class since he was always obedient.

Interviewer's Comments

The atmosphere in this home seems to be a very permissive and accepting one, with broad limits to which both parents flexibly adhered. This would seem to fit in well with the child's easy-going and obedient disposition. However, the mother seems a little overprotective toward the child; for example, dressing him, and not letting him play with equipment the other children
did because she felt it dangerous. This overprotection may be reflected in his timidity and cautiousness.

In this case the mother's work seems to yield great satisfaction to both her husband and herself. It also gives her experiences beneficial in raising her own children.
Sketch 111

Mother 111 was met at her home, and then chose to take the interviewer to lunch at a neighborhood restaurant. She lived in a large well-kept old brick house, in a good section of town. The full-time maid stayed with her child during lunch.

Her husband, forty-six years old, is a physician. The mother never had a regular steady job, but had worked her way through three years of college during the depression. She came from a broken home of five children who were supported by their mother after their alcoholic father had left the family. Mother 111 said she had a difficult childhood. She does not want to work now, and does not feel she could both work and take care of her home satisfactorily. However, while she did not consider her hobby of writing as "work," she actually devotes, or attempts to devote, many hours daily to it - and plans to continue this activity. At present she finds it difficult to write at home since the children constantly interrupt. She then gets irritated at the children and in turn feels guilty because she is irritated.

This is her second marriage, her first ending in divorce after the birth of two girls, now seven and ten years old. She was not happy during her first marriage, and centered her entire life around her children. She stated she is now happily married, and is not as dependent on her children, the two girls from her
previous marriage and a girl four years, eight months (the subject) from this marriage. She describes her present husband as intro-versed, not one to express his feelings and ideas. They do not have much time to talk together, since the husband is a busy physician. They discuss books, interior decorating, and the children. These parents are not interested in talking of each other's day, since he is not interested in domestic detail and she knows nothing about medicine. They enjoy the same recreations: playing bridge, exchanging visits, and shopping together. They like being with friends who have similar interests, but do not enjoy going to parties and dances that tend toward rowdiness.

She enjoys cooking. She does not like cleaning or laundry, and has her full-time maid do these chores.

Mother 111 describes her youngest girl as hard to communicate with, who takes punishment hard at the time it is given but, seems to have no permanent affect. When born, the child looked "funny" and had signs of Mongolism, but outgrew them quickly. However, the girl has always been slow in maturing. The mother feels she is immature but not retarded, since she understands quickly. Child 111 enjoys playing by herself, but demands her mother's attention as soon as one of her sisters seems to get the center of the stage. The mother stated that she had a terrible time dividing her attention, since all her daughters demanded it
at the same time. The father has little time for any of the children, but whenever possible, he enjoys cuddling and holding the youngest on his lap. The mother tends to baby her, too. The child was very difficult to toilet train, eats fairly well with no coaxing, naps when she chooses, and occasionally refuses to go to bed before her sisters do. The mother is trying to stop the child from masturbatıng in public by calling her name when she does. This mother does not know if this is right, but had a similar experience with her older girl, and ignoring it had no results.

The mother stressed her own need for leisure activities, and felt she was not "the ideal mother" nor very maternal since she wanted more than just her children to compose her life. Sometimes, the children themselves even bore her. On the other hand, she felt it was good to have other interests since they give the mother something to do when the children leave home. Mother 111 enjoys reading, studying (Philosophy), and belonging to social service, church, and social clubs. Her favorite recreation is creative writing.

Child 111 was seen by the interviewer to be very retiring yet not at all shy, and being protected by the other children. She plays mainly with one boy and is jealous of interference. She does not ordinarily engage in rough play, and when she does, expects praise. Ordinarily, she does not look at or seem to pay any attention to an adult talking to her, but seems to be "daydreaming."
She was rated as fairly insecure by all three raters.

The head teacher describes her as an immature four year old, very quiet, talking little for her age, but loved by all the children who want to take care of her. The teacher felt that the child's mother was not conscientious, since the mother did not bother to take part in children's activities. She was the only mother absent from the school picnic. The child actually needed more attention from her mother.

Interviewer's Comments

Both the teacher and mother felt that the child was in some way a "problem," and in need of help. The teacher felt that more of the mother's attention would be desirable. The mother seemed to have guilt feelings about taking time away from the child to engage in outside activities. She seemed to see herself in a very analytical light, and acknowledged that she did not really know her youngest child, nor know how to handle her. It would seem that she is a difficult child to handle, and with a mother not deeply interested in the daily routine of child care, merely spending more time together would not be necessarily beneficial for either. The father, in this instance, does not seem to reinforce the mother, because of his busy profession and alleged withdrawn personality. He coddles the child and rewards her immaturity. The mother's apparent confusion about
her role and basic inacceptance of it may have been somehow sensed by the child. It may be hypothesized that the child takes advantage of her mother's confusion to gain more attention. The child's immaturity is further reinforced in her successful peer relationships, where she appears loved and protected.
Mother 112 was interviewed in the afternoon in her own home, a small, neat, two-story frame house in a good suburb. The family plans to build a larger home soon on land they have recently bought. The mother appeared to be an analytic person, interested and well read in the psychological and social-service areas. She had recently been ill, and was just now recovering from a series of operations. She was concerned about her loss of energy, since she previously had been a very energetic person. While she likes to do housework, she found she tires too easily, and tries to have weekly help.

Her husband, thirty-one, is a dentist practicing about five years. He is now becoming successfully established. The mother, thirty-three years old, worked as a high school teacher and social worker before and after marriage, and liked both positions very much. She considered herself a career girl when she married at twenty-seven, and had a difficult time adjusting at the start of marriage. She feels she has now successfully made her adjustment, and is very happily domestic. She would not consider working again, but would rather do volunteer social service work once a week.

Mother 112 and her husband enjoy talking to each other about politics, religion, the new home they will build, and their
respective days. They enjoy picnics, sports, swimming, movies, TV, dancing, and doing things with the children. The mother feels that they are equally demonstrative toward the children, and that the husband is a calmer person than she is. He comes home daily for lunch, and tries to play with the children as much as possible in the evenings and weekends.

They have three children: two boys, six years and one and a half, and a girl, five (the subject). Mother 112 described her daughter as an aggressive child and a leader in play. The child is energetic and finds it hard to relax. She has her own ideas, and likes to be her own "boss"; thus, she is occasionally difficult to manage. The mother said that while she herself was trained to teach and believe in the progressive system of education, she is becoming stricter as time goes on. She sets certain limits for the child's behavior, has rules to which she adheres. She always tries to carry out threats of punishment, and believes in spanking. The mother said her husband agrees with her on discipline. The child was easily toilet trained, and eats and sleeps well. She bites her nails, and this mother had spoken to her about it. But that made the nailbiting worse, so it is no longer mentioned. The mother feels this habit is a sign of insecurity, which is not severe enough to worry about.
The mother said she has little free time with three young children, and little energy because of ill health. She does like to read, do art work, belong to a few groups, and just relax when she has the time. This mother feels that she is not active in church work because the church is not progressive enough. She is considering joining the Unitarians in the future. She feels she is religious despite her lack of church membership.

Child 112 was described by the interviewer as being very interested in her younger brother and constantly mentioning him. She is active and plays with the more aggressive children, although she herself is not very aggressive. She appears neither too easy nor too difficult to manage.

She was rated fairly secure by all three raters.

The teacher described her as lovable, very talkative about her family, happy, and alive. The teacher felt that this child possessed a great deal of nervous energy.

Interviewer's Comments

The home atmosphere provided in this family seems warm and accepting. Although the mother stated that she is becoming a stricter disciplinarian, judging by the description of her methods, her discipline still seems quite permissive. That which she labeled "progressive" would really be better labeled "indulgent." However, she is not indulgent. The father seems interested in his home and children, and appears to have compatible interests and ideas.
with the mother. The child seems to have much natural energy and exuberance. It is possible that the rather lengthy period of the mother's inability to supervise her children, as a result of her ill health, did little to curb the child's energy. The child seems to have a little difficulty in completely relaxing. However, the mother mentioned having that same difficulty herself, and was trying to do what she could about it.
Sketch 113

Mother 113 was interviewed in the afternoon in her own home, a small well-kept two-story brick and frame house. She described her feelings rather easily, and said she enjoys her role. She is occasionally bored, but on the whole finds her life very interesting.

Her husband, thirty-two years, is a chemical jobber, just successfully becoming established in his own business. The mother worked as a chemist before marriage, and enjoyed the company of her co-workers and the experience of working with men on a friendly basis very much. She does not want to work while her children are young, but would like to when they go to school. She feels that a part-time job would be ideal, and would prefer a paying job rather than volunteer work. However, since her husband wishes her to, this mother will remain at home.

This is mother 113's second marriage. Her first husband died during their first year of a childless marriage. When he died, she had not planned to remarry, feeling she could not love again. However, now that she is remarried, she said she "found another world of joy," and spoke affectionately of her second husband. They enjoy going to movies, picnicking, playing bridge, and visiting. They go out to dinner at least once a week.

Mother 113 does not like the routine of cooking, but likes cleaning and laundering. She prefers to do her own work rather than direct help.
There are two children in the family, a boy four and a girl five years, five months (the subject). More are desired. The mother described the girl as the "joy of my life," and said the child was just like her father - that is, extroverted and very friendly. The girl loves to meet people and new situations, is quickly at ease; and has a sunny disposition. She is quick emotionally - not deliberate in her actions like her mother. The child's worst habit is nagging, but reasoning with her usually succeeds in disciplining her. The mother felt that she was a little more lenient with the child than the father was. Both enjoy the girl's company, because her enjoyment of things is so contagious. She was easily toilet trained at an early age following the doctor's advice. Later, after the birth of her younger brother, she reverted to diapers. This bothered the doctor, but not the mother, who eventually switched to a more flexible doctor. The child eats well but little, and has always been small in stature. She sleeps well, and has an afternoon rest period. This child really enjoyed nursery school and looks forward to kindergarten.

In her spare time, the mother enjoys reading most of all, belongs to one community group in order to devote proper attention to it, and attends church on Sunday. She has been thinking of what she will do in the near future when she has more
free time because her children will be in school. Since her husband is opposed to her working, she will probably "read her eyes out."

Child 113 is described by the interviewer as a very reasonable, patient, unaggressive and bright child. She enjoys all kinds of play, especially crafts. She is always in contact with others, even when engaged in lone activity. This child was judged very secure by two raters, and medium by one.

The teacher described child 113 as quiet, self-sufficient, independent, cooperative, and happy. The teacher said she talks like a little old lady at times. The child is not as active as some of the others, but enjoys the company of the quieter children whom she leads. The teacher thinks the child is bright, and would do well in school.

**Interviewer's Comments**

The home atmosphere described by the mother sounds like a serene one. The interests of the children are important but do not dominate those of the parents. The mother wants to do something she considers worth while outside the home, such as working, but will not, because of her husband's opposition. Since she is now very busy with the home, this thwarting of her desire does not seem to have a detrimental effect at present, but may increase in importance
as she has more free time. At present, all the warm influences within the home seem to be reflected in the child's friendly and accepting personality.
Sketch 114

Mother 114 was interviewed in her own home, a large new brick ranch house on a small landscaped plot of land. She appeared to be a rather tense person and never looked directly at the interviewer. However, she was very cooperative.

Her husband, forty-three years old, is an accountant, presently employed by a construction company owned by a friend. He had previously held an important executive position in a large firm, but had left two years ago after a nervous breakdown. He did not wish to return to this responsible job last year when seeking work. His wife stated that he now works very hard, and since he must have quiet and restful evenings, she tries to keep the children occupied and from disturbing him. She spends the evenings listening to his troubles and irritations of the day, then they quietly watch TV. For recreation they enjoy dining out, going to the movies, walking, horse back riding and hiking. Since his breakdown, the husband does not like to be in crowds or social groups and as a result the wife has curtailed her social activities (now mostly in the church) to be with him. She described herself as reserved; her husband is more demonstrative and affectionate.

The mother, forty-years old, was trained in business administration in college. She worked for three years as Research Assistant in Rural Sociology at Ohio State University, and liked it
very much. She would not be interested in working now, and feels her place is home with the children.

Mother 114 said she does not mind cooking and likes cleaning. She has organized her laundry to do it rapidly, since she has no help since her husband's illness. There are three children in the family, all boys, ages eleven, eight, and four years, eleven months (the subject). The mother described her youngest as very shy, timid, gentle, and kind. He does not like rough or solitary play. She finds him an easy child to manage, and disciplines him by reason most of the time, depriving him of privileges occasionally, and spanking him rarely. He was easily toilet trained, eats and sleeps well, and has a speech defect called "lazy tongue." His eight-year-old brother also had this defect which was easily corrected with lessons. The same progress is predicted for the younger boy when he enters kindergarten. The mother is occasionally embarrassed when she can not understand him. He sucks his thumb at night and the mother unsuccessfully tried to correct this with band-aids. Now she tries to ignore it.

Mother 114 enjoys the companionship of all the boys, and tries to spend time with them daily. She has religious devotions with them twice daily.

In her leisure time, mother 114 enjoys gardening, taking the boys places, sewing, and work for the church. In the next
five years her goals consist of attaining financial security, having more time for church work and the boy's activities, joining a Garden Club, and taking some Home Extension Courses.

The interviewer described the child as very withdrawn. He was always watching the other children and rarely joined in the play. Each morning he climbed to the top of the jungle gym and stayed there for fifteen to twenty minutes. He rarely spoke, and when he did his speech defect made it difficult to understand him. He had a special girl friend who protected him and answered for him.

He was rated as insecure by all three judges.

The teacher describes him as sweet and lovable. If he is praised his face lights up. She said that he is a watcher, not a joiner. He did not have much security in the group, yet seemed to be secure at home. She found his speech improved from the earlier part of the year.

Interviewer's Comments

The situation in this home seems to be a difficult one because of the father's mental illness. However, it would appear that the mother has handled the problem quite sensibly. She relieved the father of many responsibilities until he was ready to accept them, guided the children without her husband's help, and tried to ease a tense situation through a sense of proportion. Religious
activity and belief seem very important in helping her fill her
difficult role, and she attempts to transmit her religious feeling
to her children. She did seem very reserved, but still expressed
great affection and warmth for her family. The child's extremely
withdrawn behavior may be related to the family situation described;
but it would be difficult to say exactly how. Also, the emphasis
the mother places on being gentle and kind may be reflected in
the child's complete unaggressiveness and his lack of desire to
compete with more aggressive and rough children. It appears
to the observer that some psychological assistance or therapy
would benefit the child.
Mother 201 was interviewed late in the afternoon in her own home, an old well-kept two-story frame house, located in a fair section of the city. She was very pleasant and eager to please. She was not well groomed, although she was neat. Her grammar was poor, and as she talked, she stressed liking and understanding people.

Her husband, forty-eight years old, and European born, is a baker and has his own shop in their neighborhood. The mother, forty-one, works in their shop thirty to forty hours a week, selling and baking. She works because she enjoys meeting people, and does not have many household duties to keep her at home. She does not work for financial reasons, since the family is financially secure. She said she felt cooped up when she did not work. It was her opinion that "one could do two jobs well if one had the drive and energy."

The mother enjoys cooking very much, and always prepares special dishes for her family. She likes to do the laundry, and keeps up to date by doing a little each day before going to work. She does not mind cleaning, but can not do heavy work since her operation last year. She, therefore, has a weekly cleaning woman.

Mother 201 and her husband enjoy discussing the children,
their business, their plans, and the daily news. They both enjoy family activities. Each Sunday the entire family goes to the Hall of the Macedonian group for various social affairs. Most of the family's social activity is centered around this group. The wife described her husband as having a nice personality and being liked by everyone. She enjoys introducing him to people, and spoke of him affectionately.

They have three boys, ages fifteen, fourteen, and six years (the subject), all planned, and would have liked more but can not have them. The mother enjoyed taking physical care of the children when they were young. Now that she is working she is less irritable with them and likes to take them more places than when she did not work. According to the mother, the father enjoys holding the youngest on his lap "for hours" in the evening.

She described the youngest boy as very sweet and affectionate, gentle, dependable, independent, and friendly. He is easy to manage and to discipline. He has a temper which she ignores and thus it passes quickly. The mother believes in teaching right from wrong, but not having the child just do everything she said. She wants him to have a personality of his own.

The mother had no difficulty toilet training the boy, but had started a little before he was ready. It, therefore, took quite a while. He eats and sleeps well, and used to suck his
blanket. He stopped the latter habit by himself when he had a cold. His mother had never mentioned it to him since she felt it gave him comfort.

The interviewer found him to be a friendly child, who played well and hard with older boys. He is gentle with the younger children, and has a tendency to protect the underdog. He seems to take punishment well. He was rated as very secure by all three raters.

The head teacher said she "can do a lot with him," since he minds well and is bright. He is liked by all the children and is truthful.

Interviewer's Comments

The family seems quite satisfied with its present position and way of life. This contentment seems to be reflected in the child's apparently well-adjusted behavior. Both parents seem to accept the mother's dual role without many misgivings. The mother herself enjoys both roles, and does not neglect either, nor feels pressed for time to enjoy and accomplish both fully. According to her own evaluation, she would be bored and irritable if she did not work. It can thus be hypothesized that the child, receiving good attention in the nursery school, is benefiting from his mother's satisfaction in working.
Sketch 202

Mother 202 was interviewed in the evening in her apartment, situated in a small apartment building area in a fair neighborhood. She was a thin, goodlooking young woman, conscious of her own and her children's appearances, almost girlish in her manner. She spoke freely, and used colloquial language. Her husband was working that evening to earn extra money for a Florida vacation. His name was frequently mentioned, and he seemed the dominant member of the family.

The father, twenty-eight years old, is in his third year of engineering at night school and works as an Assistant Production Manager for a small, growing firm. He seems to have good prospects for advancement in the company. This husband and wife enjoy talking of their respective days, their children, their plans, and stock car racing. The wife said her husband liked everybody, while she liked only hard-working people. Thus, their taste in friends was different.

The mother works a full week and enjoys her secretarial work. She went to work to save money for a home of their own. Even though the husband's salary is adequate it is not enough to buy a home. She plans to leave work permanently next year if they should have enough money saved for their own home. She can then be home when the older boy comes from school. She would like to stay at home, and have time to do things without hurryi
Mother 202 does not like cooking, but likes to clean and iron. She is looking forward to being able to do her housework in a less hurried way in the future.

This mother enjoys swimming, dancing, seeing floor shows, going to movies, drinking, spending an evening with her friends, and belonging to social clubs. However, she has little time for any of these activities at present, and looks forward to the time when she can stop work and do these things.

Parents 202 have two boys, ages four and five (the subject), both planned. They had hoped to have more, but now think two are enough to care for properly. The mother described her older son as manageable, dependable, and likable. He appears jealous of his younger brother. The mother said he is very moody and determined like his father. The boy is the "apple of his father's eye," and they spend much time together when the father is not working so much. The mother likes to spend time with the children after work. Even though she would occasionally like to go out to dinner with "the girls," she goes home instead.

The mother said the boy does not obey her readily because she does not carry through on either her requests or her punishments. The father does, and is obeyed readily. The child is amenable to reason, and is punished by spanking and loss of privileges. He was easily toilet trained by the father at fifteen months. The child sleeps well, and eats well sporadically. Since
the doctor said he is healthy, the mother does not worry about
his poor eating habits and does not force him to eat. The father
tries to force the child to eat, causing the boy to gag. The
child eats better in nursery school than at home. He used to
suck his thumb, but was scolded and punished by his father
until the habit was broken. The interviewer described child 202
as rather sullen, though not very aggressive, and over-shadowed
by his younger brother. Child 202 cried rather easily. He was
not a rough player, and often played after, not with, the others.
He did not seem to be a deep part of the group.

He was described by the teacher as friendly with the group.
He never had trouble, was glad to work, and never became angry
with his younger brother who is given to fighting and making bids
for attention.

He was judged very secure by two raters and insecure by one.

Interviewer's Comments

It was rather difficult for the interviewer to describe the
atmosphere of this home, since the father seemed to play such
an important role (and yet was not present at the interview).
From his wife's perception of him, he is very interested in the
children, and the older child especially. This father has some
strong ideas about child care and he seems to be practicing
them successfully. However, he appears a little strict from his
wife's description, and it seems as if his son has to "toe the 
mark" to get the father's complete approval. This may explain 
the child's ready obedience at nursery school, and lack of 
obedience to his mother in whose love he feels secure. The mother 
seems to have given up rather readily some maternal duties, such 
as toilet training. The child may consider this a lack of interest 
in himself and sees no necessity for pleasing her. It appeared 
to the interviewer that the child was obedient - but was under a 
strain being so, as judged from his continually unhappy countenance.

It is questionable whether the mother will resume all the 
usually accepted maternal functions when she ceases work, since 
she does not appear to miss them. Whether the father's in-
fluence will diminish when the mother does not work is in doubt. 
While the mother is looking forward to not working, she is doing 
so to have more free time and not necessarily for domestic 
reasons. It would be of interest to see if she would be satisfied 
doing just what she is doing now, but at a slower pace (without 
the extra stimulation of work).
Sketch 203

Mother 203 was interviewed in her own home, a medium sized, old brick house in poor repair. She and her husband had recently bought it, and were slowly repairing it. The mother was an overweight young woman of twenty-six. She was finishing her housecleaning when interviewed and so was not neatly dressed. However, all three children at nursery school usually are not carefully dressed either. The mother was a quick and bright talker. She seemed dependent on her husband when he was at home to help with the house and children.

The husband, twenty-eight years old, is a drug salesman and travels for his company. He completed three years of college, as did the wife. In the evenings, they discuss general topics, since they have no real common work interests. They enjoy leaving the house once every other week to go to the movies, drink a few beers, and to visit. She did not discuss or describe her husband in any way. The nursery school teacher, however, said that there had recently been marital discord in the family and a divorce had been discussed, but that they had seemed able to solve their problems and to continue to live together. Since the mother in no way discussed or confirmed this, it must be considered merely hearsay.
The wife enjoys doing secretarial work in accounting. She plans to finish college, majoring in accounting, and then possibly work at home. She wants to stop work next year when they will have enough money saved for house repairs and debts. The mother gave her reason for working as financial and said she feels her place is in the home. However, she seemed doubtful about wanting to just stay home. She likes both work and home, but does not want a "steady diet" of either. Her attitude as to her role appeared confused.

Mother 203 said she likes to cook, but does not have the time to enjoy and do it correctly. She "detests" cleaning, and does not like to do the laundry. She said she feels as if she is always ironing.

She has three young children, a girl three years, and two boys, four and five (the subject). Since she and her husband are Catholic, the children were not planned. She prefers not to have more children, but will take no steps to bring this about. The children seem too difficult for this mother to handle, and she finds it hard to discipline and raise them.

She finds the oldest boy, the subject, the easiest of the three to manage. He is a help to her, although he listens more attentively to others than to her. The mother described him as not mindful of her, nor cooperative. He whines much, but
can be reasoned with. He is a bright child who gets along well with friends. She said he has an "average" personality, and eats and sleeps well. He spontaneously toilet trained himself at two, since the mother found it too difficult to train him. She does not seem to derive much pleasure from him, although she is aware others (such as the nursery school teacher) do.

He was rated low on security by one rater and medium by the other two.

He was described by the interviewer as a watche r and a worrier. He tells other children of the rules and takes good care of his younger sister. He plays well alone. The teacher described him as helpful, sweet, no trouble and a watche r.

**Interviewer's Comments**

While it is difficult to assess the home climate here because the mother did not freely discuss her marital relationship with the interviewer, there are indications that there is strain in the home. The mother seems unable to manage the children and is inconsistent in her attitude toward them. She appears confused about what she really wants to do. She depends on the oldest child a great deal to care for the younger children. She readily relegates her responsibilities to others - the oldest child, the father and the nursery school teacher. This family responsibility at such an early age may be a partial explanation
for the child's constant worrying and inhibited manner. Until the mother has a clearer picture of her own attitudes and goals (and how to achieve them), her not working would not necessarily be desirable. Since she receives little satisfaction from her daily contacts with her children, more time spent with them in her present frame of mind might have more undesirable than desirable effects.
Mother 204 was interviewed in the evening in her own home, a small, new, one story-frame house in an attractive development. The father was present at the interview, and the mother seemed most dependent on him for opinions. She was highly nervous and insecure about her maternal role and her success as a mother. This was seen in her comment that she "was not a good mother because she did not read books on child care!"

The husband, thirty-three years old, is an analyst in Production Development (metallurgy). He studied for thirty months at a correspondence school. The wife, thirty-four, is of French birth and works in the mathematical department of a large concern. She likes her present job very much when she is busy. She does not enjoy doing nothing, or talking to co-workers. She said at first that she works for financial reasons (to buy extras), but later added that she was so nervous and bored when not working that she had to return to work. She dislikes housework.

Mother 204 and her husband enjoy a quiet evening at home, talking little. They do not entertain or visit friends much. They like to go picnicking and ride with their son. They do not belong to any groups or church. The mother seemed very home-and
husband-centered. The parents' goals are for both of them to continue working. They prefer a small family.

Parents 204 have one son, five years nine months (the subject) who appears to be the center of their lives. The mother described him as an active and bright child. He plays successfully with children three and four years older than himself. He minds his father but not his mother, who has to resort to the father to get obedience. She mostly uses reason, and an occasional spanking. Both parents try to spend much time with the boy. Toilet training was begun at eight months (which the parents said was too early), and resulted in difficulties. If the child occasionally resists the mother's attempts to put him to bed, the father will take over. The child eats poorly at home, and the mother is worried. She tried coaxing and forcing him to eat, but it did not work. Now, on the doctor's advice, she lets him eat as he wishes, and tries not to worry. She said he eats well at school.

Child 204 was judged to be of medium security by one rater, and low by two.

The interviewer described him as a very handsome boy, popular with older and younger children. He seems to enjoy both solitary and group play. The child appears easygoing, not readily upset, and rather obedient.
The teacher described him as a "cute little devil," helpful and well liked by the children. He has been much easier to handle since his grandmother left. He had been cared for by his French grandmother before attending nursery school, and did not understand her French. As a consequence, he was a trial to her, and became accustomed to no routine. He quickly learned the limits set by the nursery school, and seems content there.

Interviewer's Comments

The atmosphere in this home is one of warmth and devotion toward the child, who is the center of interest. The mother seems to feel inadequate in her role, and the father seems pleased to be called on for assistance. The father is lenient, yet not to the point of indulgence. The child seems to recognize and adhere to limits when reasonably and firmly set. When there is no firm and secure administrator in charge, as in the case of his mother and grandmother, he takes full advantage of the situation. It would actually appear that he perceives the situation as it exists and reacts unconsciously to it.

The mother seems to derive much satisfaction from working, and feel more adequate as a worker than as a mother. It could be hypothesized that if she stopped work, she would
once again become, as by her own description, nervous. Since the child appears perceptive, he would probably take advantage of the situation, and deepen his mother's own inadequate maternal feelings. Work, in this case, appears profitable to both mother and child.
Sketch 205

Mother 205 was interviewed in her own home, a small two-story house, in a fair neighborhood. The husband was present at the interview. Both parents felt free to express their opinions, which were divergent at times.

The husband, thirty years old, had one year of college, and is now a Production Control Coordinator for a large concern. The wife, also thirty, was a typist for that same concern, and liked her job but not her supervisor. She plans to continue as long as she can, although her husband does not want her to work because he feels the children are a full-time job. She originally went to work for financial reasons and "to get out of the house." She was too upset in only taking care of the children, while at the same time worrying about lack of money. She feels nursery school has been very beneficial for the children.

She and her husband talk about their many common interests. They like to bowl, fish, go to ball games, picnics, play cards with friends. She described these friends as ordinary working people similar to themselves. The parents try to take the children wherever they go, and spend much time with them.

The mother likes all aspects of housework, but likes to work uninterruptedly, doing a thoroughly complete job. She is dissatisfied when she is interrupted, and when she can not do the work as she feels that it should be done.
Her goals are to keep on working, and to join PTA and Scout Mothers. She has no interest in civic organizations. She belongs to no organizations at present because of lack of time and money.

There are two children in the family, a girl (the subject) and a boy, twins, age five and a half. They feel that their family is complete and that they can adequately take care of only two. The mother came from a large family of eighteen children. It was a strict home atmosphere and offered little love. The father felt that his parents favored his younger brother (and still do), and does not want to repeat his parents mistakes.

The mother described the girl as very good, although the child goes through difficult stages to get attention. She fights with her brother and is jealous of him, but gets along well with friends. She keeps clean and well dressed, and likes dolls and clothes. She sleeps and eats well. When younger, the child was a poor eater, but the doctor told the mother not to bother forcing her to eat. Since then she is eating better. The mother began seating the child on the potty at three months of age, because the mother felt it necessary to train twins early. However, the child was not toilet trained until seventeen months of age. She is obedient, and rapidly responds to punishment (deprivation of toys, scolding or spanking).

The parents seem to disagree on discipline. The father
says he gets more respect and obedience than the mother because he does not expect as much. However, he does enforce his demands. He claims the mother expects too much and loses the attention of the children by "hollering" at them frequently. The mother reasons she is stricter and wants immediate obedience, because she herself had to obey as a child. Nevertheless, she wants her children to do what is correct so other people will love them.

The interviewer found child 205 to be a pretty blond, who played mostly with one girl, and followed this girl's leadership. The subject mostly enjoyed doll play, but volunteered to help with the nursery school housework.

All three raters judged her secure.

The teacher said she is kind, thoughtful, very generous with her things, very helpful and trustworthy.

**Interviewer's Comments**

There seems to be a great deal of concern for the welfare and care of the children in this home. Both parents seem anxious to do what is right, and seem to let their concern override their actual enjoyment of the children. The disagreement about discipline policies between parents is probably not as severe as it could be, since the mother does not enforce her rules. She is merely dismayed by their failure. The basic concern and love
for the children seems reflected in the girl's outgoing and friendly personality expressed at school.

The mother seems to be a rather demanding perfectionist. Work enables her to utilize and satisfy these traits, while housework and child care do not. If she were to remain at home, it would appear that she might be frustrated by her "non-routinized" children. This might result in a less consistent and calm home atmosphere than provided by the nursery school.
Sketch 206

Mother 206 was interviewed in her own home, a new small, brick ranch home in a new development in a fair section of town. She appeared extremely nervous during the interview, and had the habit of rolling her eyes and pinching her arm. She said that she did not want to talk about herself, yet did so at the least provocation. She constantly compared herself as a child and as an adult with her children.

The father, thirty-one years old, is employed as an assistant bookkeeper. He graduated from high school. The mother, thirty-six, does office work. She finished business school. She likes her job when she is busy. She does general office work in order to be free to take off a day if the children need her. This mother could not do this in her previous job of bookkeeping. On her doctor's advice, because she was so nervous and fanatic about her housework, she returned to work after three years at home. She plans to stop working next year, to take part in activities with the children.

Mother 206 and her husband always have things about which to talk, that is, their work, his interest in the Junior Chamber of Commerce, their plans, the children. They enjoy visiting, participating in sports, playing poker and being with friends (people
similar to themselves and in their income bracket). She did not talk much of her husband, but stated he was moody and suffered from stomach ulcers.

She belongs to the PTA and JC wives, but is not active because of lack of time. She does not want to join many other clubs since she feels uncomfortable in approaching new people.

They have two children, a boy seven and a girl five years old (the subject). She described the girl as affectionate, "ornery," and aggressive. The child begs when she can not get what she wants. When the child has temper tantrums she is put in her own room. The mother said her daughter has a good memory and enjoys singing and dancing. The child was helped socially by the nursery school. The mother feels that the child is cute, not pretty, and tells her this to prevent her from becoming vain. The mother feels that if the child is occupied she does not get into trouble, but at times finds it easier to do housework alone than to enlist the child's help. The girl was easily toilet trained. She used to eat exceptionally well until she had her tonsils removed. She does not eat as well now, but is compelled to sit at the table until she has finished her meal. The child goes to bed easily if tired, and has to be persuaded if she is not. She put all her fingers in her mouth last year as a habit. As a result, her hand was slapped until she stopped.
Two raters judged child 206 as insecure, one as fairly secure.

The subject was described by the interviewer as a very pretty blond child. She played mostly with one girl and led her. However, child 206 occasionally played with her brother, and played boys' games, as well as her favorite game of dolls. She often kept an object, such as a handkerchief, in her mouth for ten to fifteen minutes at a time.

The teacher described her as a sweet, cute child who received much attention. She was helpful and affectionate.

Interviewer's Comments

There seems to be a genuine concern and love shown for the children in this home, which reflects itself in the girl's affectionate attitude toward others. There is an indication of tension in the home in the form of the mother's nervousness and the father's moodiness. The teachers felt this influenced the child's behavior, but the interviewer did not. No consistent pattern of discipline appeared in the home. This fact may in some way be related to the child's having temper tantrums at home, but never at school, where there are definite limits set.

The mother went to work because she became too nervous while merely staying at home. She now plans to quit work soon, but does not indicate how she will cope with her nervousness. In
fact, she did not seem to consider it at all. However, it is possible that the demands of school age children will be less taxing on her than were those of infants. If this is not so, and if she does not find some activity to replace work and its satisfactions, difficulties may be predicted.
Mother 207 was interviewed in her own home, a small, one-story, frame house in a large new development in a fair section of the city. She tried to be cooperative, but was reluctant to talk of many personal subjects. She was very analytical, and took much time to complete the Check List.

The husband, a thirty-year-old engineer, has his Master's in Zoology, and is now in his second year of night Law School. The mother, twenty-nine, is dissatisfied with her job as IBM key punch operator. Her work strains her eyes, and is tiring and demanding. In addition, she dislikes her supervisor. However, this mother does not plan to change jobs, since she feels there would be dissatisfactions on any job. She went to work for financial reasons two years ago, in order to buy a new car and help her husband through school. She plans to quit working when her husband graduates, but with all three children in school, she wondered how she will feel about all her leisure time.

Mother 207 was sensitive about speaking of her husband, and became very upset when the interviewer mentioned him. She made a critical joke about him when he served coffee to her and the interviewer during the interview (at which he was not present). She and her husband like to swim, go to movies with their children, and play cards.
She dislikes cooking, and so the husband does most of it. She does not mind cleaning, but has no time to do it properly. Since she has a washer and dryer, she does not mind washing, but does dislike ironing. She has no help, and prefers to do her own work.

There are three children in the family, a girl seven years old, and two boys, seven and five years (the subject). The mother described her youngest as very cheerful, easy going, and friendly. He occasionally misbehaves and is punished by having a privilege taken away or, more rarely, is spanked for some serious misdemeanor. She appeared quite strict with all three children during the interview. She does not have much time to spend with them during the week but tries to go somewhere with them on the weekend.

The subject goes to sleep easily at night, because he is tired and takes no nap. However, he wakes up often during the night because of nightmares about monsters. Keeping the light on seems to prevent this. She began unsuccessfully toilet training him at eighteen months, having learned from experience with her first two children not to begin earlier. She felt by two and a half he was old enough to be trained and spanked him until he was trained. He ate well until this year, and now "piddles" with his evening meal. He is not allowed to leave the table or have cookies before
bedtime if he has not finished dinner. She was doing what she felt was best for him although he is not aware of this.

This mother enjoys sewing and crocheting in her leisure time. She belongs to a student lawyer's wives group and church group, but has no time to be active in either. She used to like to be with people, but now after a day's work with gossiping women, she prefers to be alone with her family. Her goal in five years from now is to stop working, engage more in the children's activities, join more organizations, clean house more thoroughly, have time to sew and crochet.

The interviewer described child 207 as being self-sufficient, enjoying solitary and group play, occasionally daydreaming, taking punishment fairly well, and getting along well with other children.

He was judged as medium on security by two raters and low by the third.

The head teacher described him as fairly well adjusted. He is no trouble, but offers so many reasons for doing things she sometimes becomes angry with him.

**Interviewer's Comments**

The mother here appeared dissatisfied with her role. She did not like anything about her job, and it had "soured" her on people. It took so much of her time, she did not have enough to enjoy working around the house, or to participate in activities
with the children. It is a question whether she would enjoy socializing again, housework, and the children, when she stops work. She seemed to feel she would, but might still be bored. However, she hopes to join organizations which might occupy her time then.

The interviewer tentatively hypothesized that perhaps her reluctance to discuss her husband and her work dissatisfaction might be related to her husband's constant changing of professions. This changing requires his going to school, her working, and leading a continuously "temporary" life. There may be some basic instability in the husband that leads him to such drastic shifts in occupation.

The child was judged as low on security by the interviewer, although he has no severe obvious behavior problems. This rating was due to his attitude of not quite being in the group even when playing with them, his air of inner absorption and aloneness, and actually displaying the symptoms of the insecurity syndrome.
Sketch 208

Mother 208 was interviewed in her own home, a lovely, small, two-story frame house set well back from the street, on a small landscaped plot in a good neighborhood. They were in the process of finishing the second floor themselves for their child's room. The mother seemed quite intelligent, hospitable, and interested in her home. A grandmother lives with the family and participated in part of the interview. She appeared quite alert, but rigid. Since she was deaf, discussion with her was almost impossible. She cared for the child for the first three years of his life before he was sent to nursery school. Mother, father, and grandmother, all appeared completely child-centered and anxious for the boy to make a good impression.

The father, forty-two, had one year of college, and graduated from an electrical college. He is presently employed as a purchasing agent for an electrical concern. The mother, forty years old, graduated from college with a B.A. in Business Administration. She is employed as an office manager. This mother enjoys her work very much, makes an excellent salary and has no plans to alter her working status. She very greatly enjoys the stimulation of her co-workers and meeting people.

She and her husband discuss almost anything, now mostly about their home building project. The husband likes to fish.
The wife likes to sew, cook, join clubs. They enjoy traveling, going to restaurants, and attending ball games, shows, and activities in which their son can be included.

She enjoys all phases of housework, but has help weekly in order to have more time to spend with her son.

This couple was married late in life, and waited until they had a house, furniture and car before their son, now aged five and a half, was born. They then decided not to have another child at their age (late thirties), because of the chance of children born to older parents not being normal.

The mother described the child as a good, easily managed child, who played well with others, accepted things well, and liked to be clean and well dressed. He has a speech defect, for which he goes to the University Speech Clinic for therapy. The mother enjoys taking physical care of him, and keeps him clean, which is pleasing to both mother and child. He was easily toilet trained, and eats and sleeps well, which seemed to please his grandmother very much. The parents try to spend as much time with him as possible.

He was rated as medium in security by all three raters.

The interviewer described him as often crying and whining, not seeming to take losing well, going frequently to teacher with complaints, and playing with children of his own age. The other
children seem to understand him easily, although adults have trouble doing so because of a speech defect.

The teacher said he was acceptable to the group and adjusted with the children, but cried often, and was "smart, alecky" when he first came to nursery school. She said his family does too much for him, that is, his grandmother babies and protects him, and his parents dote on him. It was her opinion that he would be better off if they did not give him so much attention.

**Interviewer's Comments**

In adult relationships in the nursery school, child 208 appears demanding and immature when thwarted. This would seem to be a carry-over from his home, where he is constantly catered to and almost idolized. Much is expected of him at home, but he is able to live up to these high standards that is, being clean, following routine, and engaging in adult activities. He is rewarded for his cooperation. However, at nursery school there is not the same emphasis on doing the "right thing," with no rewards for "correct" behavior. He then has to resort to immature behavior and crying to gain attention. Since this also is rewarded in school, he appears to be slowly learning new ways of behaving and adjusting to school.

While much is expected of him at home, he also appears to be receiving sincere love and affection from parents and
grandmother. His mother appears to enjoy her work, and to have no conflicts about working. For her to stop working now would appear useless, especially since the nursery school seems to be helping the child make social strides.
Sketch 209

Mother 209 was interviewed in her own home, a small, two-story, fairly well-kept frame house in a good suburb. She had postponed the interview several times, but during it was very friendly. She appeared easygoing and well kept. She spoke briefly but to the point in a soft voice and used unobtrusive-ly poor grammar.

Her husband, thirty-three, is a graduate electrician. The mother, thirty-five, enjoys general office work. When her husband started to school as an apprentice electrician, she began working for financial reasons, and plans to stop work next year when her husband is settled in his job. She does not want to work in the future, but prefers to give her time to her children and to organizations.

Mother 209 and her husband talk about work, the children, the house and daily topics. They like to visit friends, and take their children along. The parents go to occasional office parties for recreation. She rarely mentioned her husband and described him as affectionate and companionable with the children.

Mother 209 likes housework, and tries to adhere to a strict routine in order to keep the housework up to date. She rises at 5 A.M. in order to clean the house, and does the laundry after the children are in bed at 8 P.M. She appeared to accept this difficult routine.
They have two children, a girl of eight, and a boy of five years, four months (the subject). The mother described the boy as an easy child to manage, and not aggressive. He likes to play alone and with others, and argues occasionally with his sister. The boy eats and sleeps well. He was toilet trained by the nursery school teacher at twenty-five months because the mother had not been successful in training him sooner.

The interviewer saw him as rather aggressive occasionally. He did not know how to stop quibbling once started. He cried easily during arguments, and enlisted aid to help him "fight his battles." When he was happy he had a ready and easy smile.

He was rated low by one judge, medium by the other two.

The teacher described him as a perfect boy. She finds he is a good student, talks well, and will do anything for her.

Interviewer's Comments

This child appears to act differently with adults than with children. He is described as non-aggressive by mother and teacher, but was often seen by the interviewer in aggressive situations when the nursery school teacher was not immediately present. Neither the teacher nor his mother seems to notice his occasional whining or crying behavior; they might if they had more time to pay stricter attention to him alone. Therefore, it is postulated that when his mother stops work, and can devote
more actual time to him, these undesirable traits will be lessened.

While his mother seems to accept her present situation, she is looking forward to staying home with anticipation. She should be in a frame of mind, then, to aid her son. It did not appear to the interviewer that the child lacked affection or attention at present in his home, but needed more actual time to spend with his parents.
**Sketch 301**

Mother 301 was interviewed in the evening in her own home, a small, fairly well-kept, one-story frame house in a good neighborhood. She was a very charming, soft-spoken woman. She was an easy talker, but not garrulous.

The father, thirty-four years old, went to college for one year, and failed as a real estate broker. He then took his present displeasing job selling shoes in a large department store. The mother, thirty-four, went to business school, and is a secretary for a firm of accountants. She likes to work, enjoys being with her co-workers and out of the house daily. She had originally returned to work when the husband's real estate job did not succeed in order to pay off debts. However, she said helping her husband get out of debt was just an excuse to do what she really wanted anyway. She does not know how long she will continue working, because she said she "feels guilty" about leaving her son. On the other hand, she stated that she never did like staying home.

Mother 301 and her husband talk about a variety of things and are never at a loss for words. They enjoy dancing, being outdoors, and listening to music. They often take their son with them, but not constantly. The husband does not like or have patience with any children except his own boy. The father spends much time with the boy because he goes to work late in the morning.
The mother does not like to cook or to clean, and has a weekly cleaning girl.

Mother 301 spends her leisure reading and listening to music. She does not belong to clubs, and is not interested in joining any. Her goal in five years is to be in the same situation she is in now. She does not know whether that will include working.

There is one child in the family, a boy of five (the subject), born when she was thirty. The mother felt it would have been easier for herself and the child if she could have been younger at the time of the child's birth. She had a difficult time raising him as a baby, and did not enjoy the work involved. The child was difficult to toilet train. He has always been a poor eater and his food preferences had been catered to. The father's attempts to make the boy eat better result in scenes at the table. The child sleeps well, but will not go to bed before 10 P.M. or even later. He is inconsistent in minding his mother. She referred to the present as an "easy time." She spanks him when she is angry, but finds sending him to his room more effective as punishment. She smilingly described him as above average, bright in memory and drawing, and slow in coordination. She felt he is gentle and refined, and not the roughneck a boy should be. He is popular with his friends. This mother enjoys her son's company, and she likes "to visit," not play with him.
He was her first contact with babies, and everything he did was a revelation to her. She enjoys him more as he gets older.

He was rated as medium to low on security by all three raters.

The interviewer described him as always tired, and ready to fall asleep. He gets along well with the other children, but is at the edge of the group.

The teacher described him as independent and able to assert himself. He would like to hit back at those who hurt him, but does not. He fears adult criticism. He is becoming somewhat of a finicky eater. The child sleeps long and soundly.

Interviewer's Comments

This home, as pictured here, is a child-dominated one. Both parents seem to have no previous experience with children (the father does not even like children). The parents permit the child to make many decisions and set limits for himself. This results in an "indulgent" type of discipline. However, when they do occasionally enforce their adult standards on the child, they clash with him. As the boy grows older, and shows more adult traits, his mother can appreciate him more, and will put less demands on him. This may in some way be related to the teacher's description of his fear of criticism and need to please. However, the mother did indicate that she and her husband have a real affection for the boy.
The mother enjoys working, and does not miss the domestic duties she has had to relegate to a part-time maid and the nursery school. It can, therefore, be postulated that if this mother stops work, both her situation and the child's would be made less pleasant.
**Sketch 302**

Mother 302 was interviewed in her apartment, located in a good section of town. She was quite understanding and sympathetic, and quick to comprehend. She was soft spoken, and to the point, which resulted in a brief and friendly interview. The husband was present at the interview, but was absorbed in his studies in another part of the room.

The father is twenty-four years old, and a third year medical student at the University. He does not have a job. The mother is a secretary at a large research concern, and had one year of college. She likes her present job, and plans to keep it until her husband graduates in two years. She then wants to remain at home and raise a family. This mother only went to work for financial reasons, and does not actually like working. She prefers to remain at home, and thinks that would be best for her child. However, she feels that because her daughter has been able to attend good nursery schools, her working has not had a bad effect on the child.

Before the child's bedtime, the parents can not talk much because of the child's demand for attention. After the child goes to bed, they discuss the husband's patients, the wife's work, the child, and music. They like to read, watch TV, go to movies and concerts, and take part in sports. Their friends are mostly other medical students and their wives with whom they get together about once a month.
Mother 302 enjoys cooking, but finds she does not have enough time to cook properly. She likes to clean, but dislikes laundering.

At present, the mother's hobbies include sewing, belonging to a ladies bridge club and a Medical wives club, reading and listening to music. When she has more time, she would like to be active in more organizations. Her goal for the next few years is to have five or six children, and stay home to raise them.

At present there is one child in the family, a girl of four years. She was described by her mother as popular, a leader, and never mischievous. She takes care of her things, is easily managed but has temper tantrums. The wife is more lenient than her husband, which is a source of disagreement between them, and leads to conflict in the child. However, they try not to disagree in front of the child. The mother tries to spend her week ends with the child, and do the housework Friday evening. She felt the father did not spend enough time with the girl, and should try to be with her more.

Toilet training was described as an easy process, because no pressure was used. The girl sleeps well, and used a pacifier at night. The mother felt the child was old enough at four to do without it, and just took it away without difficulty. The child eats well in spurts, and was a problem eater when a baby. Now when she does not eat, the parents try to persuade her but do not insist.
She was rated as secure by all three raters.

The interviewer described her as a cute, bouncy, tiny little girl. She is full of energy, very feminine and saucy. She has one special girl friend, but plays with all the children, and likes all kinds of activity. She bids for attention from adults often, and hugs them very readily.

The teacher said the girl loves to play with older children, and seems to enjoy but tolerate her younger special friend. Child 302 is very upset when rejected by the group. However, this occurs only in the afternoon, when the older children are present. The child is a finicky eater. She masturbates at nap time, which interferes with her sleep. She shows no sign of temper at all.

**Interviewer's Comments**

The confusion in disciplinary principles at home possibly can explain the child's temper tantrums. She has no tantrums in school. The child seems very well adjusted, except for her constant bidding for adult attention. It may be predicted that this excessive seeking of attention will lessen when the mother is able to stay at home and devote more time to the child. The mother seems to enjoy and look forward to what time she can spend with the child. It is also possible that the child misses the attention of her busy student father, but it is doubtful whether this situation will be rectified when he is a practicing physician.
Sketch 303

Mother 303 was interviewed in her small four-room apartment in a university housing area for veteran students. She was a very quiet, soft-spoken, slim, and attractive person. Although outwardly calm, she gave the impression of being nervous. This may have been due to the interview situation. The father was present for part of the interview and gave the impression of being worrisome, nervous, and strict.

The father is twenty-eight years old, and a second-year student in dental school. The mother, thirty years old, was a beautician for seven years before marriage, but now enjoys a clerical job. She is going to work until her husband is established in his practice, after which she will remain at home. Until three months before the interview, she and her son had lived with her parents and grandparents in another town, while her husband attended school. He visited her on week ends. She did not work but took care of her parents' ten-room house, and enjoyed the housework very much. However, there were too many adults babying the child, and the mother had too little time to spend with her husband. Now that she, her husband and son are living together, she feels it is for the best.

Mother 303 and her husband enjoy talking about practically anything. They occasionally go to a show or dance and belong to a monthly card club. In her leisure the mother crochets and goes
to church. In the future she hopes to stay home and keep a nice house, and go out to clubs and church groups every once in a while. In the evenings she plans to read and talk to her husband. She hopes no relatives will live with them, since that entails too many difficulties.

Their son is five and a half years old, and was described by his mother as a smart, but nervous child. He gets along with some children and fights with others. Some of the child's annoying traits are showing off, stubbornness, crying when thwarted, and acting too babyish. The mother felt nursery school did a lot to correct these faults, especially his immature ways. He listens easily to his father, but not so readily to his mother. The mother calls on the father to make the boy mind. The mother said the child had been spoiled by his grandparents.

The son was easily toilet trained, and sleeps well. The mother said he eats well but slowly because his grandparents pampered him so much that he came to regard mealtime as playtime. The parents are just now correcting his poor eating habits.

He was rated as very secure by all three raters.

The interviewer described the child as popular with the children, and playing constantly with one special friend. He seems happy, occasionally hyperactive, well-adjusted and liked.

The teacher described him as a follower, prone to imitate every gesture of a leader. He is very different now than when
he first entered school. Then he was homesick, and did not know how to make friends. He dawdles and is easily distracted at mealtime.

**Interviewer's Comments**

This child seems to have had a disrupted and unusual background, which lead to the formation of some undesirable traits. On the whole, however, he seems to have been brought up with true affection and care. Therefore, when placed in a more typical home atmosphere, he seemed to adjust quite readily, and was prepared to give up his unsuccessful ways of meeting problems. The mother still does not appear to have asserted herself, and permits the father to replace her parents as the child's final authority. Since the mother is also making adjustments, this lack of assertion of her authority may or may not be permanent. She appears satisfied with her temporary work situation, and the nursery school seems to have been beneficial for the child. It is difficult to say what the situation will be like when the mother permanently retires from working. From all indications this should work out well.
Sketch 304

Mother 304 was interviewed in her apartment in a shabby, old two-family building located in a poor neighborhood. She appeared a highly nervous, talkative person. She recognized her nervousness, and blamed it on her background and present difficult situation. Her mother died when mother 304 was eight years old; her father had to work hard, and had little time or money for his children. She married young and immediately had two children close together. The younger child has been ill with asthma from birth. The husband was present at the interview, and was attractive, quiet and soft-spoken. Both used poor grammar.

The husband, twenty-six, is employed as a mechanic by a large automobile company. The wife, twenty-two, is a bookkeeper. She said her job is tolerable, and she plans to keep it for a year. She said she dislikes working, since she must hurry too much. She prefers to stay home. This mother went to work to pay the medical expenses of her younger girl. The mother later added that she was too nervous to stay home cooped up with two babies. Living in the same house with very quarrelsome and constantly drunk neighbors was also upsetting. Before the mother decided to work, her doctor told her she was on the verge of a nervous breakdown. Now that the difficult neighbors have moved, she feels she would not mind staying home. Since the youngest child
has asthma, a change of climate has been recommended for her. The parents are undecided about moving. In fact, they seemed confused about goals and plans in general. Their goal in five years is to build their own home. The wife will then stay home, and take care of the house and garden leisurely. She also plans to enjoy the children's activities.

    The mother said she enjoys doing all the work in the house, but found excuses for not liking each individual chore mentioned.

    There are two girls in the family, ages three and four (the subject). The mother described the older girl as sensitive, very moody, bright and fearful. The child is very protective and motherly toward her younger sister. The older girl likes to play in groups, to entertain her friends, and seems to be a leader. The child is very nervous, and the mother acknowledged that this may be her (the mother's) fault. Although she is a reasonable child, she will not pay attention until the mother "yells" at her. The mother tries not to get angry, but is herself easily upset. She does not find much time now to be with the children.

    The child was easily toilet trained, sleeps and eats very well. She has a tendency to overeat and be fat. The mother said the girl sucks her thumb when hurt or tired, and perhaps to get the attention which is more frequently given to her sick sister. The mother thinks thumbsucking is terrible for a child of four, and has tried everything to prevent it, but without success.
All three raters judged child 304 as insecure.

The interviewer described her as seeming a little bit lost at times, protecting and mothering her sister constantly. Child 304 withdraws within herself, although she is a friendly, chubby, pretty child with a nice smile. She tends to be a leader. She sucks her thumb often, and is very conscious of health.

The teacher said the child tends to be alone. When she has imaginative play, she is likely to be the baby. It is hard to ascertain whether she is jealous of her sister, since she plays with her so often. Child 304 is sensitive when reprimanded. She accepts punishment, dawdles when she eats, and talks more about her father than her mother.

Interviewer's Comments

The actual situation and the mother's reaction to it combine here to produce an uncertain and insecure atmosphere for the child. The family lives in cramped, unattractive quarters in a relatively unpleasant neighborhood. Their money is drained off by illness, and they constantly worry about their seriously ill younger child. The mother, very young, and with an unhappy childhood herself, does not have the emotional resources to cope with this situation. The father, while appearing more calm, does not appear able to alter the situation, financially or otherwise. The mother's plan to stop work and stay home in a house of her
own does not coincide with the family's financial situation. In fact, one of their most pressing problems is money.

Of necessity, the older child cannot get the time and attention she appears to need at home. Her mother at this time is not capable of reassuring the child of her affection for her. If the mother did not work, she would have more time to devote to her children, but her problems would not be lessened. In fact they would increase. According to her past reactions, this would not facilitate her relationships with her children, but would most likely lead to further tension.
Sketch 305

Mother 305 was interviewed in the evening in her own home, a fairly large, old, two-story brick house situated in the University district. She was a very well-spoken young woman who had a nervous laugh, but otherwise appeared calm.

The father, twenty-eight years old, is a veterinarian and teaches at the University. There was marital discord in this home, and a divorce was being considered if the couple can not soon settle their disagreements. The wife, twenty-seven, had recently returned to work as a fashion artist with a department store in order to prepare herself if a divorce did ensue. She enjoys the work, and said that it is now the most satisfying aspect of her life. She did not go into detail about her disagreement with her husband, but said she would prefer a reconciliation, and that she would then rather not work.

She and her husband have never discussed many things. She wishes he would communicate with her, since this was one of their principle troubles. They still occasionally go out together. They go picnicking and visit other faculty members and their parents in a neighboring town. When their son was first born, he was never left alone with a sitter. He had difficulty accepting a sitter when one was finally used. The child had a hard time adjusting to nursery school, but is accustomed to it now.
Now that mother 305 is working, she finds little time to enjoy housework.

Since she is working and has little time for leisure, she reads when possible, and goes to church when in her home town. The mother does not belong to any clubs in the city she resides in, and reasoned this made her feel such a temporary member of the community. Her goals for the next five years are purely hypothetical; to permanently settle in a community, to fix up a home, to have her husband continue teaching or go into private practice.

The parents have one child, a boy of four years, three months, with whom the mother seemed somewhat dissatisfied. She described him as having a quick temper, and being spoiled and demanding. He uses situations to his advantage, shows off, but does play well with his friends. His grandparents tend to spoil him because they have different ideas on child rearing. She mentioned that they interfere too much, and she has trouble pleasing them. She finds the child hard to manage and discipline.

The child toilet trained himself at about two years. He eats poorly, which does not concern his parents, but does worry his grandparents. He naps easily, but dislikes to go to bed at night, and frequently has to be carried up crying. He has always sucked his thumb, which his parents do not mind and have not mentioned much.

He was rated medium on security by one judge, lower by the other two.
The interviewer described him as very handsome. He often bids for attention, is not quite in the group in which he is playing, and tends to play alone. He seems aggressive and then later apologetic. His acts are characterized by indecision.

The teacher said he was less self-centered than when he first entered. His daddy was his idol, and at first the child frequently woke up in the middle of his nap and cried for him. He has formed no close friendships yet. He accepts criticism well.

**Interviewer's Comments**

That there is tension in the home and dissatisfaction of the parents is evident, and was readily admitted by the mother. The mother does not seem able to cope with the child or guide him, but seems to permit him a great deal of freedom due to her lack of firmness. He then clashes with her, and causes her to be further dissatisfied with him. Exactly what form the tensions assume within the home can not be noted, but it is evident that they exist and are causing the unhappiness of its members. The child's most serious difficulty seems to be his inability to relate to other children, and to know what to do and how to act to gain approval. He has no home training in these respects to help him.

The effect on the child of the mother's working or not working seems most secondary to the effect the marital discord would be likely to have on him, and would seem to be completely masked by it.
Mother 306 was interviewed in the evening in her apartment, in an old, shabby, two-family house in a fair-to-poor neighborhood. She was very pleasant and cooperative, but was judged unattractive. She was brief and to the point in her answers, but nicely spoken.

The husband, twenty-eight years old, is a student in his third year of engineering at the University. She went to work to help her husband through school. She has always worked from the time she graduated from high school, except for the six weeks when she had her baby. She now enjoys doing clerical work. When her husband graduates, she plans to stop work and go to college. She will then return to work permanently as a teacher.

This mother dislikes housework. She becomes nervous staying home all day, and does not function well. She thoroughly enjoys working.

The parents talk of most anything in the evening, and like to watch TV. They go out to dinner and a show once in a while, taking their son with them. They do not enjoy visiting or belonging to clubs. They do not belong to a church. The wife said her husband was more affectionate, and showed his feelings while she did not. She described herself as moody.

They have one boy, four years two months, and hope to have at least one more. She described him as a good boy, occasionally
sassy, but easily reasoned with. He has a lot of energy, a memory for changes, and "notices things." He is congenial, and likes nursery school, which the mother feels helped him. He eats well, but has to be coaxed to go to bed. The child was not easily toilet trained by his grandmother. Both parents agree on discipline. The father spends a lot of time with him.

The interviewer described him as a strange, intense child. His speech is difficult to understand. He is very imaginative and always gives the teachers imaginary presents to take home. He plays mostly alone, and is slow to move from one activity to another. He quite frequently bids for adult attention and cries easily.

The teacher said he has a calm, unaggressive disposition, talks and asks a lot of questions, and is uninterested in improving his speech. He has no close friends. She was uncertain, but felt it is possible that he is mentally retarded.

He was rated low on security by all three raters.

Interviewer's Comments

The home atmosphere here seems warm and permissive, with the child being shown affection and care. The mother seems to enjoy working, and if she were to stay home, would, by her own admission, become nervous and dissatisfied. This would not be a more stabilizing influence on the child. The traits he showed at school were not noticed by his mother, and it is possible that he
does function better at home. However, whether he is truly in-
secure or merely "different" is difficult to ascertain at this point.
Mother 307 was interviewed in her apartment in the University Housing Development for veterans. She was very pleasant and attractive, and her husband, who was also present at the interview, was charming and friendly. Neither seemed dominant.

The father, twenty-six years old, is a fourth-year engineering student at the University, and works part-time with a firm of consulting engineers. The mother, twenty-five, does clerical work. She will probably keep her present job until she permanently quits when her husband graduates, or she has a baby. She likes to work, but prefers to stay home. She likes to cook and do the laundry if she has time, but does not like to clean.

These parents talk of many things in the evening, and often sit and talk with the neighbors on summer evenings. They like to go to dinner and a show, accompanied by their son when possible. The mother likes to read, and goes to a weekly bridge club with girlfriends. She has no time now for other clubs, but hopes to in the future. Her goal in five years is to have her husband established in his own construction business. She would also want to have a home, to have more children, take part in community, and her children's, activities.

The parents have one son, four years two months, whom the mother described as a good child and easily managed. Both parents agree on discipline. The child likes the outdoors and sports. He
is active, congenial, reasonable, and sensitive to punishment. He was easily toilet trained, although it took a long time. The boy sleeps well. However, he has never been a good eater. The parents do try to have him eat a little of everything on his plate by various methods; for example, stars for eating well.

The interviewer described child 307 as conversing easily with children, playing alone a great deal (but with the group too), and having a serious, watchful expression.

The teacher described him as solemn with adults, but not with the children. He does not sleep or eat much, likes to conform to what the popular group of boys do. He was formerly very sporadically emotional, but is improving.

He was judged high on security by two raters, medium by the other.

Interviewer's Comments

The parents seem to accept and to adjust to their situation as students, although they are anxious to begin a more "settled" life. The child, too, seems adjusted fairly well to his situation. The mother does not mind working. However, she looks forward to staying home, which she had enjoyed doing in the past. It can be postulated that the home atmosphere, while warm and accepting now, will be even more stable and relaxed in the future when the
father is settled and the mother is not working. If this proves to be the case, the child will probably benefit from this improved family situation.
Sketch 308

Mother 308 was interviewed in her home, a small, one-story, shingled house on the outskirts of a good neighborhood. She appeared older than most of the working mothers, and very interested in and concerned about her child. The father was present for part of the interview. He had a good sense of humor, appeared child centered, and did many household tasks.

The father, thirty-eight, is a chemical engineer employed by a large research corporation. The mother, also thirty-eight, a high school and business school graduate, is employed as a legal secretary. She likes her work very much and prefers it to housework. However, she dislikes being away from her son, and misses him during the day. The mother recently went to work when she felt her son was settled in nursery school, and will continue to work as long as he is satisfied with school. He was originally sent to nursery school because he became too dependent on the mother, since he had no playmates in the neighborhood. The child was becoming withdrawn and unfriendly to all but his family. The mother did not work for financial reasons, but rather because she enjoyed it as long as the child was in school.

She and her husband talk principally of the child, never of the husband's day about which, she said, he is "tight-lipped." They used to go out to an occasional movie and dinner, but since the
son is in nursery school they hate to leave him in the evenings. He rebels against a baby sitter, and the parents preferred not to go out.

In her leisure time, the mother used to read, sew, and watch TV. She belonged to the Trudeau League, but has no time now. She plans to join the National Secretaries Association soon. Her goals are to have a new home or enlarge this one, belong to clubs, and sew more.

The parents have one child, a son three and a half years old, who was born to them unexpectedly late in their lives. Mother 308 said they are too old to have more. She enjoys dressing and caring for him. The mother thinks he is intelligent. The child likes real "boys' games," although he does not play rough games. He does not cry easily, never has tantrums and quickly recovers from anger. He is pampered quite a bit, but can usually be brought around by threats which the mother rarely carries out. She and her husband agree on discipline, but never carry out their threats.

Following Spock, mother 308 toilet trained her son easily. Since he takes afternoon naps at school, he does not want to go to bed until after 9 P.M., when he goes readily. She worries about his being thin and tall for his age. She also worries about his being a poor eater. She tries unsuccessfully to get him to eat a balanced diet. Her failure worries her.

He was rated insecure by all three raters.
The interviewer sees child 308 as a rather timid, quiet, frail boy. He appears very sensitive and watches rather than participates in group play.

The teacher describes him as timid and nervous. He has no close friends and prefers the company of much older children or adults. He does not sleep much in school at naptime and was a finicky eater until the teacher called his bluff. Now he eats wonderfully. He seldom eats breakfast, stating that is because he is sorry for himself, and wants to feel miserable.

Interviewer's Comments

The parents seem very concerned for the child and devoted to him. They provide an over-indulgent type of discipline and general home atmosphere. They were probably so glad to have a child after many years of childless marriage that their anxiety to please him takes the form of allowing him to set limits for his own behavior. He has been over-protected and the center of attraction at home. As a result, he is a little lost in nursery school, and is having difficulty in adjusting. However, since he goes to school only if he wants to, the need to adjust is not important to him, and is preventing his adjustment to school.

The mother seems to sincerely enjoy work, but has many guilt feelings about leaving her son. He seems to be profiting very much, though slowly, from his nursery school contacts,
and it would be wise for him to continue. Perhaps a part-time
nursery school and part-time work for the mother would be more
desirable until both better accept the situation.
Sketch 309

Mother 309 was interviewed in her apartment in the University Housing Development for veterans. She had tried not to make the appointment at first, and had the interviewer call back before being accepted. She showed much resistance, and often said she "didn't know" in response to a question. This mother seemed to feel inadequate (although she had strong convictions) and appeared to reassure herself that working did not harm the mother-child relationship. This may explain her reluctance to talk in the interview.

The father, thirty-three, who had previously owned a night club, is a third year student in Education. The mother, twenty-seven, does office work now, and likes it. She plans to continue working until she possibly returns to school, at her husband's suggestion, to prepare for teaching. Although she is not enthusiastic about returning to school, she feels teaching would be the most convenient type of work for her. She has always worked but does not know whether she will work permanently. However, since she does not enjoy doing her housework, she felt she would be bored just staying at home.

She and her husband mostly discuss his day and his studies, in the evening. They have little money for recreation or amusement. She has no hobbies at present except playing bridge in a woman's bridge club. Her goal is to have a nicely furnished
home and to own a car. She eventually hopes to belong to more organizations. This mother would like another child, but her husband said it was difficult enough to take proper care of two.

They have two sons, aged three and six (the subject). This mother described her older boy as well mannered and intelligent. He wants to be a leader and fights with his brother although he is fond of him. She said her older son is spoiled and wants his own way with his parents. She finds him hard to manage when he has tantrums or cries. Talking does not help then, but spanking does. However, she doesn't like to spank him. The mother spends little time playing with her son, since he prefers to play with other children rather than with his parents. She does not remember how she toilet trained him. He used to be a feeding problem, and when she forced him to eat, it made the situation worse. He now eats well without coaxing. He is very difficult to put to bed, and has to be spanked. He then climbs from his bed into his parents' bed and sleeps there. This is uncomfortable, but the parents can not break his habit.

The interviewer described him as the best-liked child in the group and the most popular leader. He draws the shy children into group play. Also, he enjoys being teased and chased by the girls. On the whole, he is the center of attraction. This child is very gentle and protective of his younger brother.
The teacher described him as a good-natured leader. He was very surprised by criticism when he first started school, but accepted it well. He has an even disposition, is willing to share and take turns, and is idolized by the girls. He used to be very protective of his younger brother until the teachers explained he need not be. He ate poorly at first, but now eats very well.

He was rated as very secure by all three raters.

Interviewer's Comments

Child 309 is seen in a very different light at nursery school by the teachers than at home by his mother. At school, he is a popular leader, very docile and easily managed, who causes no difficulties. At home his mother finds him difficult to guide and discipline. This may in part be due to the difference in standards and methods of handling between school and home. The school has certain limits, the children know them, realize their reasonableness, and know they must adhere to them. At home, the mother, while expressing some strong ideas, does not really seem secure in them, nor adequately able to carry them out. What is expected of the child is not very evident to him. Thus, he behaves as he chooses. However, he probably does recognize the basic warmth and love present for him at home, which enables him to express himself so freely and adequately outside the home.
The mother seems neither very sure of, nor secure in, her role. She has very mixed feelings about working, yet would be bored staying home. Until she can integrate her feeling with the role she plays, whether it be that of a working mother or not, she will be only partially satisfied.
I, Judith Topelberg Frankel, was born in Brooklyn, New York, August 20, 1930. My elementary and secondary education was received in the public schools of that city. I received the degree Bachelor of Arts in 1951 from Brooklyn College, and the degree Master of Arts from New York University in 1952. From 1951 to 1952, I assisted Dr. T.N. Jenkins of New York University as a Research Assistant. I attended Ohio State University from 1952 to 1954 and from 1957 to 1958. While completing the requirements for the Doctor of Philosophy degree at the Ohio State University, I was Graduate Assistant during the year 1952-53, Teaching Assistant for 1953-54, and Research Assistant for the Institute for Child Development and Family Life during the year 1957-58.