THE EFFECT OF MOTHERS' OUT-OF-HOME EMPLOYMENT
UPON CHILDREN'S IDEAS AND ATTITUDES

DISSERTATION

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

By

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The Ohio State University

1931

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ACKNOWLEDGMENTS

The writer desires to express her indebtedness to those whose direct and indirect assistance has contributed to the work here reported.

Her interest in psychology and measurement as they relate to problems of childhood and parenthood grew out of her contacts with many inspiring teachers both at Teachers College, Columbia University and at The Ohio State University.

As immediate advisors for this investigation a debt of gratitude is owed to Professors Jessie A. Charters and Francis N. Masfield. Their stimulating help in the form of constructive criticisms and encouragement throughout the progress of this study has made the work more pleasant as well as more accurate. To Professor Helen Smith, also a member of the final dissertation committee, the writer is grateful for helpful suggestions and criticisms.

Acknowledgment is here made of the help of the girls and boys who worked under the controlled conditions necessary for the pursuance of this study, and the help of the teachers, superintendents and camp and playground directors who permitted and aided the work in the groups of children under their care.

To Professor Blythe Pearce of Ohio Wesleyan University for reading the entire manuscript and making valuable criticisms, to Mrs. Irene McCallister of Ohio Wesleyan University for her intelligent

and wholehearted co-operation in the preparation of the manuscript and to my husband, C. O. Mathews, for his direct assistance and encouragement, I am most grateful.

S. M. M.

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Chapter I

ORIGIN OF THE PROBLEM

A. Social Background

A study of the effect of mothers' out-of-the-home employment upon children's ideas and attitudes is one of vital interest in this age when both women and children are coming to the fore in the recognition of their rights as individual personalities. It would seem that an unsurpassable paradox confronts us here. The crying needs of today are for better opportunities for the child's training in the home, for parental education, and for sound mental health which is likely to develop more successfully in the fertile soil of a happy, well-ordered home life, free from an excess of irregularities, disturbance and flurry. Contemporaneous with this movement in favor of the child, there is an equally strong and emphatic demand from women that they be allowed freedom from constant home duties in order to enter into gainful public occupation. It seems evident that these two views of society must be faced in such a way that this conflict will be brought to as harmonious a conclusion as possible.

Ever increasing numbers of mothers are seeking employment outside the home. The reasons for this movement are varied. These range all the way from a burning desire to share a great talent with the world, or cravings for social and cultural contacts in the outer world, to the economic necessity of aiding the father in the support of the family group, or a feeling of the dislike for home and house work. For such

reasons, psychological, economical, philosophical, or cultural, there are sound and reasonable arguments, but from the larger percentage of women (and their husbands) who stay at home, can come only one reaction, namely, wide-spread controversy concerning women's place in the home and the effect of her out-of-the-home employment upon her children.

Students of social problems have investigated the conditions caused by this social dilemma as well as the factors which seem to have caused it to come into being.

Pruette (19)* has made two investigations concerning women's careers. Both university women and men were questioned. In response to questions requesting the attitudes of women toward careers as over against the maintenance of a home, she found that thirty-five per cent of the three hundred forty-seven young women chose the career in preference to home making. Nine wrote that they wanted both. Three hundred fifty-four men gave their opinions about extra-domestic work for married women. Ninety-eight of the men were willing to accord their wives the right to work outside the home, so long as children did not suffer thereby. This was taken to indicate a growing appreciation on the part of men that women are individuals with individual abilities, tastes and preferences.

Goodsell (47) has brought together in one volume the most pertinent findings and arguments for and against the many factors which enter in to the making of this 'woman movement' a serious one. The history of feminism, the problem of careers for women, the effect of mothers' work upon the family, the marriage rate and individualism, the psychological effect upon the woman who is mentally stunted by the narrow confines of

* Numbers in parentheses refer to references listed in the bibliography.

of home duties, and the effect of the higher education of women upon the home are a few of the topics discussed. Such a presentation shows that the problems are very complicated and interrelated with many allied fields of endeavor.

B. Related Studies

Because the problem of mothers' employment is arousing the attention of specialists in many fields and of the public in general, it would seem that the time is ripe for the making of a study which would attempt to discover the facts of the case and the attitudes of the children concerning these conditions as seen from the children's view point rather than from additional adult theorizing and philosophizing.

Thurstone (26) says,

"As soon as some intriguing problem of social conduct becomes accessible to measurement, we are inclined to turn our attention away as though elsewhere must reside the essence of that which we regard as vital, human or important. This is really a bad habit."

Indeed, this bad habit is displayed in the dearth of scientific literature upon this particular line of study.

Cressman (3) has made a study of the effect of the absence of adult daytime care upon the work and conduct of children. He selected eight hundred thirty children of ages five to fifteen who had had no adult care whatever all five days of the week. Among other factors investigated, he included general school standing, conduct marks, personal appearance, and quality of clothing. He found that lack of adult daytime care did not constitute the chief cause of poor conduct or poor school work as had been intimated by school officials and juven-

ile court officers.

The Lynds (16a) have made some investigations of children's ratings of desirable traits in parents, of sources of disagreement between parents and children, etc.

Leonard (15a) has published a work on some phases of the confidential relationship of mothers and adolescent daughters. She succeeds in piercing into some of the innermost secrets of girls. Though not especially studied, attitudes are revealed.

The National Y. M. C. A. (31) has published a very helpful book of extended abstracts of research, studies, and various enterprises carried on within its jurisdiction. Several suggestive researches along lines of attitude study are herein described.

Laws (14) has attempted to measure the effect of parent study classes upon parent child relationships.

A study^{was} directed by Burgess (33) for the recent White House Conference on the function of home activities in the education of the child. Records were collected from some eight thousand school children. These were analyzed to determine the factors in the home environment which seem to affect their personality development.

A study of home atmosphere has been made by Stutsman (45). Detailed interviews were held with fifty well adjusted and fifty poorly adjusted children. The findings mark a beginning in the measurement of the less tangible influences on family life.

The investigations cited show a very definite trend toward a

more intimate study of home life. Practically all of this work has been published within the last two years, however, which means that pioneer attempts have only begun in this interesting field of study. These investigations show that educators are determined to overcome a popular criticism to which they have long been subjected even if the problem seems to be an almost insurmountable one. Educational programs in the past have been criticized because social movements have always been so far in advance of their methods of coping with them.

Although the studies mentioned are valuable for suggestions, it is obvious that they do not contribute specifically to this problem of the effect of out-of-home employment upon children's attitudes. No scientifically controlled study which has attempted to measure this most intriguing and delicately personal problem of the attitudes of children toward their own home life, has been found.

In addition to these studies, there are in existence tests (2-22-35-37) which measure the socio-economic status of home, the cultural background of the child in the home, and the social environment of families. Although these tests are very suggestive, no one of them is so constructed that it could be used to measure the specific problem this study aims to investigate.

SUMMARY

A study of the effect of mothers' out-of-the-home employment upon children's ideas and attitudes is the aim of this investigation. Though the

method of attack employed here is different from that used elsewhere, and though no one has dealt with this matter in much detail, the general problem of this study is not a new one, and it has received attention from many writers.

Without pausing to mention other and similar views of students of this social problem of women's careers and their effect upon the homes of the land, it can be seen that a new kind of 'social engineering' is needed today in order to lift the home out of its feudal state. As long as public opinion holds that "Woman's place is in the home", it is scarcely open to question that this policy will result in an enormous social wastage. Therefore, ways and means must be developed in order to solve the dilemma of the woman who longs to be both a mother and a worker.

A study of the effect of mothers' out-of-the-home employment upon children's ideas and attitudes is a much needed one at this time when students of social problems are warning us that the home is doomed to disintegrate as a result of unintelligent, haphazard changes.

Chapter II

NATURE OF THE PROBLEM

This investigation was conducted in an attempt to discover the effect of mothers' out-of-the-home employment upon children's ideas and attitudes. The study was based entirely upon the child's evaluations of the problem. Thus, the findings were those which resulted from the children's interpretation of their experience and from their sense of values. No data were solicited from adults.

A. The Nature of Attitudes

It is necessary to face some psychological issues before a study of attitudes can be justified. In the first place, the following definition of attitude has been chosen from Symonds' (23A5) classification of seven different definitions found in psychological literature. Attitudes are feelings of value (pleasantness or unpleasantness) which are qualified accompanying reactions, therefore, in reality, aspects or phases of habits. With this meaning of attitude in mind, it must then be learned first, whether attitudes control conduct and secondly, whether attitudes can be taught.

In considering the first of these problems, if attitudes are determinants of conduct, the search for the proper attitudes to be taught and acquired becomes the first step to be taken by those who would build the foundations for moral or character education. The psychology of this position seems to be doubtful, however. Symonds

(23A1) discounts 'feelings of value' as controls of conduct on both an introspective and neurological basis. Rather, attitudes are concomitants of conduct.

This same author (23A2) discusses the second problem as follows:

"They (attitudes) are not reactions themselves and hence cannot be the direct objective of education. But they are complementary and correlative to our reaction systems, and one may achieve the result desired by aiming at the formation of definite habits. Our general conclusion is that attitude is subsumed by habit and has no existence as a separate reaction".

We cannot teach a child to like spinach but we can teach him to eat spinach and the result will be that he likes it.

Data collected by the Character Education Inquiry (SEI) reveal a note of discouragement and yet confidence in the possibility of moral education. The doctrine of specificity of attitudes and conduct accounts for the great losses experienced by those who have thought they were building up attitudes and character. Truly, children have acquired some laudable attitudes, but these seem to have come more by accident than by training. The system of training has been one of anarchy. The wise educator should work with the laws of learning, not against them. The causes for this discouraging state of affairs thus exposed tend only to show the way to a brighter future and a method of procedure.

It would seem then, that attitudes per se cannot be taught, but specific habits can, and thus attitudes as concomitants of these responses are built.

If attitudes are by-products of other learnings, it should be

possible to tap them by means of or through such learnings. These may be approached either from the observation of conduct, or from the verbal description of conduct. Such experimenters as Voelker, Cady, May, Hartshorne, Watson, Hart, Shuttleworth, Neumann, Terman and others have done very worthwhile and unique pioneer work in this field, both from the conduct angle and by means of the verbal expression of attitudes through such instruments as the questionnaire, ballot, etc. (27-34-8-28-7-44-19-24)

B. Assumptions

With no precedent in the field, only a few of the most homely and generally accepted basic assumptions upon which to build this study are proposed.

1. Home life or conditions can be objectively described by the accumulation of specific details needed to make up its whole.

2. ~~Measurement~~ or evaluation of home conditions can be made through observation of specific situations. The final evaluation will be a result of the sum of these specific situations. (The sum cannot be the total, therefore the evaluation cannot be final, strictly speaking.)

3. The ideal or happy home situation will be one in which all of its specific situations are such that they lead to or develop wholesome, satisfying attitudes toward each member and thus toward the sum total, or home life in general.

4. The presence or absence of the mother probably will affect home life as to its specific situations in some way and probably therefore as to the attitudes within it.

C. Method of Investigation

It was decided to measure or evaluate home conditions by means of the verbal expression of conduct, although it is realized that the written expression of like and dislike does not necessarily and infallibly portray the subject's true attitude. However, results from past research have shown that criticisms of questionnaire findings are weaker than might be expected. Even on questions of the most personal nature, such results as those from the work of Woodworth, Mathews, Davis, House, Hollingworth, etc., are not to be ignored. (30-41-4-11-9)

Symonds (23A3) holds the following view:

"One's natural (although probably learned) reaction is to make the verbal statement harmonious with the actual readiness or unreadiness. It would also seem that if a person is influenced by what other people say or think, he is usually influenced not only in his words but also in his internal readiness and unreadinesses. Most persons have learned to make their words and thoughts match their actions. It is the exception for a testetaler to say that he does not believe in prohibition. --- A poll or straw ballot on a group's attitude toward prohibition is apt to give a pretty accurate picture not only of what the group professes but of their actual conduct. It is for this reason that these questionnaires designed to tap attitudes have proved themselves rather reliable and significant indicators of conduct trends."

Of course, written attitudes expressed on a questionnaire cannot take the place of actual performance, but they do give an indication of real underlying readiness or unreadiness, thereby exposing trends of conduct in a way which would be impossible to approach otherwise. An attempt was made to secure a record of the qualities of habits (attitudes) through verbal response to a questionnaire. Because of the

specificity of conduct and attitude, a wide range of items was needed to cover a fair sampling of home life situations. The direct method, rather than the more popular and clever indirect technique which may be open to misinterpretation, was used. This choice was based on the faith that the truth will be secured because of the naivete of children and because of results from personality studies previously mentioned, which have successfully dealt with very personal and private matters of the persons interviewed.

By the use of a double duty questionnaire, the investigation proceeded along two closely related lines.

1. To determine the effect of the mother's regular out-of-the-home employment upon the life in the home.

2. To determine children's attitudes toward conditions caused by her employment.

Particular interest was centered in the second phase, but this could be studied only in close connection with the first.

D. Relativity of Factors Studied

There remains one criticism which is certain to be advanced against such a study; namely, that the results can mean little because they deal with such relative matters. Because of individual differences of children and of homes, no single statement or question can have exactly the same meaning for any two children. Any expression of like or dislike can be expanded on such a relative scale of values that no two children are likely to indicate the very same attitude when

they say they dislike a certain condition found in the home. This leads to a most troublesome point. This problem is bound to be of a relative nature. Statements concerning environment will carry a different meaning for each child, yet his attitudes can be measured only through this relative medium. But this is true in the case of any type of test and of practically all situations met in daily life. The attitude toward conditions as they exist is the thing here desired, so perhaps these variations of environment may not be such a great hindrance after all.

Another phase of this matter of the relativity of the environment may be expressed in this question: Will environment reflect attitudes? In a study of childhood prejudices, Lasker (38) came to the conclusion that a child's attitudes reflect those of the social group in his environment. If the converse of this statement could be proved, it would be a relatively simple matter in the future to measure a child's environment by some score card technique, ~~and presto!~~ You would know how he feels about it without having to embarrass him with personal questions.

The trouble arises from the limitations of this work "environment". Taken narrowly, it refers to objective and tangible materials around us used for our convenience in living. To the psychologist, however, these objects are often incidental and very secondary to the intangible factors which cause a person to think or act in a certain way. Thorndike (25a) holds that environment is a name for all of the universe (except the nature of the combined germ-cells from which man springs) so far as

it directly or indirectly influences him.

We constantly meet examples of cases in which attitudes are not the result of material things. Our present attitudes are largely the results of early conditionings, rather than the present physical environment. A wish may arise from phases of the environment which are not material. In precisely the same physical environment, one may reflect a certain attitude today and its opposite tomorrow. It is not always the material environment which causes us to exaggerate or to rationalize, as is shown in the following statement.

Hollingworth (9) found that, after the Armistice, the condition of psychoneurotic patients became enormously improved. They even stated the facts of their history more optimistically. Surely these patients thus misinterpreted their past environment, for it was unchanged by the signing of the Armistice.

Even if an all inclusive and simple definition of environment could be coined, it would remain a very relative term when applied to single individuals. If it be assumed that environment reflects attitudes, it is difficult to account for this attitude: "Be it ever so humble, there's no place like home". Even children in hovels, slums and poverty can and do subscribe to this attitude. Again, the following attitude found in the words of a recent popular song also raises a question: "Home, sweet home, don't mean a thing when my mamma's gone". Is the mother the one and leading factor in the home which influences

our attitudes? Does the furnishing of the home and its management make very little difference in our attitudes toward it?

Still another relative factor may tend to make the combined findings unstable. Possible emotional reactions toward the facts of home life may affect the responses given.

Concerning this factor, Burdick (2) writes,

"There is no way of measuring the extent to which the child's emotional reaction to the test affects the replies he gives. However, since the effort is to measure not only the material elements in the home but also what the home environment actually means to the individual child, it is not necessary for our purpose to allow for his emotional reactivity."

As viewed from another angle, Leonard (15b) says,

"It is further assumed that emotions play a large part in determining the amount of confidences given by one to another. It is possible that there is a direct ratio between a heightened emotional tone and the impulses to share with another pleasurable, painful, or novel ideas, to talk freely, and to discuss ideas intimately associated with the self. Apparently this is true regardless of the type of emotion that pervades the individual. --- A state of annoyance with the impulse to avoid, appears to be the only inhibitor."

The writer wished to get a measure of the child's reactions to his home environment as well as a description of it, therefore the emotional element was an inherent factor which was taken into account by the very nature of the technique used. This technique was carried out in such a way as to establish rapport and inspire confidence of the child.

Immediately there arises the additional point of the extreme relativity of attitude as well as of interpretation of environment, ~~and consequently, its measurement.~~ One person, for instance, would be perfectly contented if he possessed a Chevrolet instead of his Ford, while his employer would experience the same degree of happiness (if

it could be measured) only if he could drive a Rolls Royce instead of his Master Buick. Fine discrimination comes with ever increasing maturity and experience. The child does not seem to make such fine distinctions in his statements of attitude. Rather, he feels "yes" or "no" or "glad" or "sorry" in most situations. Thus the grouping of children's attitude responses in order to arrive at average opinion will be fairly well justified.

Summary

Since attitudes are concomitants of habits, they could not be determined without taking into consideration the habits and home conditions with which they have been tied through practice. Therefore, the plan of attack was to discover the effect of the mother's regular out-of-the-home employment by finding the various conditions in each home and the child's attitudes toward each of these conditions. This was accomplished by means of a direct questionnaire. An effort was made to analyze these factors in home life toward which the children respond both positively and negatively and then to endeavor to learn whether there is a positive correlation between these and the children's attitude toward them.

In practice this scheme was not as simple as it appeared to be for practically all of the factors studied were of an extremely relative nature. This troublesome point arose in the individual differences of children, of homes, of environment, of emotional reactions, and of

attendant attitudes. However, these variations of environment probably did not invalidate the study, because the problem proposed a statement of attitudes in relation to the factual conditions in the environment.

Chapter III

PRELIMINARY STUDIES OF CHILDREN'S ATTITUDES TOWARD HOME LIFE

If there be contention both for and against the need of the mother in the home as it affects her children, there must first be elicited from the children themselves their opinions or attitudes concerning home conditions. It must be learned just what home means to them; what they expect of it; for what purpose mothers exist; what difference is made if she is absent from home; what are their objections to and appraisals of home life in general in order to secure the measurable elements meaningful to the child. In order to do this in any reliable fashion, it was necessary to make a preliminary study of children's ideas for the purpose of collecting statements showing significant wide spreading attitudes.

Accordingly, seven hundred eighty-one children of pre-adolescent and adolescent age from widely varied types of home and communities were secured for study. Six different studies were made, using these children in regular school room situations. The plan in each case was to approach the pupil through a normal class assignment rather than to give the impression that something unusual and special was being carried on. This was best accomplished by having the regular teacher follow standard requirements, but these were set in the form of a regular language or English lesson. It was hoped to avoid suspicion on the part of the children and thereby to secure more nearly truthful and unemotional

responses. An additional precaution was taken. The request was made that no names be signed to papers. This not only was for our advantage, but became a protection to the child which was only just in such personal matters.

No hesitancy or embarrassment on the part of the children in answering any of the questions in any of the six studies was noticed, thus leaving it reasonably certain that truthful responses had been given. However, lack of embarrassment may have been due to the fact that the worker's child was attending school in a community where other mothers also worked, so that such a departure was not entirely out of the ordinary. Without strong social disapproval, it is more likely that whatever is, and whatever the mother does, is right in the child's eye. There were only ~~two~~ remarks made, which might be interpreted as conveying feelings of embarrassment:

"If my other would teach school it would be o. k.
If she did anything else, I would object."

"My mother is a member of a banking firm."

Inquiry led to the discovery that this mother was a janitress in a bank.

A. Study One

As a study of attitudes toward home life is a very personal and delicate matter, the first experiment was conducted warily. It will be seen, after inspection of Table I, that the request made of the children in study (1) was of a broad, general nature and was of an uncontrolled type. Ninety-five junior high students of two small

villages were asked to write a theme on, "My Idea of an Ideal Home". The English teachers explained, in addition to the assignment, that the papers were to include only activities or things which the students would actually desire according to their own ideals.

The responses secured on these papers tended more toward generalities and broad moral statements. Several of the statements were the usual platitudes learned at school and concerned activities of good citizens, duty to vote, etc. It was very disappointing that there was practically no mention made of parent-child relationships and not a single mention of the mother-father relationship. This minority of human relationship items was included among lists of pieces of furniture, colors in home decoration, and kinds of flowers and pictures. These pupils made mention of family group items more often than any other. However, items referring to personal wishes and desires came second. Examples of these responses may be found in Appendix A, page 127. Reference may also be made to Appendix A, page 171, where there is a frequency table showing the tabulation of returns from each of the six studies made. These are classified according to an outline under which the items fell according to the writer's interpretation.

These returns were from two sleepy, quiet, little villages where, according to the Sims Score Card, the socio-economic status was too low to distinguish the several homes. It is barely possible that, in such a community with few distractions and all social life centered around the

church and school which served the whole family, parent-child relationships were not so disturbed or were at least taken for granted and therefore, not mentioned. The general attitude of these junior high school children was appreciation of the whole family group situations, with personal pleasures running a close second.

The accompanying Table I gives a picture of the conditions of study (1) together with those of five other studies to be reported at this time.

B. Study Two

The results from the first study showed that it would be necessary to make a more personal request of the children in order to secure the desired personal relationship statements. One additional factor was taken into consideration. Thinking that the type of community might be a variable factor, the children for study (2) were chosen from a wealthy suburb of a large city. This study attempted to meet the situation by directing the pupils' attention toward personal relationship ideas by giving a few examples of the desired nature. Thirty-four children of the sixth grade were asked to make a list of all the things they thought would make a happy home. After completing this list, they made a similar list which would apply to an unhappy home. Inspection of Table I will show the examples which were given to guide the children's thinking. As mentioned earlier, this request was made by the teacher in a regular English assignment.

It was quite disconcerting to find that the results were almost

TABLE I
DESCRIPTION OF PRELIMINARY TECHNIQUES USED IN SECURING THE ATTITUDES OF CHILDREN TOWARD HOME LIFE

Study	No. Pupils	Grade	Socio Ec. Status	Type of Locality	Requests made of Children
1	95	Junior High School	Low Socio Economic status as measured by Sim's Score Card Chiefly Rural	Two small villages in a central state	Write on the subject "My Idea of an Ideal Home." Let the ideas represent <u>your own</u> ideal and do not include activities or things you would not really want.
2	34	Grade 6	Cultured and well-to-do.	Suburb of large city in Central State	<p>I. Make a list of the things you think would make a happy home.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. All members of the family respect each other. 2. The mother helps the children in their troubles. <p>II. Make a list of the things you think would make an unhappy home.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. The parents or children are quarrelsome. 2. The mother is often too tired to talk to or play with the children.
3	29	Univ. Jrs.	Moderate circumstances.	Small University town Liberal Arts College	List "Happy" and "Unhappy" factors as requested above.
4	72 65 137 50 76	Gr. 5 Gr. 8 Gr. 9 Gr. 11-12 Univ. Jrs	Average or below Av. " " " " " " " " Well-to-do Moderate circumstances	Small industrial town " " " " " " Suburb of large city of central United States.	<p>I. Make a list of all the <u>advantages</u> that might come to the home if mothers worked regularly outside their homes.</p> <ol style="list-style-type: none"> (1. It would give money so the family could get more nice things. (2. Mother and children can have better times together if they aren't together all of the time. (3. It would be nice and quiet at home with no one to scold and direct all of the time. <p>Ex. (</p> <p>II. Make a list of all the <u>disadvantages</u> that might come to the home if mothers worked regularly outside their homes.</p> <ol style="list-style-type: none"> (1. It would make home a lonely place to live in. (2. A child cannot go with certain crowds or groups if his mother doesn't stay at home "like all other mothers". (3. The mother coming home tired from work would cause all the family to become cross and unhappy.
5	127 96	Gr. 6-7 Gr. 6-7-8	Very poor Poor - foreign	Slums of large factory city of central state. Small factory town near city. (large)	Would you like your own future home to be like your home is now? Why?
6	127 96	Gr. 6-7 Gr. 6-7-8	Vey poor poor-foreign	Slums of large factory city Small factory town near city	What would you think if your mother had a job away from home?
Grand Total	781	(Same children were used in studies (5) and (6) so these have been included only once in grand total.)			

identical with those of study (1). Only two differences were noted. These children referred much less often to statements concerning luxuries and cultural desires. This fact most probably suggests that the presence of comforts and luxuries because of wealth makes such desires uncalled for. The other difference was found in an omission of mention of items referring to social desires for the family group. This type of item was mentioned often by the first group of children. Perhaps this suggests the social starvation which, according to Benedict (1), a little rural village is apt to offer to growing children. A sampling of these responses may be found in Appendix A, page 128.

C. Study Three

In spite of the similarity of results secured from the first two studies, the identical plan of study (2) was used with a group of twenty-nine university juniors. The English professor made the same request and gave the same illustrations that had been used for the sixth graders.

Consequently, the desired parent-child relationship items were secured. Again, family group items won the highest frequency, but parent-child relationships rank second. Father is at last mentioned both in relation to the mother and in his own right. It is likely that this type of item was secured largely because the responses were made by students majoring in home economics, sociology, psychology and education. Representative responses may be seen in Appendix A, page 130.

It was considered unwise to accept these statements for use as data for the construction of a questionnaire unless similar statements could be obtained from children of the same age which we planned to study intensively. This led to the conclusion that the request to be used in the next study must be more directly concerned with the problem of the effect of mothers' out-of-the-home work. The very satisfactory results from the fourth study made upon four hundred children will be interpreted in detail after studies (5) and (6) are described.

D. Study Five and Six

As a type of validation of the results from study (4), two much more direct and pointed questions were presented to a group of underprivileged children for uncontrolled answers. Two hundred twenty-three sixth, seventh and eighth graders who lived in the slums of a large factory city were utilized in studies (5) and (6). In this case, the investigator made the requests in conjunction with some other work she was doing in the schools. The requests were: "Would you like your own future home to be like your home is now? Why?" and "What would you think if your mother had a job away from home?".

The results from these two studies show that, as usual, group or family feeling predominates, but parent-child relationships are reckoned with. On the whole, the statements made were surprisingly similar to those of study (4). Many of the statements were exact

duplicates of those in the previous group and only a very few additional ideas were gained. These new ideas, in every case, were the result of special situations such as:

"I'm going to be a bachelor."

"We've got too many kids in this family."

"I don't want to live on a muddy road."

"I don't want my children to live so far from school."

"I want my home to be different. My parents are foreigners and they do things different."

In study (5), many merely stated that they were satisfied with their present homes, but gave no reason why. Evidently, families were large. Children often wished for privacy from the group. The most frequently used terms to describe their homes were "comfortable" and "cozy". In fact, their satisfaction with present environment was expressed so decidedly that it suggested the attitude of, "no place like home". These children of the slums also admire order and tidiness. Rather, it should be said that most of them were content with their homes, for they were tidy and orderly, neat, and clean, in their opinion. The writer was acquainted with one of the children who expressed this desire for an orderly home in this way. It was housecleaning time. The mother had not disturbed the child's three haunts - his own room, work shop, and kitchen, but all the rest of the house was quite upset. At meal time he said, "This is just not a home now."

In study (6) a large percentage of children expressed desires for more chances to study music and art and to have books and other

cultural objects in their homes. Instead of such opportunities, they had to work and had to learn and to assume adult duties. A very large number mentioned feelings of loneliness caused by having to come to a motherless house after school. Better meals and food were often desired. Of course, such a question as the one asked in this study would produce a considerable number of statements which tended to philosophise on "Mother's place in this world". The following is one quotation:

"A mother's place is at home to make the home cheerful, happy and of benefit to the family by helping us off to school, laundrying ones garments, preparing our meals, etc."

In Middletown the Lynds (16a) give somewhat the same concept as held by high school children. Upon questioning three hundred sixty-nine boys and four hundred twenty-three girls, 57.5 per cent of the boys and 52.2 per cent of the girls rated "being a good cook and house-keeper" as the most desirable trait in a mother. See Appendix A, page 145, and page 147 for samplings of responses secured from studies (5) and (6) respectively.

E. Study Four

As it was necessary to learn what was expected of homes and what difference it might make if mothers worked, an assignment was framed which covered this idea. Four hundred pupils in a small industrial town of grades 5, 8, 9, 11, 12 and university seniors were asked to make lists of all the advantages and disadvantages that might come to

the home if mothers worked regularly outside the home. As usual, this request was made by the teacher as a regular English assignment. Examples of statements were given in order to guide the thinking. The ideas for the six examples used (see Table I) were obtained from statements of children as secured by Groves (6a) in personal conferences with children whose mothers carried on an outside-the-home occupation. The results were gratifying. Statements which covered a wide range of family situations were written. The responses gave a much better spread than those from any of the other studies. After eliminating the university students' responses, there was still a satisfactory array of attitudes mentioned under each and every step of the classification outline. At the outset, it was decided that this type of item must be secured from children of ^{the same} age as those to be studied intensively later. Evidently the request of study (4) was the necessary stimulus in order to get this response. See Appendix A, page 134 to 144 for examples of the advantages and disadvantages listed.

Because children whose mothers actually worked outside-the-home might have different attitudes toward the situation than those whose mothers stayed at home, it was decided that the responses to this study (4) should be secured from an approximately equal number of children of working and of non-working mothers. Fifty-four per cent of grade five pupils and forty-six per cent of grade eight pupils and eighteen per cent of grade nine pupils were children of working mothers. It should

be noted that an error of omission was made at this point, which, if corrected, might give different results. The papers were checked after they had been written, to designate whether the mother was employed or not. This was done after a matter-of-fact explanation that nowadays many mothers had jobs beside their housework, and several examples known to exist in the community were cited. Failure to learn whether the mother worked full or part time or only occasionally or did the work within the home vitiates these conclusions somewhat. An analysis of the responses revealed the interesting fact that there was no appreciable difference between the two groups. The children whose mothers did not work seemed to be able to give the same key points as did the other group with this experience, so the idea of the necessity of seeking out workers' children at this stage of the study was dropped.

A very legitimate question arises at this point. Were the children unduly influenced by the attitudes suggested in the six examples given to them in study (4)? Truly, each outline subhead under which each example would classify, shows a high frequency of mention. Discussion of each is given below in an attempt to fortify the findings against this possible invalidation.

Disadvantages if mother worked outside the home:

Example 1. E2a, Table XXV Page 171 - "It would make home a lonely place to live in."

Notice that study (6) shows a high frequency here without this sample as a guide.

Example 2. B2 - "A child cannot go with certain crowds or groups if his mother doesn't stay at home 'like all other mothers'."

The well-to-do juniors and seniors and university students are concerned about this item. Perhaps grades 5 and 8 are yet young enough to be more easily held down to work rather than play. The freshmen, however, seem to be fairly divided as to advantages or disadvantages here. This is a harder case to explain.

F1

Example 3._Λ - "The mother's coming home tired from work would cause all the family to become cross and unhappy."

Undue influence is doubted here, for, in the cases of all the other studies, when this example was not presented, psychological effect upon the family was mentioned as one of the most outstanding items.

Advantages if mother worked outside the home:

F3

Example 1._Λ - "It would give more money so the family could get more nice things."

Surely this is above suspicion because of its obviousness.

F2a

Example 2._Λ - "Mother and children can have better times together if they aren't together all of the time."

The difference in advantages and disadvantages is small. They almost balance.

F2d

Example 3. - "It would be nice and quiet at home with no one to scold and direct all of the time." This is a very interesting case - perhaps a grave reflection upon mothers. Undue influence is doubted because of the variety of expression of this same attitude as it was interpreted by the writer. Some examples are quoted below:

"Don't have to keep quiet because she is napping."

"Enjoy doing things when she's away."

"Can play in the house and clean up after."

"You can work better."

"A quiet home."

"At Xmas we can have presents hidden from her."

"More fun to stay at home."

"More racket in the house."

"Less scolding if you do the wrong work."

"Less noise around the house."

"You could have a little peace."

"Have good times all by yourself."

"You could clean house alone."

"No one working and making noise so I can't read."

"More peace and quiet."

"You could be alone awhile."

"More privacy for self."

"Can get lessons with a clear mind."

"No disturbance by sweeping and mopping while I read."

"Can look at pictures and read with no bother."

"Telephone won't be ringing all the time."

The teachers who made the assignments reported that the pupils displayed an interest and honest attitude toward the work. No bizarre responses whatever were received. Many of the responses were written

in the first person and clearly showed that the child was relating his personal experience. Many children signed their names in spite of the fact that this was not required. Some made statements that might be very damaging to their homes and social standing - such that could have been kept secret. Therefore, on the whole, it seems reasonably certain that a reliable list of children's attitudes about home life in its varied situations has been obtained.

The teachers reported that the children often found it difficult to think of advantages, but, when she assigned the disadvantages, they went to work with a vengeance and had to be warned as the time grew short. This fact is substantiated in the table on page 171, where the advantages are always in the minority.

It was considered necessary to study carefully the returns from this group in order to attempt to know the attitudes underlying these statements before feeling secure in the use of them as items for an attitude measuring rod. This analysis is offered in Appendix A-3, page 156, as possible detailed, interpretations which are based upon careful study of children's responses represented by figures in section three of the table on page 171. As a summary of this analysis shown in Appendix A-3, the following table shows in a concise, though sketchy form, the trend of children's attitudes according to grade as interpreted by the writer. Samplings of exact statements made by the children may be found in Appendix A01 and 2, pages 127 to 155.

TABLE II - GENERAL IMPRESSIONS OF CHILDREN'S ATTITUDES
TOWARD HOME LIFE BY GRADE

These are gathered from a detailed study of the 3,982 replies made by them in response to the assignment in technique (4).

	Advantages	Disadvantages
Grade - 5	In general, life is accepted as it is. Opportunity to do housework for Mother is considered of value and a joy. Rules of obedience, conformity, etc., are accepted. They take pride in shouldering responsibility for other family members. They seek to please mother. Cooperative work is considered of value. Mother's work causes them to look forward to more toys.	Mothers are needed for personal comforts. They feel unable to care for themselves alone at home. They dislike to come to an untidy, lonely house after school. They feel it is unfair to have to give up their play time in order to do mother's work. An attitude of fear oppresses them; fear of thieves, kidnappers, fire, sickness, accidents, etc.
Grade - 8	The "whoopie age". They demand freedom to make noise, to have pets in the house, and to play with noisy horns and motors. They feel the need of better clothes, larger allowances, and more social life, particularly shows	Eighth graders object seriously to the state of affairs if mother works. It tends to result in no <u>right</u> clothes well kept, no good meals on time, no help on lessons, no tidy house and lack of social life. They resent the fact that they must bear the brunt of hand work at home to make up for mother's absence.
High School	In many ways mothers are unnecessary bothers when they are in command. These youngsters demand freedom from prohibitions such as mothers are wont to make. They desire a <u>quiet</u> home life. Social freedom, a beautiful and cultured home, and the <u>right</u> clothes are necessities.	To these young people it is a tragedy if they must assume responsibility for their own clothes and meals. They express this attitude in fears for their health, lack of balanced diet, etc. A feeling of disgrace is shown if mother works. They philosophize on mother's place in the world, and this includes the fact that they need her <u>when they want</u> her. They begin to see parental relations and the relative positions of father and mother.
University	University students see the value of good parent relationships. They are interested in the cultural and psychological advantages possible for the mother who works. They advise that the child learn early to become independent of his mother. Several interesting suggestions are made for home management adjustment.	The question of mothers working is an open one. Although the social standing of the child and family might be somewhat endangered, there is generally expressed a pride in women working and a prediction largely for good as an outcome of the new home regime thus necessitated. The child is looked upon as a sufferer for the sake of the mother's personal advancement. The father's position psychologically should be reckoned with as well as social social implications in general.

Although secured by quite different approaches, these conclusions agree fairly well with those of Groves. His came from the results of casual interviews with children of various ages, while these were secured by the group method using a controlled question for each group. Too, the university students tended to think in terms of little children's home conditions rather than their own. Grove's (6b) findings are quoted at length.

"The very young child is uncritical - mother is mother, and everything she does is the best that could be done. ...As he gets a little older, the child may frankly evaluate the advantages to himself of his mother's absence from home. ...From the age of four onward, the child discriminates sharply between the going away of his mother to work and her absenting herself to attend some social gathering. The work he accepts as inevitable, while the diversions of his mother may seem to him to cut in on his own playtime with her. ...To the child below the age of adolescence, life as it touches him seems so stable that it does not occur to him to try to bring about changes in his environment by finding fault with what it is. ...As adolescence approaches, the child begins to size up his situation in the light of what he finds true or assumes in the case of his friends. Now the child is very likely to try to insist that his mother stay at home as do the mothers of the children he knows. He may feel that he is cheated in having a part-time mother, though it is more probable that he is only anxious to appear well in the eyes of his mates, and that he feels his social standing injured by his mother's queerness. ...The working mother may take seriously her child's injunction, and give up the work she likes only to find a few years later, as her adolescent child steps out into the current of modern life, that he has again changed his point of view, and wants her to go to work, forgetting that he ever begged her to stay at home."

Beyond the statement of accumulated data, we cannot safely go, but the work so far, has raised some questions. The above table and

quotation raise a psychological problem of value to parents and teachers. Do children grow up through a sort of an evolution of attitudes from age to age? Or do children present certain attitudes because they are taught in certain ways? How much does the desire for social approval affect the child's personal attitudes? Efforts will be centered on grades 6, 7, 8 and 9 or that pre-adolescent block of children to whom social approval is fairly equally important, in the hopes of somewhat equalizing this factor. Thus an attempt will be made to get some leads to possible future answers to such questions.

Table III now presents a review of the results from the six studies just described. The range of the 5,638 responses received is listed by studies and classified according to the type of statement made.

TABLE III - THE RANGE OF ATTITUDE RESPONSES ACCORDING TO THE SIX STUDIES

Study	No. Pupils	Advantages or Happy Items	Disadvantages or Unhappy Items	Personal Opinions
Ideal (1)	95	138		
Happy (2)	54	227	189	
Unhappy (3)	29	263	259	
Advantage (4)	400	1709	2284	
Future home (5)	223			317
Mother job (6)	223			252
Total	781*			5,638

* Study (5) and (6) were administered to the same pupils.

It should be read thus: 95 pupils wrote a total of 138 items which made references to a happy or ideal home. As mentioned earlier on page 19, there was a dearth of the desired human relationship items secured from this group. Reading across the second row, 34 pupils produced 227 items referring to happy homes and 189 items referring to unhappy homes. The items secured from studies (5) and (6) are listed under the column heading "personal opinions" because these responses could not be classified under the other columns with justification.

As the seven hundred eighty-one papers came in, a card was made for each new statement by grade. In study (1) many detailed descriptions of houses were immediately eliminated, for, at least a balance of human relationship items was desired. In studies (2) and (3) no duplicates in the form of opposite or negative statements were kept. These eliminations account for a decrease of five hundred fifty-five items in the totaling of the final usable items. In studies (4), (5), and (6) each different item was kept with the exception of statements of like meaning containing obviously similar adjectives. This means that after these eliminations were made, there were 5,083 statements of attitude made by children in response to the requests. This became the raw data from which the questionnaire could be built.

Summary

Large numbers of children from widely varied types of homes and communities were given the opportunity to express their attitudes

toward home life as it applied to them personally. Altogether, six studies were made in order to secure these attitudes. Ever increasingly personal questions were asked as technique after technique showed this to be desirable and fruitful. The 5,083 responses secured from 781 children were classified according to an outline of twenty-nine classifications, the main headings of which were Mother, Child, Father, Parent relationships, Parent-child relationships, Family group, and Society in general. A careful analysis of these responses was made for each of the six studies made. A more detailed analysis of the responses from study (4) was made which pictured the variation of children's views on the advantages and disadvantages of mothers' out-of-the-home employment according to age or grade levels. The responses from this latter study became the basis for items in the Home Blank questionnaire now to be described.

Chapter IV

CONSTRUCTION OF A QUESTIONNAIRE ON THE NATURE OF AND ATTITUDES TOWARD HOME LIFE

The preliminary studies have supplied children's own attitudes toward the very question before us. However, these attitudes are in a rather intangible form. It is not possible to differentiate between the worker and non-worker homes from them. As it is desired to measure the nature of individual homes and the attitudes of the children within each of these homes, in an endeavor to learn whether a difference exists between the worker and non-worker home, it is necessary to use a more carefully controlled method. This involves the construction of some instrument of measurement which will accomplish this task.

Following precedent in the field of character and attitude measurement, the questionnaire method was chosen as the most promising. It is granted that the movement for character measurement has brought about a renaissance of the questionnaire. Symonds (23B) writes:

"The questionnaire promises to do for character measurement what tests have done for ability measurement. ... The present movement does not use the questionnaire to find out information, but to learn more about individuals."

The most common criticism of this new type of questionnaire is that children surely will not give truthful answers. The high reliability coefficients secured on such questionnaires proves that this criticism does not hold. If the questionnaire were treated as a joke,

two alternating forms of any questionnaire would tend to have zero reliability. The fact is that these questionnaires are treated as seriously as other school work by the large majority of school children.

(23B) Kelly (12) closes a convincing discussion on the advantages and disadvantages of the questionnaire with this statement:

"Unless and until experimental science relieves us of the need of human judgments or removes from our minds an interest in unique events, this wayward child of science, feeble as it is, will remain an indispensable helper. It will thus be always needed and we can but hope that it will curb its intrusive disposition and mend its unseemly ways."

The word questionnaire was not used, however, for several reasons. Because of the disrepute into which the term has fallen, it was omitted in order to avoid possible prejudices on the part of administrators who would be asked to cooperate. It was desired to use no word in the title which would unduly influence the children. Just as the term "test" may lead to a certain mind set, it could not be predicted what effect the term "questionnaire" might have upon them. The instrument was finally called "The Home Blank" with a conviction that there would be nothing either exciting or depressing about this phrase. A copy of the Home Blank may be referred to in Appendix B, page 163. Note that this idea was carried still further in the short explanation for the giving of the blank. "Here are some questions about the most common things which happen in our homes." It was found that this put the children at ease and thus, perhaps, paved the way for less emotional responses.

A. Criteria for the Selection of Items

1. Refinement of Children's Statements

As previously stated, because of the superiority of the responses secured in study (4), these items were chosen to be used as the basis for the construction of the questionnaire. It has been explained that the returns from the university students were eliminated at this point, because it was planned to study children of younger age levels. This left 3,147 statements of attitude made by pre-adolescent and adolescent children in response to the problem of the weighing of advantages and disadvantages which would accrue to the home if mothers worked out of the home.

A process of refinement was necessary before the 5,083 items were in a form usable for incorporation in an instrument of measurement. Three steps were taken in this process. First, with each statement on a card, all of these, including both advantages and disadvantages, were thrown into piles according to the outline shown on page 171. This threw all the grades together and thus resulted in the elimination of many duplicates. Secondly, the direct and single ideas or generalizations of the children were listed in order to secure specific one-idea statements necessary for a questionnaire. This meant either dividing a compound sentence into two simple ones or elaborating a statement to include special adjectives used. Thirdly, the statements had to be generalized in case several seemed to convey a similar thought.

In this step statements were made in positive form. Each had to be made in such a neutral form that either a worker or a non-worker's child could answer it easily. Specific statements such as those which referred to the playing of a violin, cornet, piano, etc., had to be generalized. Through it all, an honest effort was made to keep each statement as nearly like the original as possible and thus not to lose its personal atmosphere. Table IV, Column three shows the number of items according to outline headings which lived through this elimination process.

TABLE IV - DISTRIBUTION OF CHILDREN'S RESPONSES

Cate- gory	Outline Headings	Number of Responses			
		Original Total *	Returns Study * (4)	After Elimina- tion	Home Blank
A	Mother	312	121	32	10
B	Child	1402	404	107	37
C	Father	50	5	12	2
D	Parent Relationships	72	26	13	3
E	Parent-Child Relationships	1088	485	70	26
F	Family Group	1290	366	52	22
G	Society in General	34	4	9	0
Total		5083	1411	295	100

* University students' responses omitted.

In reading this table the outline headings should be interpreted in the following manner. A - Mother refers to all of the statements made by children with reference to their mother. B - Child refers to all statements made by children which made reference to themselves. C - Father stands for the statements made in reference to the children's father. D - Parent Relationships stands for statements made by children which suggest attitudes of co-operation, strife, etc., between the mother and father. E - Parent-Child Relationships denote children's statements concerning various relations between parents and themselves. F - Family Group signifies statements which cited attitudes within the family group as a whole. G - Society in General refers to sociological and philosophical generalizations concerning women's careers, divorce, etc.

2. Frequency of Mention versus Judgment

The assumption was made that the items which were most frequently mentioned would surely be the ones which the children considered of the greatest importance. The first column of figures in Table IV shows this frequency of mention for each category when the responses in all the preliminary studies (excepting the university group, study 3) were totaled. The second column gives a similar frequency for study (4) by which the returns to be used in the construction of the questionnaire were produced. It should be noted that this study (4) column is based upon the returns listed as "advantages" only. It will be seen that

parent-child relationships received the highest mention. This was caused by two phases of the question which have particular reference to the child. There were 280 statements^{TABLE XXV} which indicated that there was more freedom from restraint on the mother's part if she worked. There were 96 statements in which children said it was more quiet or there was less of mother's "interference" around the home if she worked. Inspection of the table shows that the statements next most often mentioned, referred either to the child himself or the family as a group. The figures in column one tell the same story proportionately. Evidently, such are the factors in home life which appear to be of most value to children themselves.

To those who are interested in just exactly what children mentioned the most frequently, considering the results from all of the six preliminary studies, it would be worth while to turn to the table on page 177. One of the most interesting features of this table is the very great frequency of mention of the item ranked first. Evidently, children feel deeply on the question of being restrained, repressed, disturbed, etc. It at least looms large in their thoughts as they unknowingly mathematically measure their home life situations. There are two very popular criticisms for this condition abroad today. One is denunciation of these modern children because they demand freedom from their parents' restraining hands against ideas of their own. The other is the awakening of parents, either willingly or unwillingly, to the fact ~~condition made clear~~ that grave mistakes in the rearing of children are

being made if parents fail to allow for creative expression of individuality and personality.

As a possible argument in favor of this so-called modern youth, parents might be sobered by the fact that the child's feeling for need of guidance from parents ranks second in this table. Four hundred children gave opinions at this request and three hundred fifty of them voted for more parental guidance. It is possible that tragedy speaks aloud between these two figures, 540 and 350 respectively. The five hundred forty refers to restraint felt by children in their homes, coupled with visions of lack of restraint if mother only worked. It must have been a dominant attitude, for five hundred forty statements to this effect were received from only four hundred children. Perhaps it is the expression of the age-old concept of warfare between age and youth, so well stated by Richmond (20).

"Between youth and age there is always a great gulf fixed. Each generation cries out that its young is too different from itself, that it is tearing down the old traditions and ideals, that its ambitions must be curbed and its activities restrained. Jealousy of the old regarding the young, of those in positions of power and authority regarding the threatened usurpers is far older than the human race and has its roots in the egoism and love of life which is a fundamental law of every species. But today youth is less inclined than ever to submit to this attitude of its elders. All over the world we find it rebellious against old forms and traditions, throwing off the yoke of authority whether parental, political or religious, boldly proclaiming its right to the pursuit of love and truth and beauty, and to shape its own life in freedom from within."

Whatever the interpretation is, it presents a problem which needs to be reckoned with.

In a recent investigation of mother and daughter relationships we find this same paradox of attitude. Leonard writes (15c),

"The girl repeatedly recognized her need of the confidential relationship and resented its limitation or curtailment, but at the same time she wanted mental independence and resented bitterly any intrusion into what was to her sacrosanct."

With this frequency of mention in Table IV as a guide, the next question to be decided was just how should the various phases of the outline be weighted in the construction of the Home Blank? The following table shows the procedure used to assist in answering this question. The ratios in this table were secured in the following manner. The number of responses in each category of study (1) was divided by the total number of responses secured by study (1). These figures may be found in the table on page 177. This resulted in the six ratios shown in the first line of the table. This same procedure was followed for each of the studies and an average was computed for each category. The category G was eliminated, because its items were irrelevant to this study. The ratios in the last line of the table were chosen in such a way as to take into account the average trend with a readjustment of emphasis upon certain categories which were obviously of greater importance for this study.

TABLE V. RATIOS OF THE NUMBER OF ITEMS IN ANY ONE CATEGORY TO THE TOTAL NUMBER OF ITEMS SECURED BY THE STUDY IN QUESTION

Study	Outline Categories					
	A	B	C	D	E	F
(1)	.01	.25	.01	.00	.03	.65
(2)	.01	.31	.05	.01	.04	.58
(4)	.09	.29	.004	.02	.34	.26
(5)	.003	.24	.003	.00	.12	.63
(6)	.05	.44	.02	.004	.24	.21
Average	.03	.31	.02	.01	.15	.47
Objective Blank Total	.10	.37	.02	.03	.26	.22

These figures on each of the five studies in question are based upon children's ideas of home conditions in positive terms of ideals, desires, happiness, or advantages. The ratios in the average column are now up for consideration. As has been indicated previously, the writer was particularly eager to study and measure, if possible, the human relationship elements in the homes. The average ratios on these sections of the outline are comparatively small, however. (Notice A which refers to situations concerning Mother, D - parental relationships and E - parent-child relationships.) Thinking that, if such items were presented to children, surely they would react to them although

they had seldom thought of such voluntarily, the writer decided to weight A, D, and E more heavily than the ratios would warrant. This necessitated a cut somewhere, so this was made at F which carried the highest ratio of all and therefore would seem to be able to stand this loss most easily. The last row in Table V which is entitled "Objective Blank Total" shows the results of the weighting process when figured in ratios to match the process of reasoning explained in detail in Appendix B, page 177. The same results are also shown in the last column of Table IV on page 37. It will be seen that this makes a total of 100 items for the Home Blank. In order to insert checks upon the details of the variable factor under consideration, three statements which covered various phases of the mother's time spent in outside occupation were included in the one hundred items. (Refer to items 35, 68, 80 in Appendix B.)

In the final choosing, judgment as to interest, variety, and social value was used as a guide, always avoiding the obviously too personal statements for fear of antagonisms or suspicions on the part of both school administrators and pupils.

3. Vocabulary Difficulty

Thorndike's (25B) word book was applied to each of the statements chosen. Although it was planned to test only grades six to nine inclusive, it was thought advisable to scale the vocabulary suitable for grade five because previous experimentation tended to

show that the class of children found were liable to be somewhat retarded. The word "movies" was not in the word book, but no fears were experienced in using this term. Three other words were used which were rated too difficult for this low grade. These words were tidy, untidy, and cozy. Each of these is foreign to the writer's constant vocabulary. The words were used because the children's original papers showed the use of these adjectives, far more than any others, to describe what was considered to be their ideas. Provision was to be made for explanations of any difficulties in the blank when given, so this did not seem to be a grave exception.

4. Standard of Social Approval

An attempt was made to select statements which represented socially disapproved situations as well as those bearing the stamp of social approval. These were equally distributed throughout the blank.

B. Form

A few guiding principles were used in the construction of the blank into its final form.

1. An effort was made to secure maximum expressions from the child in the time allowed. This resulted in the elimination of much explanation and avoidance of difficult techniques.

2. Efforts were made to avoid rationalization. Therefore, a maximum speed was planned for in order to get first impressions. (18)

3. As interest had to be maintained, the statements were made as brief as possible to avoid fatiguing the child.

4. An effort was made to secure an attitude on each question put to the child.

1. Length

It was arbitrarily decided to make a questionnaire of one hundred items. This decision partially fulfilled the first two guiding principles. This number would give a sufficiently broad sampling of the home life of the child as well as ample length for securing a reliability measure. This was an essential point, for it seemed unwise to use a key or require signatures on papers, such as would be necessary in the case of giving duplicate forms of the blank or of requestioning.

2. Innerconsistency Scheme

As an innerconsistency measure was desired, several pairs of statements were included which would make this possible. Four pairs of similar statements and nine pairs of opposite statements were included. These may be referred to in Chapter VI under the discussion of reliability and validity, page 66.

3. Response Technique

According to the original plan, there must be provision for first, a measure of home situations or conditions and, second, of the

child's attitude toward these. In a preliminary blank, simple declarative statements were made after which were printed the response words, "Always, Usually, Sometimes, Rarely, Never," and the attitude response words, "Glad, Don't Care, Sorry." For example:

Our home is kept in order. Always-Usually-Sometimes-Rarely-
Never-Glad-Don't Care-Sorry.

I eat between meals. Always-Usually-Sometimes-Rarely-Never-
Glad-Don't Care-Sorry.

Mother visits my school. Always-Usually-Sometimes-Rarely-
Never-Glad-Don't Care-Sorry.

These attitude response words (Glad, Don't Care, Sorry) were used rather than the familiarly used "like" and "dislike" because of the simplicity of vocabulary for small children. However, the "Don't Care" factor seemed to be a confusing one. It did not always denote a neutral position to the children.

A second preliminary blank was made which was set up in such a way that both home conditions and attitudes could be measured on the same scale by using two colors of pencil lead, one for fact and one for attitude. For example:

<u>Mother scolds us.</u>	)					
<u>I am glad mother scolds us.</u>	)	A	U	S	R	N
<u>We have our meals late.</u>	)					
<u>I am glad we have our meals late.</u>	)	A	U	S	R	N

Although it was admitted that both the statement of fact and the attitude was a relative matter, it promised decided statistical advantages to be able to measure the two on the same scale. However, difficulties arose. One boy marked the statement, "Mother scolds us", (S) or "Sometimes". At the attitude statement he hesitated. He said, "If I marked 'Always' it would look like I meant that mother scolds me always and I am glad for it. I really mean that she scolds me only sometimes but I am always glad she does for it helps me to be better." Thus there seemed to be a tendency to confuse the attitude response and the fact response. Such reasoning on the part of any large number would certainly invalidate this technique.

In the final form, the five-step scale for response was eliminated. In its place was used "yes and no" and "glad and sorry". Teachers reported, and it would seem probable, that the children of these poorer people were below average in ability. The five-step scale requires more careful thinking and is more difficult. The three center steps of the five are extremely relative in interpretation for both the pupil and the interpreter. The middle step "don't care", of the three attitude steps was eliminated in order to force a decision in cases where the pupils seemed to avoid thinking it through. There also was a question as to the exact meaning of the phrase "don't care". It seemed open to more interpretations than the other two response words. Theoretically, if "don't care" were a neutral position and if it were eliminated, the tallies which it would have received in the neutral position would now, most probably, be equally distributed on either side - on that of "glad" and "sorry". If it were not the neutral position as it was intended to be then the difference would

show up in forcing a decision on the two responses.

It was decided to have the pupils mark responses in letters or words rather than by checks, which would have simplified the scoring considerably. Recent research has shown that there is a marked and significant tendency to check the response word at the extreme left most often. (17-40) In order to avoid this constant error, it would be necessary to print four forms of the test, alternating the response words in the following different positions.

Yes	-	No	-	Glad	-	Sorry
No	-	Yes	-	Glad	-	Sorry
Yes	-	No	-	Sorry	-	Glad
No	-	Yes	-	Sorry	-	Glad

The additional expense of printing outweighed the more difficult scoring.

4. Form of Statement

All negative statements were avoided because of the confusion that would be caused by the necessity of constantly having to change mind set from negative to positive ideas. Statements were put in question form in order to make the attitude measure less confusing to the child. For example, take the statement, "Mother reads books." Would the attitude mark refer to the statement per se or to the fact that the child had to respond "No" to it? The most common average school situation is set in question form. The final statements were rotated thoroughly from the outline form.

Preliminary experimenting revealed an additional difficulty with these relative statements.

"Mother helps me with my lessons."

"We all eat our meals together."

Without the insertion of some qualifying adverb, the response of "Yes" and "No" is not satisfactory to the pupil. Perhaps mother helped with lessons once in the whole year, or the family gathered together at the table for only one meal a day. Accordingly, the following arbitrary scheme was adopted for the insertion of necessary qualifying adverbs in the majority of the items.

"Sometimes" was used with statements of situations which would be expected to happen only occasionally. Thus was avoided the confusion caused by forced answers to untrue conditions. (Does your father sometimes play games with you?)

"Often" was used with statements which children had made quite forcefully, thus giving the impression that from their view point, often was the only suitable word. This was attached to either their strong likes or dislikes. (Does your mother often interrupt you in your play?)

"Usually" or "Most of" was used in statements of situations which are generally accepted by society as "oughts" or "ought nots". (Does your mother usually see you off to school?) Other forms of the above adverbs and such adjectives as any, every, all, etc., were used when necessary for grammatical reasons.

5. Personal Data Sheet

A personal data sheet was constructed to cover information of possible value. The items included were suggested by the Sim's (22) score card for the socio-economic status. An elaboration concerning all phases of the mother's occupation was made, and an additional question was asked concerning the child having a job. Although it would have been very advisable to have a socio-economic rating on each child, this idea was abandoned because it would have consumed almost half an hour of the relatively short period available, while the major interest was to get a maximum response on home conditions and attitudes toward them.

Summary

A questionnaire entitled "The Home Blank" was constructed from the responses secured by preliminary investigations of children's attitudes toward home life. This consisted of a personal data sheet and one hundred questions representing both socially approved and disapproved situations. The blank was scaled to a vocabulary simple enough for fifth graders and contained questions so arranged that a measure of innerconsistency could be secured.

CHAPTER V

COLLECTION OF THE DATA

A. Classification of Subjects

For administrative and disciplinary reasons, it was decided to work through the public schools in an attempt to secure as large a number of children of working mothers as possible. Preliminary experimentation had shown that only about one-tenth of the number of school children questioned proved to be children of full-time working mothers, even in schools situated near a factory or mill where mothers were known to work. One factor entered here which probably was the cause for this low percentage of workers. Since it was conducted during the year 1930, noted for its economic depression, many factories were either closed or partly closed or at least hiring as few workers as possible. This situation was general in practically all places of business where women might be employed otherwise. This caused a great deal of wasted energy on the part of the experimenter, for it was considered unwise to publicly select the worker's children for this work. Thus we had to deal with entire school rooms and this method had the advantage of not disrupting the regular school routine. However, after the writer had given the Home Blanks in this manner, to some four hundred sixty children, the co-operation of several teachers in service who were known to have had recent training in testing techniques, was enlisted.

Detailed directions were sent to these teachers so that the selection of the pupils was made on a uniform basis comparable with that which the investigator used. Later in the summer, a few more cases were secured in daily vacation bible school classes, boys' camps and city playgrounds.

The blanks were given ^{to children} in grades six to nine inclusive, of ages from ten to seventeen. This covered that block of children of the pre or early adolescent stage, which is fairly homogeneous as to social pressure, approvals, etc. A few fifth grade blanks were added as conditions seemed to warrant it. According to both theory and practice, this age group of children is particularly in need of a mother's care and guidance. They are not mature enough to be left entirely alone or dependable enough to be trusted with the entire responsibility for self or others. A fair sampling was secured by questioning as low as the blank was prepared to question and as high as the same blank could be given without undue embarrassment. The following table shows the number of blanks given by grade originally and also after the selection of papers for study.

TABLE VI. THE NUMBER OF BLANKS GIVEN BY GRADE

Grade	Total Number of Blanks Given	Blanks Used in Study	
		Workers	Non-Workers
5	35	19	13
6	131	26	25
7	135	23	28
8	126	15	17
9	141	17	17
TOTAL	568	100	100

The five hundred sixty-eight blanks were given in the following localities. The populations cited were secured from Rand McNally's Commercial Atlas, the sixty-first edition.

TABLE VII. LOCALITIES IN WHICH THE HOME BLANKS WERE GIVEN

Location	Type of Community	Population	No. Blanks Given	No. Blanks Studied
Delaware, Ohio.	University Industrial	8,756	386	72
Marion, Ohio.	Industrial	32,511	75	26
Lakewood, Ohio.	Wealthy Suburb of Cleveland	65,000	6	4
New London, Ohio.	Industrial	1,470	18	18
Youngstown, Ohio	Industrial	174,200	22	22
Denver, Colo.	Industrial	294,200	30	30
Chapel Hill, N. C.	University Residential	1,483	16	4
Durham, N. C.	Industrial	47,600	15	24
TOTALS			568	200

The blanks were given to a total of two hundred ninety-four boys and two hundred seventy-four girls. The papers used in intensive study were from forty-nine boys and fifty-one girls of working mothers paired with forty-seven boys and fifty-three girls of non-working mothers.

B. Types of Homes Studied

With the 568 blanks at hand, it was necessary to make a selection from these which could be used for intensive study. As the variable factor was whether the mother worked or not, ^{the writer} we first investigated this condition in all of the homes represented. After the blanks were assembled, a representation of a great variety of adjustments made by working mothers was found. Table VIII shows the adjustments made in respect to the time and place of work.

TABLE VIII - CLASSIFICATION OF MOTHERS OF CHILDREN STUDIED
ACCORDING TO THE EXTENT AND PLACE OF
THEIR WORK

Time and Place of Work	No. of Cases
1. Mothers who do not have a job.	390
2. Mothers who do not have a job. (total)	178
a. Mothers whose job is carried on at home full time	18
b. Mothers whose job is carried on at home part time	9
c. Mothers whose job is carried on at home occasionally	12
d. Mothers whose job is carried on away from home full time	100
e. Mothers whose job is carried on away from home part time	19
f. Mothers whose job is carried on away from home occasionally	20

Realizing that it would be possible to schedule home work and part time work in such a way as not to interfere greatly with the family's convenience, the writer deemed it wise to eliminate such papers as fell in classes 2 a, b, c, e and f. The case of mothers employed in their own homes raised a different question. Consideration of all known favorable and unfavorable factors possible, however, led to the elimination of this group also from the main study. This left one hundred cases of children whose mothers worked outside the home full time. These were paired with an equal number of children whose mothers did not work. In pairing, age, grade, sex, school and father's occupation were kept constant. Age varied only in a few cases by one year. The following occupation classification was taken from Sims score card.

Group 1. Professional men, executives.

Group 2. Commercial service, small business proprietors.

Group 3. Artisan proprietors, small shop owners.

Group 4. Skilled laborers.

Group 5. Unskilled laborers.

In case of the death of the father or of separation of the parents, occupational pairing was made either with similar cases or by consideration of the combined picture of the mother's work and the size of the family and house, for it generally followed that in case the husband was employed at some menial or unskilled labor, the wife was likewise employed.

The following table of cases used in the final study gives the general picture of the type of homes which were encountered. The frequency of mention of influencing factors is listed separately under the worker and non-worker columns.

TABLE IX - GENERAL PICTURE OF THE TYPE OF HOMES STUDIED

Influencing Factors	Workers	Non-Workers
Normal homes (Parents and children only)	41	69
Size of house in rooms	1 to 16 (Median 5.6)	3 to 13 (Median 6.4)
Number in the family	2 to 11 (Median 4.3)	2 to 11 (Median 4.7)
Hired girl or servant in the home	4	1
Relatives in the home* (no help)	12	13
Outsiders in the home (boarders or roomers)	12	6
Relatives helping in the home	18	7
Death in the home (father)	31	9
Separation of parents	7	
Child living in relative's home	3	2
Child living in a children's home	1	

* A grandmother or aunt was arbitrarily considered to be of potential aid in a home while a grandfather was rated as being more liable to be considered as an additional care.

The size of the house and family of the two groups coincide fairly well, showing two angles of approximate equality from the socio-economic standpoint. The correlation between the normal home figures and the death figures largely explains the reason why workers have the lesser number of normal homes. Perhaps this is a large factor in explaining why these mothers work. The workers more often than the non-workers are also seen to have roomers and boarders as another means of income. The larger number of helpful relatives in the worker's homes also may account for the fact that the mother is able to leave home to work regularly. It is interesting to note that there are only four cases of workers' homes with servants. Perhaps the larger number of helpful relatives relieve this additional economic burden from these families. It seems probable that there are in this group of worker families those of sufficiently low economic status to need all of the money earned rather than to use part of it on such a home adjustment as a maid in order to relieve mother for a freer life when she does come home. One bright looking and neat appearing child confided that in addition to his mother working in the factory, his father worked from seven o'clock in the morning until six in the evening in the same factory. After the evening meal, he acted in the capacity of a night watchman until three o'clock in the morning. He slept all day on Sundays.

Tables showing the occupations of mothers, children jobs, and samples of family profiles are placed in Appendix C for their human interest.

C. Administration of the Questionnaire

All except one hundred fifty blanks were administered by the writer and under standard conditions. Directions to other teachers requested the same procedure. At the outset it was explained that no names were to be signed to the papers. An experiment which has been published since the data for this study were collected, shows the importance of this precaution. Maller (39) found a reliable difference between the results of certain character tests when they were given, first, without the requirement of signatures and, secondly, with this requirement. He concludes that in order to secure the child's "natural" response, the unsigned technique is necessary, for this will insure greater validity for the investigation undertaken. Leonard (158) also found that with reasonable assurance of anonymity, children respond freely and, in the main, sincerely to the questionnaire method. Step by step the procedure was explained until all were certain of the reactions expected. The children were not unduly rushed, but were encouraged to avoid wasting time in thinking over the questions. Meanings of words or phrases were always made clear upon request. In every group a very happy, informal, and cooperative attitude

was secured. The work seemed to be enjoyed by all. Many questions were asked, and the children seemed quite sincere in their efforts to answer questions truthfully to the best of their ability. Many wanted to give additional information on several of the questions. No omissions were permitted unless the pupil had no father or was an only child. In such instances, questions pertinent to these factors were omitted. The situation was so arranged that there was no suspicion at any time of the real selective factor in the blank. One boy at a camp was overheard explaining to another that this was "simply a survey to see how people live in the average home."

Some points of interest came to the surface in the giving of the blanks. Out of the five hundred sixty-eight blanks given, only three children seemed quite disturbed over the two response technique. "Glad" and "Sorry" and "Yes" and "No" did not seem to give a sufficient number of steps for them in the making of their decisions. Inquiry was made in each case and it was found that each of these three possessed an exceptionally high I. Q. rating. A few others evidenced some trouble on occasional questions where additional qualifying words were inserted beside their response word. Only two children verbally mentioned the fact that the same question had been included more than once or several times throughout the blank. One, a sixth grader, also suggested that she believed this was a test to check up on their honesty and consistency of answers. Inquiry showed that these two also had high I. Q.'s.

The fact that the items were accepted on a relative basis is shown by a few statements made while the children were working on their blanks.

"Sure, and I don't have to wear soiled clothes to school. I get a clean shirt every week."

"Our house is tidy all the time 'cept on Saturday when it's all messed up being cleaned."

"Dad and Mother each has his own job. But if something is too heavy to lift, why, of course, Dad helps Mother lift it."

"Of course my mother doesn't scold me when she is tired. That would be a silly reason."

A mother of one of the children tested reported the following incident. This mother was teaching English in a university while the grandmother cared for the little daughter during this mother's absence. The mother had almost completed a unit of teaching on Hamlet when this impatient statement was made by the little girl one evening, "Mother, I'm so tired - tired of grandma and Hamlet!"

A very few papers from the ninth grade bore such additional remarks as, "This is all baloney" or "None of your business" or "I'm a retired shoe shiner." Even these papers seemed to be marked truthfully, however, for there were no conspicuous evidences of the sportive attitude. In fact, no paper in the group was marked in such a way as to seem bizarre or at least consistently so.

D. Types of Scoring

The two hundred blanks were scored in five different ways. A fact-score was counted for each item. This refers to the number of "Yeses" marked on the questions asked. This score represents the percentage of homes of workers or non-workers that live under the condition in point. For example, the score of 49 per cent to question 3 (see page in the Home Blank in Appendix B) means that 49 per cent of the working mothers usually did see their children off to school.

Next, an attitude score was computed for each item. This was done by counting "Yes-Glad" and "No-Sorry" responses. Either response represented a similar attitude of approval toward the fact under consideration, so the total of the two combinations made the attitude score for that item in terms of approval. For example, 88 per cent on question 3 means that 88 per cent of the worker's children approved of mothers seeing them off to school, while the 90 refers to the 90 per cent of the non-worker's children who approve of mothers so doing.

In another scoring, the number of "glad" responses irrespective of the fact response corresponding to each of them, was counted for each child. This gave a percentage of "Happiness" score for each child as he viewed his own home conditions.

Using the key and method as described on page 64 under the discussion of reliability, each child's paper was scored for both a socially approved fact score and a socially approved attitude score, in terms of percentage.

For comparative purposes, the same methods of scoring were applied to the papers of twenty-seven children of parents who were in professional occupations and to the papers of twenty-four children of parents who were farmers.

The sample questions on each practice page were tabulated both for a fact and an attitude score for possible validation purposes.

Reference can be made to Appendix B, page 163, where the fact and attitude scores and their differences for each item in terms of percentage will be found. The first fact figure refers to the worker group of one hundred cases. The second fact figure refers to the one hundred paired non-workers. The attitude scores are arranged in the same order. The differences are placed under the column W. (worker) or N. W. (non-worker) to designate which of the two groups received the higher score.

Throughout the remainder of this study, the term "Fact" will be used to denote the measure obtained when the responses "Yes" or "No" were given to the one hundred questions. It is realized that these answers may not be real facts in the strictest sense of that word, but it is the most convenient term to use to refer to children's judgments as to whether these situations occur in their homes or not.

Summary

The Home Blanks were answered by five hundred sixty-eight children from grades five to nine inclusive. These children were chosen from eight different communities located in three states, a central, western, and southern state being included. A free, almost interview atmosphere was established during the administration of the questionnaires. Interest devoid of suspicion was secured. No signatures were affixed to the papers.

From these returns only blanks which made clear that the mother carried on full time work outside her home were selected for the experimental group. This gave one hundred blanks to be paired with a control group keeping age, grade, sex, school, and father's occupation constant. The two hundred blanks were then scored, and computations were made for a fact and an attitude score for each of the one hundred items; for a Happiness score for each child; and for both a socially approved fact and a socially approved attitude score for each child.

CHAPTER VI

EVALUATION OF THE HOME BLANK

A. Reliability

Before any statistical treatment of results could legitimately be made, it was necessary to ask and answer two questions. Is the Home Blank reliable; that is, are the responses consistent? Is it valid; that is, does it actually measure home life situations? The four attempts made in answering each question are discussed.

1. Method of Correlation

The reliability was found by correlating the scores of the first half of the items with those of the second half, using the total two hundred papers studied. In order to obtain a scoring key, each of the one hundred questions on the blank was answered by eleven graduate students acting as judges. They were instructed to check all questions "yes" which would represent the ideal or socially approved home situation. All other questions were to be answered by "no." By answering on this basis, this automatically made "glad" the only correct attitude response on each of the items. There is no contention that these are the right or wrong answers, but, for purposes of a key, some constant measure was necessary. The decision was practically unanimous in disfavor of items 8, 14, 17, 18, 24, 28, 31, 32, 39, 40, 46, 53, 55, 56, 60, 68, 69, 70, 73, 79, 81, 82, 83, 88, and 91. On items 19, 27, 43, and 48 there was more controversy, but these were included as

socially disapproved because they were in disfavor by over half of the judges. There were only a few scattering disapprovals of some of the remaining items. Of these thirty socially disapproved items, fifteen occurred in the first half of the blank and fifteen in the last half.

The method of scoring used was as follows: In the case of the thirty socially disapproved items, the correct answer should be "No-glad." In case the answer were "Yes-sorry," the attitude would also be correct, but the fact would be incorrect, of course. Therefore, the four possible response combinations were scored as shown below. The check[✓] represents an error either of fact or attitude or both, as indicated. For each error one point was deducted from the total score.

No glad
No sorry ✓
Yes ✓ sorry
Yes ✓ glad ✓

In the case of the seventy remaining or socially approved items, the correct answer should be "yes - glad." Therefore, the four possible responses were scored as marked below.

Yes glad
Yes sorry ✓
No ✓ sorry
No ✓ glad ✓

The reliability coefficient as computed by the product moment method and the Spearman Brown formula was .77 P. E. .03 for facts and .69 P. E. .03 for attitudes. A self correlation of .77 or .69 for an intelligence test would be considered low, but for work of this sort it is encouragingly high.

2. Innerconsistency Measure

The reliability was further checked by a comparison of the average scores made on items purposely stated with opposite or similar meanings. Table X shows the very favorable results gained from this comparison. As one would expect, similar statements received a similar per cent score, and the pairs of opposites totaled near 100 per cent in the case of both fact and attitude.

3. Requestioning Method

A third method used was to give the blank to a few children the second time. This could not be done on a large scale for it was especially important to conceal the identity of the papers in order to secure more natural responses. Four cases were used, each under widely different conditions. Two of these were questioned after a week, being paid a small sum for the extra trouble. One was questioned after a six month's delay and the fourth was checked against a very intimate knowledge of that child's home life. In the first two cases, there were only six reversals of fact response each out of the one hundred

TABLE X - A MEASURE OF THE RELIABILITY OF CHILDREN'S RESPONSES
BASED ON QUESTIONS OF SIMILAR AND OPPOSITE MEANING

Item No.	Similar Questions	% of "Yes" Response		% Approval	
		W.	N.W.	W.	N.W.
10.	Is your house usually tidy?	95	93	95	94
74.	Is your home usually kept in order?	98	100	100	100
11.	Is your home a happy place most of the time?	99	96	99	100
86.	Is your home usually a cheerful place?	93	98	98	99
6.	Is your home a comfortable one?	98	98	100	100
89.	Is your home a cozy one?	88	96	96	97
21.	Does mother usually read the newspaper?	91	92	93	97
84.	Does mother sometimes have time to read?	91	88	98	98
Opposite Questions					
10.	Is your house usually tidy?	95	93	95	94
39.	Is your home untidy most of the time?	5	3	5	3
19.	Do you often have to keep quiet at home?	62	66	49	41
46.	Do you often play noisy games in the house?	24	32	25	15
40.	Is it often noisy at home?	25	35	8	9
75.	Is it usually quiet at home?	78	70	84	79
23.	Do you usually have a hot cooked meal at noon?	75	93	96	96
88.	Are your noon meals usually cold?	19	15	14	11
82.	Do you usually have cold suppers?	7	2	6	1
94.	Do you usually have hot cooked suppers?	95	100	100	100
36.	Are your meals usually on time?	92	99	98	100
69.	Do your meals often come at irregular times?	40	29	44	31
70.	Is home often a lonesome place?	18	14	5	6
86.	Is your home usually a cheerful place?	93	98	98	99
31.	Do you loiter down town a great deal?	12	12	14	11
41.	Do you usually go home promptly after school?	80	77	83	86
60.	Does mother sometimes leave you child- ren at home alone?	61	46	39	28
20.	Does some older person care for the little children in the day time while mother is gone?	50	35	50	41

items. In case three, there were ten reversals. However, the mother, who was sympathetic with the study, could legitimately account for four of these as the blank was answered six months later. (The father had taken on heavy night work, the child had begun to learn to cook and get his own breakfast, and they had had an unusually large number of guests just previous to the second giving of the blank.) Fact items concerning these four situations were reversed. The fourth paper was from an older child of that sophisticated age when one could expect that he might possibly doctor his responses. The responses were exceedingly damaging ones to the whole family situation, but, as the writer was able to secure corroborating evidence, a truthful picture of conditions was assured. The innerconsistency of these four papers was also checked and no discrepancies were noted. In scoring for possible reversals of attitude responses, the changes fact response had to be taken into consideration in the few cases that fact reversals were made. When this was done, there were no reversals of attitude response whatever, showing that their feelings toward conditions were fairly constant, although adjustable.

4. A Priori Method

A fourth method was used to check the reliability of the fact responses. It was assumed a priori, that the homes of professional men would exceed other homes in general conditions. The results from the group of twenty-seven children from this type of home were compared with those of the one hundred children from the non-working homes. The

The choosing of only non-working papers eliminated the variable factor of the working mother. It was found that the Home Blank did distinguish between these two types of homes. The scores on thirty-nine items were found to noticeably indicate advantages in favor of the professional homes. Seven additional items noticeably indicated advantages to the less favored group. These few interesting exceptions with their possible interpretations are submitted:

1. Home was considered a more peaceful place by the non-worker group. Much has been said and written against our "civilization", which crowds the hours with jazz, radio, constant social affairs, entertaining of guests, etc. Perhaps ignorance of some of these luxuries is bliss.

2. Fathers helped in the care of children more in case of the non-worker group. The majority of the professional group were older children who did not need care as indicated here. The families were smaller also.

3. Their clothes were considered "nicer" by the non-worker group. Perhaps the professional group is more critical because it has more and sees better things constantly. It is often said, "The more you have, the more you want."

4. Children were interrupted in play less by the non-worker group. The professional group were older, and, according to previous study, the desire for independence and privacy comes with age and experience.

5. Home was the "pleasantest place" more often to the non-worker group. As in the case of clothes, perhaps the group which is already better off is more critical of what it possesses.

6. There are parties for the non-worker group more often.

7. The non-working mothers help their children with their troubles more often.

In the case of these last two, the figures for the working mother's homes exceed the non-workers'. This leaves the professional woman lowest on the scale on these items which represent opportunities for the strengthening and developing of parent-child relationships. Can it be possible that the mother who has achieved a degree of comfort and luxury is turned by this into thoughts for her own living, entertainment, pleasures, etc., to the detriment of her children? Can it be that, in her seeking to spend her leisure time by such methods as afternoon bridge, she deprives her children of more than even the full-time working mother does? Perhaps not on an absolute scale, but deprivations may affect the attitudes of the children of non-working mothers more readily than the children of the other group.

Quoting Leonard,

"It is of more than passing interest that nearly every girl studied was impressed with how busy her mother was. It seems strange that, with all our devices for saving labor, with all our education for life, so many mothers have so little time to live with their daughters."

In "Middletown" (16b) we also find the mother who devotes most of her time to her children to be considered "exceptional".

"It is significant, that the three hundred sixty-nine high school boys and four hundred fifteen girls chose 'spending time with his children' among a list of ten possible desirable qualities in a father far more often than any of the other nine, and rated the corresponding item as second only to 'being a good cook and housewife' among the qualities desirable in a mother."

The results received from this a priori method are taken on the whole as an argument for truthful answers on the part of the children. Table XV gives a distribution of the ratios of the difference to the P. E. of the difference on the thirty-nine items which differentiated the two types of homes.

TABLE XI - A DISTRIBUTION OF THE RATIOS OF THE THIRTY-NINE ITEMS WHICH DISTINGUISH PROFESSIONAL FROM NON-PROFESSIONAL HOMES

<u>Diff.</u>		Number of Items
Ratio	P.E. Diff.	
2	- 2.4	6
2-5	- 2.9	7
3	- 4	12
4	- above	14
TOTAL		39

In examining this table, the reader should bear in mind that the values at the left indicate substantial and stable differences when they exceed 3. But even ratios as small as 2 indicate a probability as high as ninety-one in one hundred chances that the two groups are genuinely differentiated. (5)

B. Validity

1. Careful Selection of Items and Sincerity of Children

The validity of the items in the Home Blank will have to rest on the very careful selection of its elements as described in chapters III and IV. Since each question has its source in a statement made by

several children when faced with the direct statement, "Make a list of all the advantages (and disadvantages) that might come to the home if mothers worked regularly outside their homes," surely these questions must represent the factors of great importance within the home from the child's viewpoint. The situation was so set as to be conducive to validity on these statements. The details of the techniques used for this purpose are fully described in Chapter III. An interpreted fact represents an attitude. We get attitudes through interpretation. Surely these children did this very thing in making out their list of advantages and disadvantages. (See Appendix A, 1 and A, 2).

The validity of the attitudes secured is less dependable. One simply cannot go back of what the child says, but is forced to accept that. However, as the writer administered the large majority of the blanks, the general impression gathered was one of sincerity on the part of the children. In school room situations, good rapport was established, and there were many, many questions asked by the children while they were marking the papers. Every question was carefully and personally answered. This almost interview type of contact (for it often led to additional explanations or reasonings) assured the writer of the fact that the children knew what they were doing and took the work seriously. A few of the blanks given on the playgrounds and in boy's camps were given individually and there was no doubt of the sincerity of these children as they worked. One cannot tell how they came by these attitudes - by rationalizations, unconscious loyalties,

teachings or what not, but, whatever the source, these surely are the attitudes of children.

2. Theoretical Validity

The most conclusive evidence as to validity may be gained from a comparison of the distribution of children's responses on the preliminary studies with those fact items on the questionnaire which rated very high when "yes" was the approved response or very low when "no" was the approved response. In the preliminary study (4), the children gave responses such as would describe conditions which would exist if mothers worked. The results from the blank show what the children say the conditions are in case she works. By comparing the Home Blank data with the original findings, any marked evidence of agreement would show a degree of innerconsistency which would not be likely to occur by chance. The ratios to show this comparison are given in Table XII. In this table the column headings from A to F refer to attitudes toward Mother, Child, Father, Parent relationships, Parent-child relationships, and the Family group, respectively. First note the second row of the table. These ratios were taken literally from Table V, page 42, where an explanation was made of the method of securing them. It should be remembered that these ratios are indices of the relative importance of the various categories from the point of view of the four hundred children in the preliminary study (4).

TABLE XII - THE RATIO OF THE NUMBER OF ITEMS IN ANY ONE CATEGORY TO THE TOTAL NUMBER OF ITEMS SECURED BY THE PRELIMINARY TECHNIQUES COMPARED WITH RATIOS OF HIGH PERCENTAGE FACTS IN EACH CATEGORY WITH THE TOTAL NUMBER OF HIGH PERCENTAGE ITEMS IN ALL CATEGORIES

Classification	Outline				Categories	
	A	B	C	D	E	F
Home Blank Data	.08	.33	.00	.03	.11	.44
Preliminary Findings	.03	.31	.02	.01	.15	.47

The ratios in row one were secured after an analysis of the percentage scores gained on certain fact items of the Home Blank after it was administered to two hundred children. Each item which showed a socially approved condition to occur in eighty-five per cent or more of the homes was taken as a factor representative of these homes. Items showing large differences between the control and experimental groups were eliminated as both groups were required to meet the set standard of per cent in order to be included. Some socially disapproved items were included as they met the standard set after being made into opposite hypothetical statements and rated accordingly. There were thirty-six such items. Those interested may see these items tabulated in Table XXII on page 105. The composite of these items gives a picture of conditions that is fairly constant within the homes studied.

From figuring in this way, under A, or the category which represented statements concerning the mother, there were three items which met the requirement. As there were thirty-six items in the blank which

met the above requirement of eighty-five per cent, this meant that the ratio of the number of items in A which seems to give a fairly constant picture of home conditions to the total number of constant items was three to thirty-six, or .08. The remaining ratios were similarly computed.

Comparison of the two sets of ratios in Table XII reveal that the two groups of children made similar evaluations about situations in the home. Such similar ratios could not have been secured by chance. Surely, the Home Blank has secured children's evaluations of home life situations as they view it, for they still give their most heavily weighted responses according to the very same mind set or trend as similar children did in the original freely written papers. The extent to which this agreement exists is taken as evidence of validity.

It is interesting to notice that in writing about a similar method of obtaining validity, Hartshorne and May (8 B2) say,

"In the early days of intelligence test construction, it was customary to attempt to validate tests by comparing their results with some external criterion. Binet depended on teacher's ratings in developing his famous series of individual tests of intelligence. ... Experience has shown, however, that the ratings usually used for validating tests are themselves unreliable sources of information. The tests are felt to be superior to the criteria used to validate them, and so the present tendency is to depend for validation on evidence of internal consistency and a careful analysis of how the test hangs together."

3. A Priori Method

In lieu of an outside criterion against which to check for validity, four hundred eighty-eight papers were scored on the first item used as a practice question before proceeding to the one hundred questions in the Home Blank. It was assumed that practically every child should give the response of "Yes-Glad" to the question, "Do you sleep at home?". The following table shows the tabulation obtained.

TABLE XIII - DETAILED TABULATION OF RESPONSES TO PRACTICE QUESTION NUMBER ONE

Response	Frequency of Mention
Yes - sorry	1
Yes - glad	482
No - sorry	2
No - glad	3
Total	488

It is conceivable that the six who marked unusual responses had valid reasons for doing so, but, granting that all of these six were thus having fun, it is at least a small number of cases, too small to incite fears for the validity of the answers given on the whole. Only three of these unusual cases were located from papers used in the study proper.

4. Check on Rationalization

This bothersome question repeatedly arises: Are these children checking responses such as to reveal their own real attitudes or are they going on record in such a way as to defend their mothers and homes, through a sense of loyalty, perhaps? In an attempt to get information at this point, four hundred eighty-eight papers were scored on item three, which was also used as a practice question. This question was, "Does your mother punish you sometimes?". It would seem reasonable to expect that, if the children desired to put up a strong defensive in this case, they would mark either "No - glad" or "Yes - glad" the great majority of times. Probably, too, "No - glad" would be marked by far the greater number of times because of the social disapproval attached to punishment and the reasons for which it would be given. The following table shows the results of this tabulation.

TABLE XIV - DETAILED TABULATION OF RESPONSES TO PRACTICE QUESTION NUMBER THREE

Response	Frequency of Mention
Yes - sorry	163
Yes - glad	199
No - sorry	17
No - glad	98
TOTAL	488

Response number three arouses one's suspicions, while four sounds truthful, though modern. Fortunately, perhaps, none of the seventeen cases under response three chances to fall in the papers used in the study proper. The important figures for this point lie in the first two responses. It does not seem that it would be justifiable to make any definite conclusions on these figures to answer the question pending. They do seem to show, however, that the children are doing their own thinking, for the responses do not all fall at any one conventional point.

But what is an attitude? Suppose the child did respond in defense of his mother and home, perhaps because he was taught to do so either by his mother or outside social approval. Is this teaching not incorporated into his thinking until it becomes his real attitude? He has accepted it and used it and thus lives by it; therefore, it is his attitude. It is this attitude which this study seeks to uncover. The false statement made to avoid realities would be the one to be discredited. It is felt that the several reliability measures have taken care of possible gross errors on this point.

Summary

Some of the most fundamental and yet most difficult problems of attitude measurement are those of reliability and of validity. The writer has presented four different methods in each case in an attempt to make the Home Blank and its findings secure. The methods which

have been used to establish reliability are:

1. By the method of self correlation, the coefficient of correlation for facts is $.77 \pm .03$ and for attitudes is $.69 \pm .03$.
2. Satisfactory innerconsistency measures were secured on thirteen pairs of items both in case of fact and attitude.
3. The requestioning of four children gave satisfactory reliability measures.
4. Comparison of scores of children from homes of professional parents with those from children of non-working mothers shows that the Home Blank does discriminate in accordance with common judgment between different types of homes.

The methods which have been used to establish validity are:

1. The care with which the items were selected and the sincerity of the children questioned are a dependable source for the validity of the responses secured.
2. A comparison was made between the proportion of responses of each type in the preliminary studies with the proportion of frequent responses in the final study. The evidence is strong that there is a dependable innerconsistency between the preliminary experimentation and the data from the questionnaire.
3. A tabulation of responses from one practice question, "Do you sleep at home"? shows that 482 responses out of a total of 488, marked "Yes - glad". Since it is rather certain that this is the truthful response for nearly all children, it is added evidence of validity.

4. A check upon the factor of possible rationalization showed that much less than half of the responses, if any, could be interpreted as conventional rationalizations.

CHAPTER VII

FINDINGS AND INTERPRETATIONS

A. Discussion of Statistically Significant Items

1. Fact Items

The responses of children of workers and non-workers differ on a large number of items both as to fact and as to attitude. In order to pick out those differences which are significant statistically, the differences and their probable errors were figured for each item. For example, notice question two in Table XV, "Does your mother know most of your friends?". Ninety-one per cent of worker children gave the response "yes" to the question. Seventy-eight per cent of the non-worker children answered "yes", while the ratio of the difference to the P. E. of the difference is 3.8. Only items which produced a ratio of 3 or above were chosen. If the ratio is 3 the results would be likely to be the same in ninety-eight cases out of every one hundred if the study were repeated. Ninety-six per cent of the children of workers (one hundred cases) approve of mothers being acquainted with their friends, while ninety-four per cent of the non-worker children (one hundred cases) approve of this. The difference is seen to be 2 per cent and the probable error of this is 2.1 per cent. The ratio of the difference to the P. E. of the difference is 1.0. The attitude measures do not meet the ratio arbitrarily decided upon, but are included for other comparisons to be made later.

TABLE XV - STATISTICALLY SIGNIFICANT FACTS

Item No.	Statement of Item	Facts			Ratio of Diff.	Attitudes			Ratio Diff.		
		% of Rs "Yes"				% approval	Diff. In favor of				
		W	N.W.	W	N.W.		W	N.W.	W.	N.W.	
2.	Does your mother know most of your friends?	91	78	13		3.8	96	94	2		1.0
24.	Do you often have to wear soiled clothes to school?	30	3	27		8.2*	2	2			
32.	Does Mother often interrupt you in your play?	55	41	14		3.0	25	11	14		3.6
42.	Do you often cook at home yourself?	63	42	21		4.6*	73	63	10		2.3
54.	Do you often do as you please when your mother is gone?	41	27	14		3.3	37	28	9		2.0
59.	Do your folks usually send your laundry out?	58	23	15		3.5	59	42	17		3.6
60.	Does Mother sometimes leave you children at home alone?	61	46	15		3.1	39	28	11		2.4
68.	Does Mother go off to work in the day time?	98	3	95		63.5*	40	5	35		9.7
73.	Do you usually have to hurry around home?	52	33	19		4.1*	38	29	9		2.0
83.	Does Mother often scold you children when she is tired?	74	45	29		6.4*	20	14	6		1.7
91.	Do you have to sometimes make your own breakfast?	45	24	21		4.8*	40	23	17		4.0
3.	Does your Mother usually see you off to school?	49	80		31	7.2*	88	90		2	.7
5.	Does your Father sometimes play games with you?	65	80		15	3.4	90	94		4	1.5
9.	Are your stockings usually kept darned?	88	97		9	3.6	95	96		1	.5
13.	Does your Mother sometimes visit the neighbors?	75	91		16	4.6*	87	96		9	3.3
23.	Do you usually have a hot cooked meal at noon?	75	93		18	5.3*	96	96			
33.	Does your Father have a job?	84	94		10	3.0	99	100		1	1.1
34.	Does Mother usually take care of the sick children in your home?	93	99		6	3.2	91	97		6	2.6
35.	Is Mother at home most of the time?	27	95		68	20.0*	89	93		4	2.7
36.	Are your meals usually on time?	92	99		7	3.7	98	100		2	2.2
40.	Is it often noisy at home?	25	35		10	3.0	8	9		1	.4
44.	Does Father sometimes help take care of the children?	68	83		15	3.2	83	80	3		1.0
50.	Is somebody usually home with you after school?	73	89		16	4.4*	86	90		4	1.3
58.	Does Mother do all the cooking at home?	23	58		35	8.1*	40	57		17	3.6
71.	Do you have nice furniture?	88	96		8	3.2	96	99		3	2.0
76.	Does Mother do most of the house work?	41	85		44	10.7*	32	55		23	5.0
80.	Is Mother usually at home after school?	42	97		55	15.3*	86	99		13	5.2
89.	Is your home a cozy one?	88	96		8	3.1	96	97		1	.6
94.	Do you usually have hot cooked suppers?	95	100		5	3.3	100	100			

In a careful study of Table XV the percentage measures will show that in practically every case the home conditions of the workers are such as to be considered of disadvantage to the children in those homes. This may be seen by noting the numbers in the difference columns under Facts. If the percentage is larger for the worker, the difference is listed under column three, and ^{if} for the non-worker, under column four. The differences in favor of the worker are largely on items not socially approved, while the differences in favor of the non-worker are generally on approved items. In fact, one might write a vivid description of the average home where the mother works, by incorporating into it the twenty-nine items shown in Table XV. Unkempt clothes, cold meals, abbreviated social life, hurry and bustle, a scolding, tired mother, etc., would be included in the picture. But, on the other hand, this mother knows her children's playmates, it is quieter about this home, the children have more freedom to do as they please, and adjustments of various types are made so that the mother does not do double duty in the way of all of the housework, cooking, and laundry, in addition to her outside occupation.

It is very essential to consider the size of the percentages before interpreting any of the several items. Notice question 24 for example. Although the difference between the worker and non-worker percentage scores is large and significant, these percentages are comparatively small so that these figures must be interpreted as char-

acterizing a minority of the workers' children. In other words, seventy per cent of workers' children do not suffer the indignity of having to wear soiled clothes to school. Question 36 shows high percentage for both workers and non-workers. Again, although there is a statistically significant difference here, it must be kept in mind that ninety-two per cent of the workers have their meals on time. The eight per cent who suffer irregular meals is a small number out of one hundred families. It is of interest to note that the fourteen starred facts indicate the items which give a ratio of 4 or over and thus meet the criterion of practical certainty. (56)

There are a few items shown in Table XV upon which additional interpretation may be of value. Question 2: Why does the working mother surpass the non-working mother in acquaintance with her children's friends? The results of this study were presented to a class of graduate students who were teachers in the public schools. They were requested to give their interpretations upon the results from the various items. The following are some of the reasons given on this question number two:

"The mother who leaves her home to work is and grows more civic-minded and more open-minded as to what is going on at school as well as in the community than the one who stays in the home and tends to live in her own little family circle exclusively."

"It is a noticeable fact that the working mother attends P. T. A. meetings with better regularity than the non-worker."

I doubt this!

"To choose the women who step out of the home and do the unconventional thing means that you get a sort of selectivity among women. The inquiring mind, the energetic, independent woman is the one who does it."

"The class of women who go out to work are a more progressive group."

"Such women are more community minded and have a broader outlook on life. They are the up-and-doing ones."

Indeed, in this study, the percentage of workers "attending P. T. A." and "visiting the school" surpass the non-workers although the ratio of the difference to the P. E. of the difference is only 2.5 and .4, respectively. In two of the preliminary tests, the same results were secured on these two items. Perhaps there is some such factor at work here that may account for this interesting difference.

Question 40: Why is it more noisy when the mother is at home? It is interesting at this point to go back to the original statements of children as found in chapter two and appendix A. In large numbers of cases, the children suggested that it would be of great advantage to have mother off at work so there would be peace and quiet around home. One of the strongest criticisms against the mother was her continuous interruptions and making of housework noises so that the child could not think, play, study, or even "live in peace". This type of factor was referred to more than any other in the children's papers.

Question 44: It is interesting to note that although the working

woman's husband helps her with the children less often than the non-worker's husband, the children's attitude toward this condition is reversed from the position it generally takes. Children generally take life as it is and uphold conditions they are accustomed to, but in this case the worker's children do not entirely approve of this condition. Eighty-three per cent would approve of father's helping mother with the children.

Question 48: "Do you often cook at home yourself?" According to adult judges, this would be a socially disapproved item. The children do not agree wholeheartedly. This is evidenced by comparing the fact percentage with the attitude percentage. A comparatively high percentage approve of cooking. Perhaps they are at the age when cooking is a new thing to do and therefore is fun. Perhaps it is true that it is far more enjoyable if nobody like a mother is around to give directions. Perhaps it is true that the freedom made possible by mother's absence makes for joy in any work they do. Many children avoiced this concept in various ways in the early part of the study.

Question 54: "Do you often do as you please when your mother is gone?" The low percentage score shows that even among children this is a socially disapproved item. One would think he were dealing with a group of either angels or pervaricators, however, if he failed to get a response of "yes" more often from the children who have more opportunity to do as they please, for they are human. It is refreshing

to learn that even this percentage is fairly low, however. One child explained that he did as he pleased, of course, but his pleasure was the same as his mother's. His mother was reasonable with him, so he could not be otherwise with her. This particular mother was a university professor, of a fine type no doubt, as evidenced by the son's statement. In the preliminary part of this study, children's free attitudes expressed the desire to be rid of mothers so they could do more as they pleased, all the way from "feeding the cat more" and "blowing horns" and "playing with noisy motors" in the house to "having the gang in often", "having the dog in the house", and "making candy every day.

2. Attitude Items

Attention will now be directed to the significant differences in attitudes. These are shown in Table XVI. The ratios of the differences to the probable errors of the differences show the significance of the differences. Only nine items came up to the standard of a ratio of 3 or more. The first eight of these were also significant in the fact list which shows that the children gave their opinions from experience, rather than from a process of reasoning. In review, note that the attitudes are expressed in "approval scores". The system of scoring was as follows: a response of "yes-glad" signified approval of the condition in question. If the response had been "no - sorry", the same attitude would have been expressed although negatively. 84

TABLE XVI - STATISTICALLY SIGNIFICANT ATTITUDES

Item	Facts			Attitudes			
	% of Rs "Yes"		Diff. in favor of	% Approval		Diff In favor of	Ratio Diff.
	W	N.W.		W	N.W.		
			W.N.W.			W.N.W.	P.E. Diff.
13. Does your Mother sometimes visit the neighbors?	75	91	16		87	96	9 3.3
80. Is Mother usually ^{at} home after school?	42	97	55		86	99	13 5.2
92. Are your clothes nice?	96	95	1		100	96	4 3.1
32. Does Mother often interrupt you in your play	55	41	14		25	11	14 3.6
68. Does Mother go off to work in the day time?	98	3	95		40	5	35 9.7
91. Do you sometimes have to make your own breakfast?	45	24	21		40	23	17 4.0
58. Does Mother do all the cooking at home?	23	58	35		40	57	17 3.6
59. Do your folks usually send your laundry out?	38	23	15		59	42	17 3.6
76. Does Mother do most of the house-work?	41	85	44		32	55	23 5.0

all responses "yes - glad" and "no - sorry" were combined to make the total approval measure of each item in question.

The nine attitude measures classify into three types of three items each. Each type portrays one general concept.

In reference to questions 13, 80, and 92 as shown on page 85a, like all the children, these worker's children approve highly of mother visiting the neighbors and of having her at home after school and of themselves having nice clothes. These interpretations are made from the percentage scores in the table. High percentage scores for attitude or approval means that a large number of children take this stand. However, the workers' children approve of these items to a somewhat less degree than the other group. Item 92 presents an exception. Perhaps this attitude is caused by loyalty to the mother or home, or by being conditioned to satisfaction with life as he lives it, or by the influence of the mother's training for contentment with what they have. Even item 92 follows the same trend if the fact measure is taken into consideration. According to it, the workers' children think they have nicer clothes.

In reference to questions 32, 68, and 91 (page 75a): Like all the children, these workers' children disapprove of interruptions in their play, of mother going off to work, and of having to get their own breakfast. This interpretation of disapproval is based on low percentage scores shown in the table. However, they do tend to approve

of these socially disapproved situations more than do the non-workers' children. Again, might this attitude be due to loyalty to the mother, the influence of her teaching rationalizations, etc.?

In reference to questions 76, 58 and 59 (page 85a): Like all the children, these workers' children would rather that their mother would not work so hard such as doing all the housework, cooking, and laundry. Comparatively low percentages lead to this interpretation. (Item 59 may seem to be an exception, but in reality, it expresses the same attitude because the fact score shows that the worker group does send its laundry out more often than the non-worker group.) Yet they do approve of these things less than the non-worker group. Might this attitude be due to loyalty to the tired working mother which conflicts with the fact that she is not always able to make the necessary adjustments for an easier life? The percentages are neither very high nor low in general, suggesting such a possible conflict of opinion.

These results follow quite closely the very same type of attitude which was shown in the preliminary part of this study. When asked to list both advantages and disadvantages which would come to the home if mother worked, one high school freshman wrote the following list. His mother did not have a job, although the family evidently was in poor circumstances. Perhaps some of these mothers who have not found work are the unlucky ones in comparison with their neighbors who have been more fortunate in finding the desired work. Perhaps the resulting state of disappointment and discouragement therefore is reflected in this child's paper.

ADVANTAGES

1. You would have more clothes.
2. You would have more money to pay on groceries.
3. You would have an automobile.
4. Mother would have more comfort.
5. We would have a home of our own.
6. We would have nice furniture.
7. We would have a swimming pool in the back yard.
8. We would have butlers and servants so mother could take it easy for a while.
9. You would have a nice warm furnace.

DISADVANTAGES

1. We would get too lazy.
2. You would get too high headed.
3. You would have too many fancy eats.
4. Your furniture would get scratched.
5. You might get drowned in your swimming pool.
6. You would have to pay too much money out.
7. Costs too much to keep a furnace going.
8. You would not be satisfied with what you get.

This paper as a whole, reveals normal desires for better things such as any child would have, but they are coupled with rationalizations in the form of defense for his home as it exists. Some of the disad-

vantages stated sound very much like possible parental teachings rather than like personal and original rationalizations of the child himself. There is little doubt that this child has been constantly subjected to the following parental percepts or similar ones: "Don't ask for something that is not on the table." "Be thankful for what we've got." "Be glad things are not worse than they are."

In order to check on this generalization that workers' children are like all other children in desires and wishes although loyalty, training, experience or some such factor causes them to be satisfied with less, the attitude measures which match the significant fact items have been included at the right of Table XV on page 80a. Although, statistically speaking, the ratios are not high, there is a general and constant tendency for the worker's children to show an approval score very similar to that of the non-worker's children. With but one exception, however, they show that they approve more nearly of conditions as they exist in their homes. This may be seen by noting that in each case in which the fact difference favors the worker, the attitude difference does likewise, unless there is no difference expressed. The one exception, in item 44, has been discussed previously.

Attention is also drawn to the column in Table XV showing differences in the attitude measures. Eight differences are fairly large. These have been discussed as the significant attitude items. All of the remaining differences are small with the exception, perhaps, of those on items 48 and 60. In each of these two cases, however, the

fact measure indicates that the situation under consideration occurs most often in the worker home. This tallies because the difference was larger in favor of the worker group. Thus these figures support the conclusion that children approve of home conditions in direct proportion to the frequency of the occurrence of that condition within their homes. This tendency probably shows that there may be a constant factor at work here which would show up as statistically reliable if a larger number of cases were studied.

B. Happiness Measures

Coincident with this investigation, there have been completed recently two pertinent studies bearing upon the happiness of individuals.

Wickman (29) has shown that school teachers seldom think of shyness, unsociableness, fearfulness, unhappiness, etc., as underlying serious and undesirable behavior difficulties. They identify bad behavior with attacking, frustrating types of problems as exemplified in dishonesty, disobedience, truancy and sex digressions. However, the mental hygienists questioned reversed the two types of reaction in rank of importance for a study of the underlying causes of misconduct.

Watson (46) has reported results secured from three hundred eighty-eight students of education, averaging thirty years of age. These students made estimates of their degree of happiness. The different aspects of happiness were secured and those which measures most

essential were brought together in the form of thirty-eight terse hypotheses.

In the present study a happiness score was computed for each child by figuring the percentage of his attitude responses which were "glad" because of good home conditions or in spite of poor ones. This was also done for a group of twenty-four farmer children and a group of twenty-seven children from professional homes. (largely university professors.) There were scores seventy-eight additional papers of children whose mothers worked either away from home part time or only occasionally or worked at home full time, part time, or occasionally. These were carefully paired as in the case of the one hundred full time workers with seventy-eight papers of non-workers' children. Table XVII gives the results of these happiness scores figured for the various groups in terms of medians and means.

TABLE XVII - MEDIAN OR MEAN HAPPINESS SCORES
OF VARIOUS GROUPS

Group Classification	Number of Children	Percent of Happiness	Range	Q
Farmers	24	87	(Median)	
Professional	27	91.5	"	
Full time outside home workers	100	83.7	"	57-99 11.1
Paired non-workers	100	87.9	"	65-99 10.
Part time outside home workers	19	84.5	(Mean)	
Paired non-workers	19	88.8	"	
Occasional outside home workers	20	87.2	"	
Paired non-workers	20	87.4	"	
Full time workers at home	18	83.4	"	
Paired non-workers	18	88.7	"	
Part time workers at home	9	86.9	"	
Paired non-workers	9	88.7	"	
Occasional workers at home	12	87.1	"	
Paired non-workers	12	90.9	"	

As might be expected, the twenty-seven children from professional homes show the highest percentage of happiness for their home conditions. It was interesting to note, however, that one child in this group received one of the lowest scores secured in the entire study. This score was only 62 per cent. In this case the pupil's name was secured, thus giving valuable information to the investigator. Personal acquaintance with this child makes it possible to state that he is not of a neurotic constitution by any means, but has good grounds for making such a score.

Roughly speaking from Table XVII, all other children make a similar score when attempt is thus made to measure happiness. However, when Tables XV and XVI are carefully studied, it is noted that, although the differences in percentage between the two groups on any one item is slight, there is a fairly constant accumulation of disadvantages on the workers' side. If one were to speak generally, considering these figures, he would make the statement, probably, that there was no significant difference between the happiness of the two groups. But as Buckingham (32) has so aptly stated, we too often fail to take note of the accumulation of minute advantages which, brought together, are likely to present a more truthful picture of the whole. In this case, this factor was taken into consideration by using the number of items scored instead of the number of children questioned as "n" for this group was ten thousand. In this computation a ratio of the Diff. to the P. E. Diff. of 13.3 was secured between the two groups based on

their median happiness scores. This figure is statistically significant even to the point of practical certainty, so that it seems that there is a real difference here if the whole truth were known. The whole truth is not perfectly represented here, for, undoubtedly, the number of home situations possible has not been exhausted in the one hundred items of the Home Blank. However, according to the original selection of these items, they are a varied and representative sampling of what children themselves consider of most importance. This general conclusion as to a difference in the state of happiness has the advantage of additional weight on the side of a common sense view point.

No attempt will be made to interpret the ratios figured on paired groups shown in the last half of the table. The number of cases is too small to admit the making of generalizations. For instance, in figuring part-time outside-the-home workers, "n" would be nineteen times one hundred items or nineteen hundred - no small number indeed. But if there were two children out of the nineteen who had neurotic tendencies, these would affect the total score in possibly two hundred points.

A consideration of the two hundred children paired with all leading factors kept constant except the occupation of the mother, the workers' children are probably handicapped by poorer home surroundings and therefore are not quite such happy children, all in all. The most interesting point, however, is that this group's median happiness score is 83.7 per cent, while that of the paired group is 87.9 per cent. Such close

percentage would seem to indicate a fairly normal state of mind, rather than a foundation for neuroses on the part of the workers' children.

C. Social Approval Measures

1. Socially Approved Facts and Attitudes

Finally, the papers were scored according to the social approval key as secured from the consensus of opinion of the eleven judges as explained on page 64. Both fact and attitude responses were scored according to the key, with a deduction of one point for each socially disapproved fact or attitude. This also was done for the farmer and professional groups. The following table of medians expressed in percentage shows the results obtained.

TABLE XVIII - COMPARISON OF SOCIALLY APPROVED SCORES

Type of Score	Groups			
	24 Farmers	27 Professionals	100 Workers	100 Non-Workers
Median Socially Approved Fact Scores in %	76.7	81.3	72 range=52-91 Q=11.5	77.5 range=55-92 Q=10.4
Median Socially Approved Attitude Score in %	88	87.3	83.8 range=48-96 Q=9.1	85.6 range=66-96 Q=6.9

One would expect the socially approved fact per cent for the professional group to be a more favorable one. Again, the score on the paper of one child in this group was one of the lowest social approval

scores obtained on any of the papers marked in the entire study. His socially approved score on facts was 60 per cent and on attitudes was 78 per cent. This is not so diverse, for evidently he knew of better conditions and therefore possessed attitudes such as would be expected of one of his group. Ratios of the difference to the P. E. Diff. were figured and found to present a difference of practical certainty in favor of the non-workers. These ratios were also figured on the basis of "n"'s being ten thousand as previously explained. Again, common sense would lead one to accept the difference in case of the socially approved facts on this group. The fact ranges for workers and non-workers are similar, ~~wherefore homogeneous~~. The non-workers are less variable as to fact, but only slightly so. The non-workers are considerably less variable as to attitude, however. This is shown by the relative size of the Q.

The facts revealed in the interpretation of Table XV and XVI give weight to the significance of the difference here in socially approved attitudes. These tables show that the workers' children approved of their home conditions in every case, no matter what they were. In considering this state of affairs, one might feel inclined to honor the worker group for the loyalty, training or whatever factor it is which causes them to stick to their home, but in this measure of social approval, society in general would demand that they have certain ideas as presented in the socially approved key secured from the judges. These children surmount the conventional ideas of attitude, but the

judges deduct from their score because of this. They have been penalized in this measure because their experience has not embittered them. The point up for consideration is that it is not contended that these socially approved attitudes are necessarily the right attitudes. Perhaps the rationalized, tempered, adjusted attitudes of these workers' children are the best ones. At least, they are bound to make for happier family relations and therefore to result in fewer maladjustments in the fact of the realities of life.

Many of the interviews gave the writer this impression. A typical one is cited. One poor, ragged little fellow was interviewed on a city playground while his mother, who could neither read nor write, was at work in a hosiery mill. His general bearing gave the impression of his having not a care or moment of unhappiness. When generally attractive questions were asked, he smiled and, without a sign of scorn or wistfulness, answered truthfully, although his answers were not desirable ones. Such things as nice clothes, parties, nice furniture, pretty things, spending money and trips made only a distant appeal to him. His responses always included some reference to the fact that his home was just like all ordinary homes in these respects, or "Whatever is, is right". His father played horse shoes with him and his sister helped him with his lessons. What else could one desire?

2. Frequency of Occurrence of Socially Disapproved Facts

Do socially disapproved facts occur often in these homes?

The scores for each of the thirty disapproved items were analyzed. Sixty per cent was arbitrarily chosen as the dividing line. Any item with a fact score above sixty per cent was interpreted as occurring fairly often in the homes studied. After the omission of items 35, 68, and 80 which refer to the experimental factor, nine items fell under this treatment.

TABLE XIX - FREQUENCY OF OCCURRENCE OF SOCIALLY
DISAPPROVED FACTS

Item No.	Statement of Item	Workers	Non-Workers
14	Do you children sometimes quarrel together at home?	83	79
19	Do you often have to keep quiet at home?	62	66
27	Do you often go to the movies?	66	61
28	Do you children often make your mother nervous?	61	61
48	Do you often cook at home yourself?	63	42
56	Is mother usually tired in the evenings?	89	88
60	Does mother sometimes leave you children at home alone?	61	46
79	Do you often get into the food between meals?	59	61
83	Does mother often scold you children when she is tired?	74	45

Although these differences are sometimes small in cases where the item did not prove to be a statistically significant one, the trends are of interest. Items 14, 56, and 83 have fairly high scores, each to the disadvantage of the workers' children. The ideas expressed in these three items are closely linked together, it appears. It would seem that a relatively unfavorable psychological atmosphere exists in the home of the working mother. Items 19 and 79 put the non-workers in the disadvantageous position, although the percentages are very close. Interpretations for results on 19 have been discussed previously in this chapter. The percentages on 79 are likely to be due to chance.

3. Sex Differences

In order to check on possible sex differences which might alter attitudes concerning the mother's working, the socially approved attitude score was figured for boys and girls separately. Only the one hundred workers' children were thus scored, there being forty-nine boys and fifty-one girls. The median score expressed in percentages for boys was 82.9 and that for girls was 86.8. This gave a ratio of the Diff. to the P. E. Diff. of 8.0 (using forty-nine hundred and fifty-one hundred as "n"), which is statistically significant in favor of the girls. The girls thus possess a higher degree of socially approved attitude toward home life situations herein studied.

This tends to substantiate the findings of the Character Education Inquiry (8C1). Here it was found that girls were more sensitive to both conventional and ideal social standards than boys. This held even after the factor of intelligence was ruled out. These writers (8C2) suggest that this difference:

"May possibly be due to the generally closer confinement of girls to the home, especially to the mother, whose influence we have seen is greater than that of the father. If the inference is correct that the daughters have a higher score than the sons because they spend more time at home and are in more intimate contact with its adult members, then the reason for the greater influence of the home as compared with other agencies might possibly be that the home maintains more extensive and intimate contact with both boys and girls than do schools, clubs and Sunday schools."

4. Comparison of Normal and Broken Homes

As there are thirty-one cases among the worker group in which the father was deceased and seven cases in which the father and mother were separated, it was thought that perhaps this factor of an abnormal home situation might affect the children's attitudes toward the mother's out-of-the-home occupation. The thirty-eight cases were grouped together, thus making a group of eighteen girls and twenty boys represented. These thirty-eight were paired with eighteen other girls and twenty other boys of working mothers whose husbands were living with the family and working. The paired cases were chosen at random, although pairs were kept within the same school and class. The follow-

ing table shows the median results expressed in per cent after the papers were scored for socially approved facts and attitudes.

TABLE XX - COMPARISON OF NORMAL FAMILY WORKER GROUP WITH
BROKEN HOME WORKER GROUP AS TO MEDIAN SOCIAL
APPROVAL SCORES

Type of Score	Normal Family Group	Broken Home Group
Socially Approved Facts	75.5	69.7
Socially Approved Attitudes	85.	84.

As might be expected, there is a statistically significant difference as to fact or home conditions in case the father is dead or separated from the family. (Ratio of Diff. to the P. E. Diff. = 8.6) It is very interesting that this factor of a broken home does not seem to affect attitudes, however, as the ratio of the Diff. to the P. E. Diff. is only 1.7, which need not be considered seriously.

5. Age and Grade Differences

An attempt was made to analyze and compare attitude scores according to age and grade, but the number of cases was too small in most instances to give dependable results. The medians secured did not show a trend in any one direction, but rather fluctuations from age to age and grade to grade.

Hartsborne and May (8B3) have called attention to age differences in attitude in the following words.

"In a certain crude way behavior, attitude and emotional expression are graded by age. There are types of conduct and attitude that are regarded as 'childish' or as 'manly' or 'womanly'. But the age scale for conduct and attitude is very crude indeed and is based on tradition, not science."

In fact, these writers do not find conclusive evidence that older children are far more skilled than younger ones in perceiving and appraising social situations. (8C3) The older children did no more, but rather a little less than the younger ones when opportunities to be of service were presented. (8B4)

Lasker (13) found, however, that there was "some relation between age and the form taken by race attitudes, and the behavior in which these express themselves, however vague the lines of division may be and however many the deviations from the norm." Although there are influences of different phases of physical growth upon functions and interest and therefore attitudes, he attributes the similarity to experiential causes more than physiological.

6. Children's Judgments as to Socially Approved Items

Do children and judges agree as to socially approved situations in the home? They do in general. This answer was secured from a study of the percentage scores on the one hundred items in the Home Blank. Questions 27 and 48 were exceptions to this almost perfect agreement. Children feel no disapproval attached to going to the movies and to cooking. There is a draw in decisions on questions 19

and 79, which concern having to keep quiet at home and getting into food between meals. The first two can be more easily explained than the last. A very possible explanation for the last two might be that these children have been taught the conventional adult views on these subjects, and therefore there is a conflict in their minds as to which way to vote. The percentages for these items hover around fifty, so that about half of the votes are for and half against them.

7. Children's Attitudes toward Mother's Out-of-the-home Employment

Do children approve of mother's being employed out of the home? Let us examine their replies to the two questions which were inserted in the Home Blank in order to get this attitude. Question 35 asked if the mother was at home most of the time, and question 68 asked if she went off to work in the daytime.

TABLE XXI - RESPONSES TO ITEMS 35 AND 68 WITH DIFFERENCES SHOWN

Item No.	"Yes" responses		Diff. in favor of		Approval Responses		Diff. in favor of	
	Worker	Non-Worker	W.	N.W.	Worker	Non-Worker	W.	N.W.
35	27	95		68	89	95		4
68	98	3	95		40	5	35	

Table XXI answers this question quite clearly. The writer learned that a good many of the mothers returned from their work before or at the same time that school was out. (This is also shown by studying

the returns on item 80.) Question 35 is a more general one, but the 27 under the workers' "Yes" response is probably accounted for by this factor. To these mothers' children, it would seem that she was at home most of the time as her absence from the home was largely during the time they also were absent. Notice the very high percentages of approval on this item. Although the workers' children express their approval less forcefully, nevertheless, they rank very closely to the other group on this attitude. The returns on item 68 are still more direct. Only 40 per cent of the workers' children approve of mothers' going off to work in the day time. The 40 presents a loyal difference in comparison with the non-workers' children, but it must be concluded from these figures that they are in the minority. Speaking generally, one could not strongly defend mothers in their outside employment if this one item were to decide the question. But this would not be fair to either the mothers or the children. Significant modifications of this attitude are shown when other items are taken into consideration and a general attitude is thus gained.

8. Criteria for a Happy Home

As practically all of the children seem to feel that their home is a pleasant and happy place, no matter what the actual conditions are, it was thought that it might be interesting to objectively define this concept of a happy home in children's terms. As was stated on page 73, only items which showed a socially approved condition to occur in eighty-five per cent or more of the homes was taken as a factor representative of these homes. The assumption was made that if a fact

occurred in homes to such a large extent as evidenced by this high per cent, it surely would need to be included in any description of home conditions which would claim to portray a fairly constant picture of those homes. Thirty-six items were found by means of this selective process. These thirty-six statements were made freely originally, and with a high frequency of mention by four hundred children of the same age group as those who were later selected to be studied more intensively. Now these two hundred other children, who were carefully selected, have evaluated the statements. This array of high percentage scores describes those factors here represented which go to make up the happy home as they see it and testify to it. Table XXII gives in detail this description. The items evaluated on the questionnaire are now recast into positive statements in order to interpret more clearly the responses made by the children.

TABLE XXII - BASIS FOR CHILDREN'S CONTENTMENT
WITH THEIR HOME LIFE

Item No.	Outline Key	Positive Statement of Item
6	F - 3	My home is a comfortable one.
9	B - 5	My stockings are usually kept darned.
10	F - 6	Our house is usually tidy.
11	F - 1	Our home is a happy place most of the time.
21	A - 4	Mother usually reads the newspaper.
25	F - 6	Our beds are made up every day.
29	D - 2	Father and mother usually have good times together.
* 31	B - 2	I do not loiter down town a great deal.
34	B - 5	Mother usually takes care of the sick children in our home.
36	F - 5	Our meals are usually on time.
38	B - 5	My clothes are usually kept mended.
* 39	F - 6	Our home is not untidy most of the time.
42	F - 2	My parents sometimes have visitors in the home.
49	F - 4	We have pretty things in our house.
52	B - 2	Home is a place where I am usually proud to invite my friends.
* 55	E - 2b	I do not usually have to stay in the house to play.
* 56	A - 1	Mother is usually tired in the evening.
57	F - 1	Home is the pleasantest place in the world.
63	E - 2a	Mother usually trusts us children.
65	B - 6	Mother often settles our disputes.
66	B - 3	I am sometimes allowed to buy candy with my own money.
71	F - 4	We have nice furniture.
72	F - 1	All the members of our family usually eat meals together.
74	F - 6	Our home is usually kept in order.
77	B - 3	I sometimes have spending money.
78	F - 1	It is usually peaceful at home.
* 82	B - 5	We do not usually have cold suppers.
84	A - 4	Mother sometimes has time to read.
86	F - 1	Our home usually is a cheerful place.
* 88	F - 5	Our noon meals are not usually cold.
89	F - 3	Our home is a cozy one.
90	E - 2a	Mother and I are interested in many of the same things.
92	B - 5	My clothes are nice.
94	B - 5	We usually have hot cooked suppers.
96	E - 2a	Mother is usually interested in hearing about our school affairs.
97	B - 6	Mother usually helps me out in my troubles.

* Socially disapproved items are included because they met the standard set after being made into opposite hypothetical statements and rated accordingly.

According to this measure, thirty personal relationship items falling under the classifications of A, D, and E were thus not included in the child's constant home picture. Speaking concretely, it is only about a fifty-fifty or less chance, therefore not a constant home picture for these children, that "mother goes to P. T. A." or that "father helps mother with the work" or that "they have to take care of the younger children" or that "father helps them with their lessons" or that "they make mother nervous with their playing" or that "mother interrupts them in their play" or that "they quarrel with mother" or that "they are left at home alone often" or "they have to hurry around home" or that "mother scolds them when she is tired" etc. If it is assumed that the children are truthful, evidently such possibly poor adjustments as mentioned above are not made often in homes, or they are not vital enough to the child to make a deep impression on him. Perhaps he forgets the unpleasant happenings and remembers the pleasant ones and thus innocently fails to mark up the unpleasant situations occurring in his home.

In a study of individual differences in forgetting pleasant and unpleasant experiences, Meltzer (42) found that more pleasant than unpleasant experiences are remembered on the average. Also that after a lapse of six weeks, 59.73 per cent of the unpleasant experiences and 42.60 per cent of the pleasant ones were forgotten.

The remaining home relationships items taper off gradually from a "low visibility" point up to the point at which they are considered to be of fairly constant occurrence in the home as shown in Table XXII.

The data from this study have shown that on the whole, the children studied are contented with their home life as it exists. Table XXII has pictured the homes of these children when only the most constant factors of home life are considered. It follows that these items or factors are the leading ones, according to this study, which make for the contentment of children in their homes and therefore endear it to them.

Summary

On the whole, the findings of this study are of a very wholesome nature. The results, in general, may be considered negative, but, viewed in the light of mental hygiene, it would have been a tragedy to have found them otherwise. Having investigated only a few elements of home relationships, it is not claimed that this is final evidence. These results in reference to conditions of home life will be cited.

In twenty-nine fact items there were significant disadvantages to the worker group, but these children were not greatly affected emotionally by this condition as shown by their attitude scores. In eight items out of the twenty-nine just mentioned plus an additional one, attitudes were significantly disadvantageous to the worker group. Nine items out of one hundred is a small number. Moreover, the differences, though significant, were slight. Both the experimental and

control group of children are satisfied in general with their own home conditions.

Though somewhat less happy than the non-worker group, the workers' children are comparatively of the same state of mind as the more fortunate group. According to adult judgments, the workers' homes do not rate as high for general conditions and attitudes, but the children are not oppressed by this condition. Indeed, the attitudes of the two groups are closely similar. Only nine socially disapproved items occur fairly often in the homes studied.

According to adult standards, girls of working mothers surpass boys in approved social attitudes. The attitudes of children in broken homes is practically the same as those in normal homes. Children agree fairly well with adults as to the facts and attitudes which should be socially approved. A minority of workers' children approve of their mothers' being employed.

CHAPTER VIII

RELATED PROBLEMS

Listed below are the problems which have grown out of the present study and which the author feels to be of immediate importance.

1. In order to determine the actual disadvantages which children might suffer because mothers are employed, a companion study would be necessary. In such a study the instrument of measurement probably should be constructed from items gathered from expert psychologists, pediatricians, parental educators, etc. Thus the losses and gains per home, as seen by today's demands of modern science might be measured.

2. Another very interesting companion study to this one would be one of children's ideas of and their attitudes toward the mother's absence from home when this was due to excessive bridge playing or such social affairs.

3. Do we tend to like those things toward which we respond positively and to dislike those toward which we respond negatively? It would be worth while to study this question more closely by selecting, for example, a group of children who always wash the dishes, another group who care for baby brother, and still another group who make the beds. Paired with groups who never perform these home duties, one could expect to trace attitudes more directly. It is conceivable that the youngsters who regularly do dishes, care for the baby, and make beds would grow to dislike these tasks because of the very fact that they had to do them habitually. If they did these things only occasionally, there might come much more of a pleasure in the doing of

them. On the other hand, if one were to study a group which went to the movies often, another group which had spending money, and another which had pretty clothes, would there probably ever be a case in which the child developed a dislike for these things?

4. The writer is desirous of extending this study so that much larger numbers may be questioned at these same, lower and higher age levels in an endeavor to investigate a possible evolution of attitude from age to age.

5. Many interesting, though perhaps minor problems may be studied if a much larger number of cases were secured. Reliable comparisons could be made between various socio-economic groups or between the mother's and father's influence in the home by studying such individual items as those which refer to parents playing with the children, to parents helping with lessons, to fathers helping mothers around the home, to the type of home duties expected of children, and whether children enjoy or disapprove of quarreling among themselves.

6. Do attitudes of children reflect those of the social group in their environment? It would be worth while to study entire families on this subject. This should include parents as well as sibs. Do attitudes "run in families"? In such a study the factors of intelligence and social achievement should be taken into consideration carefully.

7. It would be very desirable to learn the attitudes of working mothers toward their work and toward the effects they think it has upon the children. The mother might give a rating to each of her

children to compare with the Home Blank. The factors of the type of home, mother's occupation, socio-economic status, etc., should be sharply distinguished in order to detect possible differences.

8. A promising check of children's attitudes could be obtained through free interviews. Perhaps the child would mark the Home Blank or write an essay on his attitudes toward home conditions in a regular school room situation. Unknown to him, the investigator would interview him later for validity measures of his opinions as given.

9. A very practical piece of work would be to make case studies of "sorry" children. Such a study would necessitate a study of the mother also, if not the entire family. It is conceivable that much ignorance and misunderstandings would thus be brought to the surface.

10. It would be valuable to know more about father-child relationships and the influence of these upon the attitudes and conduct of the child.

11. It might be worth while to set up an experiment in an endeavor to learn just why almost all children feel, "Be it ever so humble, there's no place like home". When one considers just what this attitude may include with all possible implications of different types of homes, attitudes gained therein, things learned to be loved, etc., and if this could be laid at the mother's door, there could be no greater scientific evidence found for a great need for parental education.

12. The writer thinks that there is a need for an instrument similar to the Home Blank, but more reliable, for use by teachers, clinicians and parents. Perhaps this would become a complement to

such a blank as the Sims Socio-economic scale. In the early experimental stages of this study when children were permitted to sign their names to their papers, their teachers reported that they were able to gain many valuable aids from knowing the children's responses to such questions.

In the case of one child with whose home the writer was well acquainted, it would seem quite certain that it would be of great value to his parents if they could know their child's attitudes toward many of their home conditions. The trends displayed in his paper are headed in a dangerous direction unless they can be checked by more understanding and willing cooperation on the part of these parents.

One other case gave added weight to this conclusion. The papers of one child were shown to his mother who was in full sympathy with the study. She considered that it was worth while for her, for it revealed to her that certain things seemed to count more in her son's eyes than she had ever surmised. Some conditions in that home have since been altered, much to the added happiness of the child.

In a clinician's hands, some such an instrument might become a sort of neurotic indicator. The writer thought that some of the papers scored showed such a high percentage of "sorry" responses, and as sometimes these were attached to seemingly abnormal situations, they might suggest the possibility of the child being of a neurotic constitution. It would at least be worth while to trace such papers further in order to find the real source of such extreme unhappiness. It may not be safe to accept unquestioningly and at face value any one response given,

by any one child. It is when the blank is viewed as a whole that a fairly good impression of the home can be gained. Moreover, if the clinician were to make a case study of an individual child, the data furnished by such a blank might be invaluable in suggesting his means of approach.

CHAPTER IX

SUMMARY AND CONCLUSIONS

A. Summary

An attempt has been made to discover children's ideas of and their attitudes toward conditions caused by the mother's out-of-the-home employment. This study was begun and carried through from the child's standpoint and thus represents only the child's attitudes in the light of his own experience and sense of values.

By conducting six different studies upon 781 junior and senior high school and university pupils in normal school room situations from a wide variety of types of homes and communities, there were secured 5,638 unsigned responses or statements of attitude relative to mothers' place in the home, and home life situations in general. The responses were classified into an outline of seven divisions with statements centering around situations concerning mothers, children, fathers, parent relationships, parent-child relationships, the family group, and society as a whole. These statements were analyzed in an effort to trace trends of attitudes from age to age.

The questionnaire was chosen as the type of instrument for use because of its direct method of ascertaining facts. This was called a "Home Blank" and was constructed, after a detailed process of refinement of the children's statements. As a result of the use of the criteria of frequency of mention, age of the child, interest, variety, and the writer's judgment, all but one hundred items were eliminated. These

represented both socially approved and disapproved situations within homes. In addition to a personal data sheet, the Home Blank was made up of these one hundred statements cast into positive, though interrogative form. Subjects were requested to answer these questions as to whether the particular situation existed in their homes and, adjacent to this, whether they were glad or sorry for the answer they had given, which meant glad or sorry for the situation as it existed in their homes.

The Home Blank was administered to 568 children of grades five to nine found in school rooms, city playgrounds, boys' camps, and daily vacation Bible schools in varied types and sizes of communities in Ohio, Colorado, and North Carolina. From these there were secured one hundred papers of children whose mothers worked out-of-the-home full time. These were carefully paired with one hundred children of non-working mothers, keeping constant the age, grade, sex, school, father's occupation, and community.

The two hundred blanks were scored in five different ways, each in terms of percentage. A score was computed for each of the one hundred items in terms of a positive or "yes" response to that item. A score was figured for each of the one hundred items in terms of a positive attitude or approval score on that item. A score for happiness was computed for each child by a count of all of his "glad" responses. According to a key secured by the combined opinions of eleven judges, a score in terms of socially approved home conditions was computed for each child and likewise for socially approved attitudes.

The reliability of the Home Blank was checked by several methods and found quite satisfactory for this purpose. The coefficient of correlation (self reliability) for facts was $.77 \pm .03$; for attitudes, $.69 \pm .03$.

The validity of the items rests upon the extreme care with which the items were chosen and upon a comparison of results of the preliminary work with the final study. The work was taken seriously by the children, advantage was taken of the freedom to ask questions, the blanks were unsigned, and the results showed but few possibly bizarre answers.

B. Conclusions

It is recognized that the numerous factors involved in such a study as this one and the relatively small number of cases employed makes one skeptical about stating conclusions with a finality. Strictly speaking, proof that a parent's behavior (in this case the mother's out-of-home employment) is wholly responsible for conditions in the home or the attitudes of the child toward them cannot be furnished. It is possible that other factors in the school and community working in conjunction with the experimental one were not wholly controlled or allowed for. Children's personalities vary so greatly that even siblings may have reacted differently to the same treatment from parents. For these reasons such of the following statements as deal with interpretations will be considered more as inferences than as proven con-

clusions. The reader will need to decide whether the inferences drawn are justified.

1. Out of the one hundred items in the Home Blank nine attitude items were found to be statistically significant, while twenty-nine fact items were significant. In each case, the disadvantage fell on the worker side.

2. Children of workers are closely similar to children of non-workers in their desires, and disapprovals, but they tend to be satisfied with less or content with their homes as they exist.

3. Although the difference is small on the surface, it seems probably true that children of workers are less happy than those of non-workers.

4. According to the combined judgments of eleven adult judges, the home conditions found in the workers' homes were not as desirable as those in the non-workers' homes, although this difference was not very great.

5. The attitudes of the worker group were found to be less desirable than those of the non-worker group when measured by adult judgments. However, the similarity of attitudes of the two groups was striking.

6. Nine out of thirty socially disapproved conditions occur fairly often in the homes studied.

7. The girls of working mothers were found to possess more desirable social attitudes than the boys. The term desirable refers to the type

of attitudes which had been socially approved by both adults and children.

8. Although there is a significant difference as to home conditions between normal and broken homes of workers, there is no difference as to the attitudes within the two types of homes.

9. Children agree with adult judgments as to what home conditions should be socially approved with the exception of items referring to going to the movies and to their cooking at home.

10. Only forty per cent of the workers' children show approval toward their mother's out-of-the-home employment. At the same time eighty-nine per cent approve of her staying at home most of the time.

11. The objective measures gained from this study verify the old well-known attitude, "Be it ever so humble, there's no place like Home." Children are satisfied with conditions as they exist. This may be considered as one of society's great safety valves without which there would be few, very few, homes in the sense of the word in which we all think of it.

12. The data from this study may be interpreted to show that in cases where a mother finds it necessary to be employed, and if, by so doing, she is able to provide more comforts for her children than could have been provided otherwise, she need not enter upon her new work with feelings of deep remorse and guilt. In the eyes of her children they are more likely to gain than to lose by it, and their attitudes toward the situation will take care of themselves. It can be said that in

the cases studied, it probably has not done as much harm in the children's opinion and according to their knowledge, as society on the whole might surmise. This conclusion is made in the light of a careful analysis of the papers as a whole.

13. From the psychological standpoint this study has shown that attitudes are very closely interrelated with environment. In over three-fourths of the situations studied, the children signified approval of situations in almost exact proportion to the frequency with which that situation occurred in their homes. Perhaps this is a corroboration of the statement previously quoted, "We like those things toward which we respond positively, and we dislike those things toward which we respond negatively." (23A6)

14. According to the data from this study, it is possible to state that environment and attitude are very closely related, but it cannot be said that one causes the other or that one is the result of the other. Although the great majority of the items studied did show a close correlation between attitudes of approval and the frequency of occurrence of the situation, it would not be possible to use attitude scores in prediction of home conditions and visa versa. In other words, it would not be possible to state that environment reflects attitude. Findings have been based upon statistical conclusions. Although differences exist between the controlled and experimental group, and they are often significant statistically, they are so slight that the weight of evidence falls on the side of lack of strong correlation between

environment and attitudes. The children studied are happy with life as it exists for them. The working mothers' children, who live in a poorer environment, are very nearly as content with life as the non-workers' children.

15. It should be made clear that it is not contended that this study proves that children do not suffer because mothers work. Another type of study would be necessary in order to answer this problem.

16. Statistically speaking, figures show significant differences between the homes of workers and non-workers for both fact and attitude and this with a slight accumulation of disadvantage to the worker group. But the most impressive thought to be gained from a study of these figures is that the difference is small and always to the advantage of the workers' children in a psychological sense. It is beyond the province of this study to prove why and where these attitudes came into being, but it is a fact that the workers' child is not embittered by his condition. He is not a sad, oppressed, unhappy child, suffering greatly, according to his own opinion, because his mother works. How fortunate! When so often the death of the father or economic conditions, or the mother's interests draw her out of the home to work, her children are able to make adjustments necessary which do not disrupt the family life and the attitudes toward it. If this were not true, this unusual move of the mother would likely so change the attitudes of the children toward the mother and home life that there would result many, many more mental conflicts than now exist.

An analogous situation may be found in the case of persons who are blind. Those who are suddenly struck with adventitious blindness certainly miss the beauties which they once could see, while those who are congenitally blind do not know what to miss because of their innocence of what others are enjoying. These people are content and happy with their lives for they know no other way. It is likely that if a study were made of children who had previously lived in normal homes where the mother was the ever present manager and guide, but suddenly were thrown out of adjustment because reverses caused the mother to have to leave the home for work, that the results would be quite different from those found in this investigation. As it stands with the group herein reported, the average of the children's attitudes expresses contentment with life, perhaps, because they are innocent of any other.

Finally, though the findings of this study may seem largely negative, the experimenter hopes that it may prove helpful in at least two respects. If it sheds some light on the pressing problem of whether mothers should be employed, it may be of value. And if it points in the direction of a more quantitative methodology for use in the study of attitudes toward home life, it has, perhaps, been worth while.

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APPENDIX A

APPENDIX A

1. Samplings of Original Freely Written Attitudes of
Children from Each of the Six Studies Used

Study (1). A Sampling of Exact Responses from Junior High School Pupils to the Following Request: "Write on the subject, "My Ideal of an Ideal Home".

Friendly pats for the young.

Should not have to work way through school.

Children know to sit down and behave with company.

No crabbing like bachelors.

Clear minds.

All live a good life.

Overnight guests.

Jolly evenings.

Well arranged house so can sell it easily if desired.

Large house so can have roomers.

Save money in bank.

Mannerly.

All good table manners.

Every home should have a picture of our Saviors.

Ready for company at any time.

Clean home thoroughly once a month.

No flies.

Wall paper cheery.

Easy at mind.

Mother no drudgery.

Should have play room.

Proud of home for visitors to see.

Take children's magazines (daily paper).

Outdoor experiences often.

Living room must show some liking of every member.

Be allowed to be with intimate friends often.

Parents must not wear old fashioned clothes.

Children have rooms of their own.

Children allowed to choose own career.

Each allowed to express his own opinions.

Have hired man be an educated man.

Have time for prayers. -- Be glad and anxious for this time.

Home furnishings which should harmonize.

Good reputation.

Men not to make more work for their wives.

No fuss about bedtime going.

Study (2). A Sampling of Exact Responses from Sixth Grade Pupils in a Wealthy Suburb of a Large City. Request: "Make a list of the things you think would make a happy home." (Also an unhappy home).

For A Happy Home

Never let temper boil over.

Mix with children.

Have a brother or sister.

Study to make parents feel good.

Do things right when told.

Sing and whistle at the right time.

Obey cheerfully, don't say, "I don't want to."

Settle all arguments with kindness except ones where you really have to be stern.

Be true to each other.

Greet people when they come.

Be thankful.

Careful.

Fun-making.

At least two children.

Be satisfied if you don't have much money.

Read the Bible.

Say a prayer at table.

Fireplace.

Good News.

Thank people for gifts.

All get up at same time.

Plenty to eat.

When your father or mother has a job.

Whole family is alive.

For An Unhappy Home

Mother always has work to do.

Dirty dishes piled up.

House upside down.

Poor beds.

Always showing your troubles.

Act like you didn't care what happens.

Being stern always.

Upset easy.

Untruthfulness.

Hatefulness.

No self-control.

Sass your mother.

Always sing when Dad reads.

Turn lights on at night when Dad drives car.

Sock each other in jaw.

Talk back.

Boys hopping machines.

Never get good grades.

Clothes lying all over home.

Children not allowed to go out and play.

Children dull at dinner time.

Keep good things to self.

Children never sing or whistle.

Do no task willingly.

Study (3). Sampling of Exact Responses from Juniors in a Liberal Arts College Who Were Majors in Sociology, Home Economics, Psychology, and Education. Request: Same as in Study (2).

For A Happy Home

Each member with outside of home interests and each different.

Appreciation of good music and entertainment.

Good health.

Responsibility of each member.

Parents and children go places together.

Live within financial bounds.

Cheerful environment (home decoration).

More than one child.

Parents so stable that child can know what to expect.

Parents students of child life.

Higher education of parents (good education).

Parents honor each other.

Pets.

Opportunity for social rating of children.

Liberty felt to bring friends in.

Amusements provided in home for children.

Interests of children in home not elsewhere.

Creation of worthy interests by parents.

Logical transition of children from dependence to independence.

Liberal modern parents.

No quarrels in front of child.

Singleness of understanding of parents as to goal of home life.

Authority of father and mother equal.

Understanding feeling between parents and children.

Parents have active interest in children's school life.

Parents don't treat child problems lightly.

Parents rejoice in child's successes though small.

Mother helps child with school work.

No partiality shown.

For An Unhappy Home

Mother wrapt up in clubs.

Too much freedom allowed.

Spoiled children.

Continual misunderstandings.

Parents go out every night.

Constant scolding.

No freedom allowed.

Home place to eat and sleep.

Nagging.

No show of appreciation.

Too many children.

Financial worry.

Other than family members living in home.

Do not assume social responsibility in community.

Distorted organization of social life.

Over-drawn pride in nice house.

Lack of home pride.

Inability of parent to see children's point of view.

Child's individuality overlooked.

Parents openly discuss child's corrections.

Parents make it hard for child to discuss vital problems.

Dad too much golf.

Father spends money for own dissipation.

Either father or mother feel an inferiority.

Disregard big issues of child life.

Child brought up by maids and governesses.

Dominant attitude of one child.

Children take parents ministrations for "granted".

Mother too interested in home affairs to pay attention
to father's worries.

Concentration of mother on home duties.

Study (4). Sampling of Exact Responses of Preadolescent and Adolescent Children to the Following Request: "Make a list of all the advantages that might come to the home if mothers worked regularly outside their homes." (also disadvantages.)

Samples are given both for children of working and non-working mothers. These are arranged according to grade and listed according to advantages and disadvantages. The appended table shows the number of examples listed per grade. Y means that the mother works and N means that the mother does not work outside the home. The grades represented are high school Juniors and Seniors, Freshmen, grade 8 and grade 5. For example, 5 Y refers to a fifth grader whose mother works and F N refers to a Freshman whose mother does not work.

TABLE XXIII - DISTRIBUTION BY GRADES OF THE NUMBER OF
SAMPLE RESPONSES FROM STUDY (4) (CITED ON THE
FOLLOWING PAGES)

Key	Number of Samples Cited	
	Advantages	Disadvantages
JS - Y	1	0
JS - N	13	12
F - Y	13	13
F - N	20	20
8 - Y	9	9
8 - N	8	8
5 - Y	9	9
5 - N	15	16

Advantages J S Y

If their mother works away from home most of the time the children will not get to see her so much and that will make them want to do more for her.

Advantages J S N

It would be more interesting for her if she had interests outside the home.

Wouldn't have to be so careful about my overshoes.

Wouldn't have so many chances to lose my temper.

I could buy clothes to suit myself if my mother were too busy to watch me.

Get car oftener.

Would make me be independent and self-reliant.

If she was working days, it would keep her out of those gossip clubs.

She could get a lot of better things with the money which could be used in the home that the husband might think was nonsense to have.

Mother will not get so tired of children and family.

You would become more of a pal with your father.

Relieve the monotony of mother's life unless the work was tiresome.

Might make child more trustworthy.

More money to pay for music lessons, etc.

Disadvantages J S N

Make home just a place to come to and no family life.

Would change "home" to "house".

A mother's influence stops a person going with a bad crowd or gang.

Page 136 is Missing

Children are liable to become rude, unmannerly, neglectful toward themselves and others if mother is away practically all the time.

Most generally children don't have as much respect for their mother if she works to keep them.

If a mother works away from home the children will do things that they wouldn't do when she was home.

Breaks up home, deprives the family of some things that will brighten up the home.

Her work might cause her to become tired, irritable and unhappy and would cast a bad feeling on other members of family.

Wouldn't want her to be thought of as a professional woman.

Would usually have to eat out of a can.

Mother will be so tired in the evening she wouldn't feel like being very sociable.

Cheats working men out of due pay.

Advantages F Y

You would get your lessons with a clear mind and no one there to disturb you.

You could learn of happenings in the business world and interesting things that happen that do not appear in newspapers.

It doesn't put too much responsibility on fathers.

More money for clothes and shows.

Get in the icebox undisturbed.

Could do what you pleased.

Can eat between meals.

Read without being disturbed by sweeping and mopping.

Make candy and feed the cat more.

The mother could get acquainted with more people and have more friends come to visit.

Come home when you want to.

Wouldn't have to stand nagging.

Learn you to know you are trusted on your sense of honor.

Disadvantages F Y

Maybe the worry of business and household would break her down causing illness.

Too much responsibility for school children to do housework, sewing and cooking.

Cannot carry morning papers.

You are depended on entirely too much by smaller brother and sister.

She would be too tired to go to parties or to a show.

She wouldn't have time to mend your clothing.

Could go to her with your problems which need immediate attention.

The children would learn bad habits like smoking.

Temptation to do things you would not do if mother were home.

No nurse when I feel ill.

No one to stop quarrels and take my part.

Cannot find my clothes when I want them.

No time for herself.

Advantages F N

If you had brothers and sisters you would have a better time to quarrel with them because mother would not be there to settle the quarrel.

If mother went to work early in the morning, you would have a better chance to sleep.

You could hit your brother and not get a licking for it.

You could send your washing to the laundry.

You could go to the restaurants for your dinner.

You could play with the dog in the house.

It would teach the flappers how to cook the meals and scrub the floors.

You could have your friends in more often and not bother anyone.

We could have the radio on more than we do now because it gets on her nerves.

I could go hunting whenever I wanted to.

More money for our cultural wants.

Be your own boss.

If you want to go away you can dress as you please.

You would not have to clean your feet.

It would show the children that they have a mind and they don't have to depend so much on their mothers.

She would be more independent if she should have to get a divorce.

More money in the bank for a rainy day.

Make candy all of the time.

Probably learns aristocratic ways of eating, cooking and living.

There would be more privacy around Christmas.

Disadvantages F N

Your friends would not like to come if mother were not there to make your friends some kind of refreshments.

There would not be time for her to make the clothes for us that we want to look just right.

We could not go to her at all times for comfort.

There would not be much time for parties.

Children learn to be alley-rats.

The disgrace to the children to have their mother pointed out as a "factory worker".

They would never want to go any place after a hard day's work.

No time to go dressed up or no time to rest.

The neighbors will not call much.

Her social standing is not as high.

The house would be a wreck.

She would have to wash at night.

Of not seeing married life as she ought to.

No body could settle your disputes.

Some would learn to be criminals.

Little comforts in the running of the home would be overlooked.

You would have to eat off of dirty dishes.

You wouldn't have a well balanced diet therefore you wouldn't be very healthy.

Fast eating begets doctor bills.

Mortification of being in so needy a state.

Advantages 8 Y

You could go out and play whenever you wanted.

We could surprise her by cleaning the house.

Chance to learn to cook.

The child does not have to be under the mother's thumb all the time.

Save fuel.

You would be able to play your horn.

You could play with noisy motors.

The mother would see all the new fashions and so dress better.

The mother could see all bargains and so save money.

Disadvantages 8 Y

Have to change the babies diapers.

Would not have to hurry right back to school just as soon as we eat dinner.

The child can't bring friends home to a dirty house.

There is not much time for companionship between mother and child.

More chance to get in all kinds of mischief.

She would be sure you were clean behind the ears.

Not enough time to visit the schools.

Can't find your books or cap.

Mud tracked in the house.

Advantages 8 N

We also would have just as good as if not better eats, at least, if I were doing it.

I wouldn't have to be careful that I wouldn't get the house dirty.

Wouldn't have to be running errands all the time.

Be good and keep the house cleaned and stay at home if your mother isn't home.

The house would not have to be so fixed that everything was perfect.

Could have more parties.

Would not have to get coal and kindling.

Home would be quieter.

Disadvantages 3 N

The oldest girl would have to do the work at home and wouldn't get time to go to school to get an education.

The children would be disorderly and would not mind.

The child himself would not look neat and clean, if he were a small child of nine or ten if his mother was not there to make him wash.

The house would not be properly heated.

Father would try to run the house when he doesn't know how.

Might have to eat down town.

Would be late for school.

No company when the child got home.

Advantages 5 Y

We can play in the house if we clean up after.

Get more money out of our banks to buy candy and pop.

Be good so when people come to your home they go away happy and say, "that's a loving home".

Be good always.

Mind your parents.

Do as she tells you.

Do right.

I would have a pair of nice skates.

You wouldn't get so many paddlings.

Disadvantages 5 N

No one to bake pies and cakes.

No one to patch our clothes.

Our family would not have such a good name as it has.

The children would have more time to be sneaking.

It might bring diseases in to the home.

It might make the family grochey.

You wouldn't go out and get your feet wet when mother is home.

You'd have to stay in the house.

You would be lonely.

Advantages 5 N

We could own a dog.

Then we could have respect for people who comes to the door when mother is not home.

Would have to eat lunch at school.

You could go sled riding without asking.

You could get into the bread and jam.

You could have a little bit of peace.

You could fight.

Go to the movies when wanted to.

We could make candy whenever we wanted to.

You wouldn't have to go to school sometimes.

Help save our hospital.

The telephone wood not be ringing all the time.

Drink more pop.

You wouldn't get a balling out.

Our mothers feel better when they are away.

Disadvantages 5 N

You wouldn't have a hot dinner.

You may be kidnapped while your mother was away.

You wouldn't know what was the right thing to do if mother was away.

If you would get sick you would not know how to get the doctor.

Maybe you would have to cook dinner and supper and you might get burned.

Couldn't climb trees.

Get restless.

Worried about mother.

If a fire should come and the house keach on fire.

If the mother came home late from work the children would be frightened.

She would not be there to fix your bed at night.

If we should want to go somewhere and run across the streets we might get hurt or killed.

Robbers might break in.

It would be disberable for the home.

Couldn't go with some body when they called you.

Be to hard on your mothers.

Study (5). Sampling of Exact Responses of Slum and Factory Children to the Following Question: "Would you like your own future home to be like your home now is? Why?"

Yes, I would like it to be like it is, for I have good care.

Yes, Because I like the way the house is built.

Yes, Because I think home is better than any other place in the world.

Yes, Because it is so homey, cosy and comfortable.

Because my home is always clean, cheerful and I have good parents.

Because it is always clean and because we have just nice furniture to make the house look nice inside.

Because it is neat and clean and cozy.

Because it has good rules.

I would like for it to, because I most always have a happy time.

Because our house is very big house and we have plenty of yard to play in.

No. Because we live too close to the railroad and it is too smoky.

No. I would like for my future home to be by a river because I always like the water.

No. Because the street is muddy. The house isn't arranged right.

Because I want to live on a farm or in a higher house on a hill.

No. Because we have never had anything anyway.

I would do different things. My parents are foreigners and they do things different.

I would like to have my home like our home only I wouldn't want so many children running through it.

Because there would be too much quarreling and would worry my mother.

No. I get too many scoldings.

No. Because it is not such good furniture and it does not match.

No. Because I want there to be a little more ornaments.

No. Because it does not have very good furniture and not always enough clothes.

No, because I am going to be a bachelor.

Yes, because it is nice and quiet. We have parties at our home and have nice meals.

Yes, because our home is quiet and is usually kept clean and the children are kept quiet.

Yes, I would. It is never quiet and we have a radio.

Yes, because our home is always clean and I hope I can cook like my mother does.

Yes, because we have lots of kind neighbors.

Yes, because it is pleasant and neat. When I go to bed my window is open part way.

Because things are straightened around nicely.

Yes, because it is arranged nice and it has pretty furniture in it.

Yes, some times, because they are good natured.

Yes, so we could have a good ^{time} in the powder.

Yes, because we always have fun and have our meals regurly.

Yes, because it is clean and seems a decent place to live.

Because it is warm and has nice big rooms to play in the winter.

Yes, Because in my home it is always neat and we all do what we are told to do.

Yes: Because my home is suitable to live in. Mother is there always.

Yes, Because our home is full of jolly.

Because I have my own way and have plenty of friends.

Sometime I would and sometimes I wouldn't because the baby has her toys all over the floor.

Yes, because we are happy in our home and Mother and Dad make it nice for us.

Study (6). Sampling of Exact Responses of Slum and Factory Children to the Following Question: "What would you think if your mother had a job away from home?"

No. Because I would not get as many lessons done as I naturally.

I think it would be foolish.

Yes she has a job from home and I don't like it. It is too much work for her.

I would not like her to have a job away from home. A womens place is at home with their family.

I think it is all right for her to work if she likes to.

I would think she really wanted a job.

I would think that she would be helping out.

No. It would be lonesome and men don't know how to cook good. Our clothes would be full of holes because men can't sew.

I am not so crazy about it because she gets tired, and the house is lonesome.

I would not like it because she could not visit the school occasionally and not take as much interest in the children.

I think I would miss her a lot.

I wouldn't like it because I love my mother.

No I would not like my mother to work away from ^{home}, because you do not know what will happen.

No, because we would not see her very often.

No. I think when she got home she would have a hard time cleaning up.

I would not like it because we would not have hot meals always and our close would not always be mended.

Our meals would not be ready on time.

I would not care very bad cause I could do our house work.

I would not because it could not be kept in order or be happy with her away.

I would have to get my own dinner. I would have to take care of my little sister.

She doesn't and if she would it would be too much work for the children.

I would have to do all of the work in the house.

No, I don't like it, because she can't greet us when we come home.

It would be lonesome when I would come home from school I think.

I would be lonesome without her and would think about her I wouldn't have nice meals.

I would feel sorry without my mother. The house would be dirty and unhealthy.

I don't like it because it's lonely without her, and I do like it because it brings money.

I would not like it because we work together at home and I get lonesome for her.

I wouldn't care. I'd be glad to have her get some money.

We could clean the house while she makes money to buy things with.

If my father was without a job I would want my mother to have a speedy job.

If she taught school, which is probably the only thing she would do, I would like it, but if she worked in a factory I wouldn't like it.

It would be all right.

I would not like it because a woman haint spose to work she is to do hous-work.

I would think that she didn't like to stay at home with us children.

I wouldn't like it too for it doesn't seem like home without her.

I'd be sorry because I wouldn't have any one to mend my clothes and get my meals.

I wouldn't like it because she does so much work at home and we are comfortable the way we are.

I wouldn't know what to do with myself if she did.

2. Sample Papers of Individual Children Written in Response to the Request Made in Study (4), with a Possible Interpretive Phrase for Each Paper As a Whole

PAPER A --- ACCEPTANCE OF ELDERS

Advantages

1. If we be good it will help her.
2. Do not buy candy and spend money.
3. To help your mother in working.
4. To help other people.
5. To be kind to other people.

6. To be giving and not take.
7. Do your work well.
8. Do as your told.

Disadvantages

1. When the mother comes home she is tired and makes the rest feel worse.
2. It would not be like living if your mother was not home.
3. Do not eat candy when not feeling good.
4. If you are poor do not be asking for new things if your old ones are not worn out.
5. If your mother worked away it would feel lonely.
6. We would not feel happy if mother was not home on Christmas day.
7. To always let your parents have the best of anything.
8. Do not do naughty things.

PAPER B --- A PSYCHOLOGICAL PROBLEM

Advantages

1. It would be quiet at home.
2. Sneak out with some money.
3. Get more presents than you are allowed to get.
4. No one to scold you.
5. You could get more candy.
6. You could go up in an airplane if your mother didn't want you to.
7. If you were mad at your mother you could upset everything.

8. You could do what you please.
9. You could break dishes.
10. You and your mother would have better times away from each other.
11. You could get into your mother's pocketbook and give the money away.

Disadvantages

1. You could go around hitting everybody.
2. You could break windows.
3. Home would be lonely without mother.
4. You might be mad and smoke.
5. To sneak money, if you were mad.
6. You would do lots more bad things than I can think of.

Advantages

PAPER C ---- AN ACTUAL "CASE"

1. My mother would have more time if she stayed home instead of working out. And then she could do her housework better. She wouldn't be so tired when she got back home. My mother is very worried. The least little thing upsets her.

Disadvantages

1. She is up early in the morning.
2. The house would not be so lonely.
3. She would not have to cook extra for us.
4. If she would have been home when I was sick I wouldn't have had to go to the hospital.
5. I only see her at night and when I go to where she works.
6. She has a lot of work to do when she gets home.
7. My sister is at college.

PAPER D --- ADOLESCENCE BUDS

Advantages

1. Have more to eat.
2. Have more clothes.
3. Have more fun with sisters and brothers.
4. Have more fresh air.
5. Have more health.
6. Have more allowance.
7. Have more toys.
8. Have more friends.
9. Have a whuppie time.

Disadvantages

1. Would have to cook the meals.
2. Would have an unpleasant time at home.
3. Would not get to go away at night.
4. Would not get to fight with my sister.
5. Would not get to stick around my sister when she has dates.
6. Would have to work more at home.
7. Could not have my own part.
8. Would not get to do things that I would when she was at home.
9. I would become small and frail.
10. I would get too many licks.
11. Would have to rule over my little sister.
12. Would have to change her dippers.

PAPER E ---- BREADTH OF VIEW

Advantages

1. Mother would have more money to spend on clothes.
2. If your mother worked you would learn to depend on yourself to do things, so that in later life you could earn your living.
3. You could play when you wanted to and even if you had tasks to do you would rather do something yourself than have your mother directing you all the time.
4. You would learn to love your mother better if you only didn't see her all the time and she would become more precious to you.
6. You could relate your troubles and experiences and she would advise and help you and vice versa.

Disadvantages

1. She could not advise you as to certain tasks you had to do.
2. You could not have parties or go to parties because your mother could not make you a masquerade suit.
3. If your mother had to get back early to work at noon she would not have time to cook a good meal and you would be unhealthy.
4. Your mother if she worked at night could not tuck you into bed or help you undress if you were little.
5. If your mother was a night worker she could not go to P. T. A.
6. If she worked in the day she could not visit your room or see your teachers about your work and she would not have much time to look over your grade card.
7. Your mother might get hurt in the place where she worked and then you might have to take care of her.

PAPER F ---- SUPPRESSION AND DEPENDENCE

Advantages

1. We would have more money to spend.
2. Could play the piano whenever I wanted to.
3. Could go over to my grandparents whenever I wanted to.

4. Could play the radio more.
5. Have more kids come to my house.
6. I would let the cat stay in the house longer at a time.
7. Play the banjo when I wanted to.
8. Make all the noise I wanted to.
9. If I wanted to go out doors a minute I would go without having some one make me come back and put a coat and hat on.

Disadvantages

1. No one to have the meals ready.
2. No one to talk to.
3. No one to tell me where to find my clothes when I want them.
4. No one to tell me where I can go and where I can't.
5. No one to play the piano when I want to play the banjo.
6. No one to tell me not to drink coffee.

PAPER G ---- A DOMINANT MOTHER

Advantages

1. You could wear the dress you please without mother saying, "Now wear your blue dress to day and save your pink one for Helen's bridge party tomorrow night."
2. You could eat as you please and in between meals.
3. You could study in peace or read a good book in peace about 8 P. M., without mother saying, "Why not turn on the radio. Why don't you practice that new piece on your saxophone; or, are you sure you are studying or are you reading a book?"
4. As for money Dad furnishes mine but maybe mother would stop pestering him if she had some spending money of her own.

Disadvantages

1. There would be no mother at home to have a warm meal ready at noon when you come home tired and hungry from school.

PAPER H ---- AN INDEPENDENT YOUNG PHILOSOPHER

Advantages

1. There would be no boss to tell you what to do.
2. If father worked too, you could go where you wanted to.
3. Eat all hours of the day when at home.
4. Get clean behind the ears and neck and no one to make you.
5. Don't have to clean up your own bed.

Disadvantages

1. It would make her independent and she might not care to bother with a husband and children and therefore it might lead to divorce.
2. Mother, according to Edgar Guest, was proposed as a fixture of happiness in home and not an item on bank account.
3. A mother's place is at home to make the home cheerful, happy, and of benefit to the family in helping us off to school, laundrying our garments, preparing our meals, etc.
4. It isn't the place for a mother to work. If the husband couldn't support her, he shouldn't married her to support him and the family.
5. If your mother works away from home, some people think you are not as good as they are.

3. Detailed Analysis of Responses to Study (4)

The returns on each subheading of the classification outline of section three of Table XXV on page 171, is herein discussed. For example, A-1,2,3,5 refers to the interpretation of the composite of all statements made concerning the mother along psychological, social, economic, health and appearance lines, respectively.

A-1,2,3,5 Such concepts as mother's mental freedom, broader social outlook, chance for personal fineries and general health and attractiveness of appearance are not apparent to the younger children. Evidently mothers exist for children's comfort. In A2, grade 5 see her only for themselves. The high frequency of disadvantage in A1 was caused by the effect of her irritability, temper, tiredness and worried state on children. Statements under A-4 revealed fear for mother's overwork, injuries or accidents at work, and health as a result. Her cross temper is impressed upon them as a "sick condition."

A-4 The idea of cultural advantage to working mothers is a broader and more altruistic one. University students see this most clearly, grade 5, not at all.

- B-1 Not until adolescence is well on its way are children able to feel a pride if mother works.
- B-2 All the children saw the immediate social opportunity if mother were gone, but this was overshadowed by their having to work around home instead.
- B-3 Perhaps high school freshmen are more likely to receive their first "money freedom" at this age, hence its importance.
- B-4 All recognized the chance for more advantages if more money is coming into the home.
- B-5 Disadvantages overbalance advantages because of lack of proper clothing repair and meal preparation.
- B-6 All ages agree that children need guidance from the mother. The higher frequency among high school students more often referred to help expected at their beck and call.

Except in cases of B-3 and B-4 (evident economic and cultural situations) we see the child's attitude toward his need of a mother shown by the high disadvantage frequency measure.

- C- It is extremely interesting that no mention is made of father in considering home situations. The few tallies were extreme ones. Not until high school days does the child see any effect upon father and then in only a small measure. Perhaps this is

a reflection of his own disgrace made public by words to his children.

D-1,2,3,4 Again the concept of parent relationships requires deeper insight and understanding. Even the university students think that possibly more harm than good may come if mother and father both work.

E-1 Few children are able to see advantages in the mother-child relationships from the mother's standpoint. If they exist perhaps mothers don't speak of them. At least the child doesn't see bettered relations, for she so often appears tired and cross.

E-2a High frequency of tallies here shows the psychological effect upon the child if mother works. It is almost an even draw between attitudes of loneliness and freedom, however. The feeling of lack is expressed differently at all ages.

Grade 5 - loneliness.

Grade 8 - absence of a "real home".

High School - No home at all - "wrecked".

University - Lack of home atmosphere and companionship.

E-2b Evidently prohibitions are irksome to developing personalities. It is interesting to note that University students seem to have forgotten their younger days, for surely they also writhed

under restraints. We tend to forget the unpleasant happenings of life. (42) (note also E-2c and 2d).

E-2c It is possible that only a few of the more precocious feel very strongly this need for time to themselves. It is the high school child that is the rushed child. He is at a convenient age for mother to intrust with responsibilities. His newly developing social interests also crowd his hours.

E -2d Note that interruptions are less frequently mentioned than prohibitions or restraints. It is to be expected that restraints cause the more resentment. The university student forgets his earlier scoldings in his maternal appreciations developing with age.

E-3 This is quite significant that father rates so few tallies when considering his relation with his children. The high school tallies are from one or two extreme papers where father tried to take over mother's work, "didn't know how", and therefore "wrecked all". Only the university sees that the father may lose in the child's eye by seeming incapable of himself making a living.

F-1 Evidently high frequency of tallies indicates that the atmosphere of the home is considered very important. In every case, however, it is less "like home" if mother works.

F-2 High school students see advantage to the whole family socially because mother finds new friends to bring into the home. The university group feared loss of social standing.

F-3,4,5 Economic and cultural gains are admitted by all as self evident. The junior-senior group reversed their opinion in F5 because of fear of lost health if mother were not at home to prepare meals properly and on time.

Note the high frequency tally for high school in F3. Of course, this is the age when frills are necessary to full life.

F-6 There are but few dissenting opinions on this item. From grade 5 on up there was a horror of an untidy, mismanaged home. They thought that if a mother worked, this was bound to be a result.

G-1 General social implications incite a paucity of ideas. Perhaps there is a paucity of knowledge or interest behind it. Perhaps it is a natural tendency. Hollingworth (10) refers to a study of the correlation between intelligence and wishes made by John Washburne, in which even children of superior intelligence confined their wishes to strictly personal desires. She suggests that upon wider investigation, perhaps very few adolescents would include in any of their three wishes the expression of longing for the abstract good of the human race.

The twenty-seven generalizations mentioned were from young high school philosophers on such topics as Mother's place in the world, causes of divorce, careers for women, high ideals of the married state, etc. To these were added some few by university majors in education, sociology, home economics and psychology. These showed the influence of their study.

A P P E N D I X B

APPENDIX B-1

TABLE XXIV - THE HOME BLANK QUESTIONNAIRE SHOWING SCORES AND THEIR DIFFERENCES IN PERCENTAGES FOR BOTH FACTS AND ATTITUDES

Age _____

Grade _____

Directions: Draw a line under the correct answer to each question.

1. Are you a boy or girl? Boy Girl
2. Are you living at home with your own parents? Yes No
3. Are you living in the home of someone else, such as a
relative, adopted parent, guardian, etc.? Yes No
4. Are you living in an institution such as a home for
children or an orphan's home? Yes No
5. How many rooms are there in the house in which your family
lives?
1 2 3 4 5 6 7 8 9 10 11
6. How many persons live in these rooms?
1 2 3 4 5 6 7 8 9 10 11
7. How many persons are in your own family?
1 2 3 4 5 6 7 8 9 10 11
8. Who lives in your home? Mother Aunt Father Uncle Children
Hired girl Grandmother Grandfather Roomer Boarder _____
9. Does your mother have a job Besides her own housework? Yes No
10. Does your mother want a job besides her own housework? Yes No
11. Where does your mother work at her job? At home Away from home
12. What time does she work? Morning Afternoon All day At night Once
in a while
13. What kind of work does your father do? _____
14. What kind of work does your mother do? _____
15. If you have a job, what kind of work do you do? _____

DIRECTIONS

Here are some questions about the most common things which happen in our homes. This is an example:

1. Do you sleep at home?

If you do sleep at home, write "yes" on the first line.

If you do not sleep at home, write "no" on this line.

Then, if you are glad for the answer you have given, write "glad" on the second line.

If you are sorry for the answer you have given, write "sorry" on the second line.

Now remember: "Yes" or "no" are to be written on the first line.

"Glad" or "sorry" are to be written on the second line.

Here are a few questions to practice before going ahead:

2. Do you have a dog?

3. Does your mother punish you sometimes?

4. Do you have the measles?

Now go ahead. Be sure to mark every question, using only small letters.

		* Facts				
		Per cent	Diff..	Att. %.	Diff.	
		W. - N.W.	W. - N.W.	W. - N.W.	W. - N.W.	
1.	Do you usually go to bed before ten o'clock?	67 - 74	7	69 - 77	8	B 5-
F 2.	Does your mother know most of your friends?	91 - 78	13	96 - 94	2	E 2 a
F 3.	Does your mother usually see you off to school?	49 - 80	31	88 - 90	2	B 6
4.	Does your mother sometimes tuck you in bed?	47 - 35	12	46 - 46		B 6
F 5.	Does your father sometimes play games with you?	65 - 80	15	90 - 94	4	E 3
6.	Is your home a comfortable one?	98 - 98		100 - 100		F 3

○ = Socially Disapproved by Judges

F = Statistically Significant for Fact

A = " " " " Attitude

* = All Fact scores are in Terms of "yes" Responses.

	Facts		Diff		Att %		Diff.	
	Per cent							
	W.	N.W.	W.	N.W.	W.	N.W.	W.	N.W.
7. Does your mother usually cook a hot breakfast?	77	- 84		7	92	- 90	2	B5-
⑧ Do you sometimes work at home during school hours?	24	- 18	6		27	- 23	4	E2b
F 9. Are your stockings usually kept darned?	88	- 97		9	95	- 96	1	B5-
10. Is your house usually tidy?	95	- 93	2		95	- 94	1	F6
11. Is your home a happy place most of the time?	99	- 96	3		99	- 100	1	F1
12. Do you often study your lessons at home?	79	- 85		6	82	- 87	5	B4
AF13. Does your mother sometimes visit the neighbors?	75	- 91		16	87	- 96	9	A2
⑭ Do you children sometimes quarrel together at home?	83	- 79	4		13	- 12	1	B1
15. Does your father sometimes help your mother with the house-work?	56	- 67		11	88	- 80	8	D4
16. Do you save any of your money?	83	- 82	1		96	- 95	1	B3
⑰ Do you children usually play on the streets?	16	- 21		5	21	- 16	5	B2
⑱ Does your father work at night?	16	- 21		5	9	- 5	4	C
⑲ Do you often have to keep quiet at home?	62	- 66		4	49	- 41	8	E2d
20. Does some older person care for the little children in the day-time while mother is gone?	50	- 35	15		50	- 41	9	B6
21. Does mother usually read the newspaper?	91	- 92		1	93	- 97	4	A4
22. Do you often take care of the younger children?	52	- 62		10	55	- 60	5	E2b

	Facts		Diff.		Att. %		Diff.	
	Per cent		W.	N.W.	W.	N.W.	W.	N.W.
23. Do you usually have a hot cooked meal at noon?	75 - 93			18	96 - 96			B5-
F24. Do you often have to wear soiled clothes to school?	30 - 3	27			2 - 2			B5-
25. Are your beds made up every day?	96 - 95	1			100 - 99	1		F6
26. Does your father sometimes help you with your lessons?	45 - 49		4		77 - 64	13		E3
27. Do you often go to the movies?	66 - 61	5			78 - 70	8		B2
28. Do you children often make your mother nervous?	61 - 61				5 - 7		2	E2a
29. Do father and mother usually have good times together?	87 - 93		6		100 - 100			D2
30. Do you make money by doing odd jobs?	71 - 64	7			92 - 86	6		B3
31. Do you loiter down town a great deal?	12 - 12				14 - 11		3	B2
AF32. Does mother often interrupt you in your play?	55 - 41	14			25 - 11	14		E2d
F33. Does your father have a job?	84 - 94		10		99 - 100		1	C
F34. Does your mother usually take care of the sick children in your home?	93 - 99		6		91 - 97		6	B5-
F35. Is mother at home most of the time? .	27 - 95		68		89 - 93		4	B6
F36. Are your meals usually on time?	92 - 99		7		98 - 100		2	F5-
37. Do you often make the beds at home?	62 - 65		3		62 - 71		9	E2b
38. Are your clothes usually kept mended?.	97 - 98		1		97 - 98		1	B5-
39. Is your home untidy most of the time?.	5 - 3	2			5 - 3	2		F6
F40. Is it often noisy at home?	25 - 35		10		8 - 9		1	E2d
41. Do you usually go home promptly after school?	80 - 77	3			83 - 86		3	B2
42. Do your parents sometimes have visitors in the home?	100 - 98	2			95 - 97		2	F2

	Facts		Att. %		
	Per cent	Diff.	W. N.W.	Diff.	
	W. N.W.	W. N.W.	W. N.W.	W. N.W.	
(43) Do you often have to obey an older brother or sister?	31 - 43	12	35 - 32	3	B1
F44. Does father sometimes help take care of the children?	68 - 83	15	83 - 80	3	D4
45. Have you ever had a party at home for your friends?	76 - 71	5	95 - 90	5	B2
(46) Do you often play noisy games in the house?	24 - 32	8	25 - 15	10	B2
47. Does mother usually rest in the evening?	85 - 84	1	93 - 95	2	A4
F48. Do you often cook at home yourself?	63 - 42	21	73 - 63	10	E2b
49. Do you have pretty things in your house?	89 - 96	7	100 - 99	1	F4
F50. Is somebody usually at home with you after school?	73 - 89	16	86 - 90	4	E2a
51. Do you usually have time to study your lessons?	93 - 87	6	96 - 95	1	E2c
52. Is home a place where you are usually proud to invite your friends?	95 - 96	1	98 - 98		B2
(53) Do you and your mother sometimes quarrel?	29 - 30	1	10 - 5	5	E2a
F54. Do you often do as you please when your mother is gone?	41 - 27	14	37 - 28	9	B1
(55) Do you usually have to stay in the house to play?	11 - 11		9 - 7	2	E2b
(56) Is mother usually tired in the evenings?	89 - 88	1	12 - 11	1	A1
57. Is home the pleasantest place in the world?	92 - 97	5	96 - 98	2	F1

	Facts	Diff		Att. %	Diff.		
	Per cent	W.	N.W.	W. N.W.	W.	N.W.	
AF. 58. Does mother do all the cooking at home?	23 - 58		35	40 - 57		17	A3
AF. 59. Do your folks usually send your laundry out?	38 - 23	15		59 - 42	17		F6
F (60). Does mother sometimes leave you children at home alone?	61 - 46	15		39 - 28	11		E2a
61. Does mother sometimes help you with your lessons?	67 - 58	9		74 - 73	1		B6
62. Does mother sometimes tell you stories?	45 - 47		2	71 - 71			B4
63. Does mother usually trust you children?	96 - 98		2	97 - 96	1		E2a
64. Does mother sometimes go to the P.T.A. ?	55 - 43	12		85 - 83	2		A2
65. Does mother often settle your disputes?	88 - 87	1		84 - 86		2	B6
66. Are you sometimes allowed to buy candy with your own money? .	89 - 94	5		88 - 92		4	B3
67. Do you usually have time to play a great deal?	51 - 60		9	74 - 78		4	B2
AF (68). Does mother go off to work in the day time?	98 - 3	95		40 - 5	35		F6
(69). Do your meals often come at irregular times?	40 - 29	11		44 - 31	13		F5
(70). Is home often a lonesome place?	18 - 14	4		5 - 6		1	F1
F71. Do you have nice furniture?	88 - 96		8	96 - 99		3	F4
72. Do all the members of your family usually eat meals together?	89 - 94		5	96 - 99		3	F1
F73. Do you usually have to hurry around home?	52 - 33	19		38 - 29	9		E2b
74. Is your home usually kept in order?	98 - 100		2	100 - 100			F6

	Facts		Diff.		Att. %		Diff.	
	Per cent		W. N.W.	N.W.	W. N.W.		W. N.W.	
75. Is it usually quiet at home? ...	78 - 70	8			84 - 79	5		E 2 d
AF76. Does mother do most of the house work?	41 - 85		44		32 - 55		23	A 3
77. Do you sometimes have spending money?	92 - 94		2		96 - 93	3		B 3
78. Is it usually peaceful at home?	94 - 95		1		97 - 100		3	F 1
(79). Do you often get into the food between meals?	59 - 61		2		41 - 48		7	B 1
AF80. Is mother usually at home after school?	42 - 97		55		86 - 99		13	E 2 a
(81). Does mother have poor health?	24 - 25		1		8 - 3	5		A 5
(82). Do you usually have cold suppers?	7 - 2	5			6 - 1	5		B 5
AF83. Does mother often scold you children when she is tired? ...	74 - 45	29			20 - 14	6		E 2 a
84. Does mother sometimes have time to read?	91 - 88	3			98 - 98			A 4
85. Do you usually have to play around your own home?	48 - 52		4		40 - 47		7	E 2 b
86. Is your home usually a cheerful place?	93 - 98		5		98 - 99		1	F 1
87. Does mother sometimes play with you?	60 - 61		1		83 - 80	3		B 4
(88). Are your noon meals usually cold?	19 - 15	4			14 - 11	3		F 5
AF89. Is your home a cozy one?	88 - 96		8		96 - 97		1	F 3
90. Are you and your mother interested in the same things?	90 - 92		2		96 - 94	2		E 2 a
AF91. Do you sometimes have to make your own breakfast?	45 - 24	21			40 - 23	17		B 4

	Facts				
	Per cent	Diff.	Att. %	Diff.	
	W. N.W.	W. N.W.	W. N.W.	W. N.W.	
A92. Are your clothes nice?	96 - 95	1	100-95	4	B5-
93. Do you and your mother often plan things together?	88 - 84	4	93-93		E2a
94. Do you usually have hot cooked suppers?	95 -100		100-100		B5-
95. Are there parties at your house sometimes?	78 - 67	11	83-82	1	F2
96. Is mother usually interested in hearing about your school affairs?	94 - 96	2	92-93	1	E2a
97. Does mother usually help you out in your troubles?	93 - 91	2	94-94		B6
98. Does your family sometimes take a vacation away from home during the summer?	75 - 71	4	93-87	6	F2
99. Do you wash dishes often?	68 - 68		51-61	10	E2a
100. Does your mother sometimes visit your school?	52 - 50	2	85-80	5	A2

TABLE XXV

CLASSIFICATION, DESCRIPTION, AND FREQUENCY OF MENTION OF CHILDREN'S ATTITUDES TOWARD HOME LIFE

Section One				Section Two				Section Three													
Classification	Description	Study						Study (4) by Grade													
		*4						Gr. 5		Gr. 8		Gr. 9		Jr. and Sr.		Univ.					
		1	2	3	Adv.	Disad	5	6	A	D	A	D	A	D	A	D	A	D			
A. Mother																					
1. P sychological	Independence worry		1	4	29	93	1	3	4	22	10	15	9	37	6	19	38	74			
2. Social	Friends, disgrace			3	24	15					6	5	5	9	13	1	12	13			
3. Economic	Luxuries, extravagance	2			26	4		2	1		4	2	13	1	8	1	11	1			
4. Cultural	Education, drudgery				38	10					10	1	17	6	11	3	43	8			
5. Health & Appearance	Clóthing, overwork				4	46		7		3	3	17		16	1	10	4	12			
B. Child																					
1. Psychological	Pride, responsibility	9	7	11	59	84	68	74	5	24	29	36	15	17	10	7	18	15			
2. Social	Playmates, low status	6	4	4	50	108	3		8	20	11	43	29	34	2	11	1	30			
3. Economic	Allowance, frugality	3		1	58	11		1	9	1	10	7	35	3	4		6				
4. Cultural	All training, learning etc.	12	18	6	187	93	1	21	41	26	60	23	79	41	7	3	23	22			
5. Health & appearance	Clothes, meals				36	174	1	11	10	15	7	58	19	96		5	3	26			
6. Guidance	Care, lessons, accidents	4		3	14	254	2	4	7	37	6	63		116	1	38	5	77			
C. Father																					
1. General	Finances, loafer, Parent Respect	2	5	15	5	16	1	6		1	1	5	4	9		1		22			
D. Parent Relationships																					
1. Psychological	Respect, inferiority		1	15	4	8		1					4	4		4		27			
2. Understanding	Unamimity, guarrels			11	10	1					1		9	1				14			
3. Economic	Finances, unequal salaries			2	1								1					1			
4. Cooperation	Help, Home duties			5	11	2					4		3	1	4	1		1			
E. Parent-Child Relationship																					
1. Mother's position	Relief, irritability	1		40	3	11	4	1	2	4	1	1		6				2	8		
2. Child's position																					
a. Psychological	Freedom, loáliness	1	3	7	91	107	4	57	31	25	29	30	16	29	15	23	5	45			
b. Freedom from restraint	Self-expression, duties		1	4	280	249	2	2	62	52	88	80	112	107	18	10		11			
c. Time	Privacy, supervision				14	18	24		4		4	1	6	16		1					
d. Quiet	No interference or Scolding	1			96	15	5		27	5	16	4	52	5	1	1					
3. Father's position	Pal to child, favoritism	1		40	1	5								4	1	1		4			
F. Group Family																					
1. Psychological	Happiness, quarrels	33	32	52	30	145	55	10	13	30	7	26	4	47	6	42	14	71			
2. Social	Play and seclusiveness	19	1	20	23	16	11	1		1	10	6	11	6	2	3	3	9			
3. Economic	Modern needs, servants	6	4	14	237	28	39	5	28		44	7	123	15	42	6	64	3			
4. Cultural	Luxuries, economies	19	9	23	40	4	43		4		17	2	15	1	4	1	17	6			
5. Health & appearance	Clothing, disease	6	5	14	19	29	8	24	1	3	7	6	7		4	20	4				
6. Home Management	Order, unattractiveness	7	4	5	17	175	45	13		12	9	36	7	98	1	29	10	44			
G. Society in General																					
1. Generalizations	Citizenship, divorce etc.	6			4	15		9	2	1		1	1	5	1	8	1	7			
Totals		138	95	299	1411	1736	317	252	259	282	394	475	596	730	162	249	284	559			
Grand Total		5083							Grand Totals		Adv.		1695		Disadv.		2287		3982		

A = Advantages

D = Disadvantages

*Totals of Section three omitting University frequencies.

1. Explanation of Section One of the Table

The 5083 statements of children's attitudes secured from the preliminary studies were tabulated according to a classification of seven main headings as shown in the accompanying table. This table pools all of the returns secured by means of the six techniques previously described in chapter three. In section one a classification is given which covers all of the statements made by children in response to the requests made of them. In the second column of this section one of the table, key words have been inserted which define roughly the meanings or interpretations which were used in each sub-head of the classification outline. For example, A 1 to 5 inclusive, refers to all the statements made by the children with reference to their mother. The subhead 1 (psychological) under Mother refers to statements of children with relation to the psychological effect upon mother in case she worked, or if they had a happy home, or if they had an ideal home, etc. These statements were sometimes advantageous when they cited attitudes of relief, independence, superiority, etc. Disadvantageous ones such as attitudes of worry, repression, resentment, etc., are also included. The subhead 2 (social) refers to children's statements concerning the social standing of the mother. Either she had more friends or she lost social standing because of the disgrace of her working. Subhead 3 (economic) refers to statements which mention luxuries or personal fineries which the mother could have if she, too, were receiving an income. Subhead 4 (cultural) covers items of additional opportunities

for education along many cultural lines or speaking negatively, of the lack of cultural opportunities caused by her having to drudge all day and at home again at night doing the housework. Subhead 5 (health and appearance) covers items which make mention of the fact that mother can have better clothing, and can care for herself physically if she is making additional money to pay for this. Disadvantageous statements which mention that her overwork from doing double duty makes health and attractive personal appearance impossible.

Similarly, B 1 to 6 inclusive refers to all statements made by children which made reference to themselves. For example, the subhead 2 (social) under Child refers to statements made by the children which expressed such attitudes as a feeling of more freedom for additional play and social contacts if mother were gone to work. On the other hand, some made statements which showed that they felt that their social status was lowered because of their mother's working program.

The subhead 1 (general) under Father refers to children's statements of various possible attitudes of the father if his wife worked outside. He may become a loafer or may feel an additional responsibility for the children or he may think only in terms of the additional money which his wife may be earning.

The subhead 3 (economic) under Parent Relationships refers to children's statements of possible attitudes of helpfulness between

parents if both are working out in order to gain some common desire. It may also refer to attitudes of jealousy, hard feelings, etc., if one receives a larger salary than the other.

The subhead 3 (father's position) under Parent-Child Relationships refers to children's statements concerning the attitude of the father in relation to the children. He may become more of a pal to the child who is deprived of a mother much of the time. He may show favoritism by relieving the favored child from additional work made necessary by the mother's absence.

The subhead 6 (home management) under Family Group refers to children's statements which cited the general appearance of the home, or the schedule or program for its running order as it affects the whole family group favorably or unfavorably.

The subhead 1 (generalizations) under Society in General refers to sociological and philosophical generalizations concerning divorce, careers for women, etc. Two very interesting generalizations at the fifth grade level were:

"If mother worked, we could help save our hospital."

This town was sponsoring a hospital campaign and the slogan was the phrase used in quotation.

"Children should be so polite and nice that when they must go to the door when mother is gone, that visitors or agents won't think, 'that is an awful home'."

2. How to Read Section Two of Table

Section two of Table 25 shows a tabulation of the frequency of mention of attitudes secured from the children. These were classified according to the outline in section one of the table, keeping the six studies described earlier separate. For example: the first number 2 in column 1 means that in case of study (1) or the ideal home study, there were cited two statements which referred to appreciation of personal luxuries or fineries on the mother's part made possible by her living in this so called ideal home. The 18 under column 2 means that in the case of study (2) or the happy home study, there were 18 statements listed which cited cultural advantages or disadvantages possible to the child if he were to live in a happy or unhappy home situation, respectively. The pair of numbers 30 and 145 in the double column 4 refers to responses gained from study (4) or the advantage, disadvantage study. The 30 in the advantage column refers to 30 such statements as happiness, homey atmosphere, contentment and understanding on the part of the family as a group. The 145 refers to 145 statements of discord, quarreling, and general discontent on the part of family members. The 68 under column 5 means that in case of study (5) 68 items were secured which referred to pride and satisfaction or to humiliation and feelings of too much responsibility in the present home situation over against an imagined own future home.

The 57 in column 6 means that in the case of study (6) there were 57 items referring to children's loneliness for their mother's companionship or to their feelings of freedom or emancipation from her if she worked outside.

3. How to Read Section Three of Table

Section three of table 25 is an elaboration of the results from study (4) or the advantage-disadvantage study. Inspection of the table will show that this is done by distributing the response frequencies into a grade classification. Frequencies of grades 5, 8, 9, 11 and 12 are distributed according to advantages and disadvantages. In addition to the totals found in the double columns under study (4) we have included the frequencies of the university students' responses. This section is to be read just as the double columns 4 in section two. Thus the frequencies are in terms of advantages and disadvantages to mother, child, father, etc. The advantages for each grade are always listed in the left hand column for that grade marked A and the disadvantages in the right marked D. One example from the fifth grade follows: the 9 in column one of this section refers to 9 statements showing economic advantages to the child in the form of an allowance or spending money if mother worked. Just opposite this 9 to the right is a 1. This represents one statement describing a disadvantage financially to the child. This particular item came from a paper depicting

poverty. The mother's additional earnings meant merely the ability to pay more on the coal or doctor bill. The child's visioned candy sucker or new marbles were still impossibilities, therefore, from a fifth grader's viewpoint, what advantage that she worked?

APPENDIX B-3

TABLE XXVI - RANKING OF FOURTEEN OF THE ORIGINAL CLASSIFICATIONS SHOWING HIGHEST FREQUENCY OF MENTION

Rank	Frequency	Outline Key	Outline Heading and Subheading
1	540	E 2b	P. C. Relationships - Freedom from restraint
2	350	B 6	Child - Guidance
3	332	F 3	Family Group - Economic
4	325	B 4	Child - Cultural
5	260	F 1	Family Group - Psychological
6	248	E 2a	P. C. Relationships - Child psychological
7	246	F 6	Family Group - Home Management
8	244	A 1	Mother - Psychological
9	239	B 5	Child - Health and appearance
10	189	B 2	Child - Social
11	176	B 1	Child - Psychological
12	111	E 2d	P. C. Relationships - Quiet
13	99	A 4	Mother - Cultural
14	75	B 3	Child - Economic

Although rating in Table XXVI of the fourteen highest ranks, statements classifying under A 1, A 4, and F 3 were given smaller weights in the questionnaire than the table would justify. A 1 and A 4 would probably have presented too distant, unknown and difficult items for children to answer very reliably. F 3 seemed too evident to spend much time on.

D 1, D 3 and E 1 were considered to represent items which were likely too far removed from children's understanding, for securing reliable answers, so they were omitted. All items under G were omitted, for they were of too general a nature for this study.

After deducting these four subheads (D1, D3, E1, G) from the outline of twenty-nine, statements for the questionnaire were selected for each of the remaining twenty-five. One to three statements were selected for each subhead except in the case of the fourteen high frequency cases as found in table XXVI (exception A 1, A 4, and F 3.) For each of these four to ten statements were selected. To the right of each item in the Home Blank found in Appendix B, the classification key which determined the item chosen may be seen.

APPENDIX C

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APPENDIX C

1. Occupations of Mothers of Children
Used in This Study

Number of Cases

1 Apartment house superintendent
1 Bakery
4 Beautician
2 Bookkeeper
2 Cleaner of public buildings
7 Clerk (dry goods and variety store)
8 Cook at a restaurant
1 Credit Manager
1 Curb service waitress
4 Dish washer (restaurant)
1 Elevator girl
4 Factory worker (cherry and shoe)
8 Housekeeper for others
2 Janitress
4 Laundry girl
1 Lawyer
2 Librarian
1 Magazine company agent
1 Maid
1 Manager of store
14 Mill worker (silk and hosiery)
3 Nurse
2 Office girl
1 Pressing club owner
1 Professor (university)
1 Quarry helper
1 Recorder at university
1 Remodeler
2 Restaurant keeper
1 Saleslady
3 Seamstress at factory
2 Seamstress in store
1 Stenographer
1 Stenotypist
3 Teacher
2 Telephone operator
1 Waitress
3 Washer woman
1 Butter wrapper

100 TOTAL

2. Occupations of Mothers Who Work Either Part Time
Or Within Their Homes

Number of Cases

1 Anything
1 Baker (pastry)
3 Nurse maid
1 Matron Orphan's home
4 Cleaning woman (hotel and dentist office)
3 Clerk
2 Cook (restaurant and private family)
1 Don't know
1 Duster of public building
1 Dressmaker
1 Factory worker (shoe)
2 Fraternity (housemother and cook)
1 Grocery store
1 Hairdresser
13 Housekeeper (for others)
2 Presser and Ironer (private)
1 Rooming house keeper
1 Kindergarten assistant
1 Laundry girl (at hospital)
2 Mill worker (silk)
1 Nurse
3 Restaurant girl
1 Saleslady (electrical)
4 Seamstress
1 Sweeper of sidewalks
2 Tailor
1 Teacher
2 Telephone operator
2 Traveling evangelist
15 Washer woman
1 Weather observer
1 Worker on baits (fish)
1 Writer of letters for a company

78 TOTAL

3. Remunerative Jobs of Workers', Professionals',
and Farmers' Children

Workers' Children

No job (Boys 23
(Girls 36
Sells magazines
Caddies
Cares for children 3
Cares for rabbits
Helps in college library
Clerks in confectionary
Delivers groceries 2
Helps with housework 10
Mows lawns 2
Sells papers
Nurses babies
Does odd jobs
Helps with office work
Helps on truck
Carries paper (route) 4
Peddles bills 2
Picks berries
Helps in store
Sweeps store

Farmers' Children

No job (Boys 3
(Girls 17
Caddies
Carries papers
Helps farm 2
Helps mother 2
Serves at high school cafeteria

Professionals' Children

No job (Boys 8
(Girls 8
Caddies golf 2
Cares for children
Carries papers
Clerks
Helps with housework
Mows lawns
Rides horses (for veterinarian)
Works in paint store

4. Remunerative Jobs of 568 Children Classified
By Grades

Grade 5

No job (Boys 11
(Girls 11
Cut lawns
Run errands
Helps with housework 2
Sells papers
Nurses babies
Does odd jobs
Carries papers (route)
Picks berries
Washes dishes

Grade 6

No job (Boys 31
(Girls 48
Sells magazines
Cares for child
Cares for pony
Carries coal and junk
Carries washings
Does chores
Clerks 3
Cuts wood
Delivers groceries 2
Washes dishes
Runs errands 2
Helps farm 2
Helps in green house
Hauls in cart
Helps with the housework 20
Mows yards
Does odd jobs 6
Peddles bills 2
Peddles milk
Sells papers 8
Shovels snow

Grade 7

No job (Boys 32
(Girls 49
Caddies 2
Canvasses (salesman)
Cares for child 6
Cares for rabbits
Carries coal
Clerks
Clerks in confectionary
Cleans in dance hall
Runs errands
Helps farm
Gardens
Helps with housework 4
Carries papers 4
Pumps well
Helps in restaurant
Runs filling station
Sells books
Sells perfume and needles
Shines shoes 2
Sweeps walks
Waits tables
Works in station

* Some children have more than one job.

Numbers refer to frequency of mention of the particular job marked.

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4. (Continued)

Grade 8

No job (Boys 27
(Girls 36
All kinds
Bakes in bakery
Cares for child 5
Carpenters
Carries ashes
Carries papers 15 (route)
Helps with cemetery work
Does chores
Clerks 2
Helps in college library
Delivers groceries
Farms
Runs filling station
Helps in green house
Hauls washings
Helps Dad
Helps with housework 5
Sells magazines (S.E.Post) 2
Passes bills 2
Sweeps stairs

Grade 9

No job (Boys 32
(Girls 51
Bakes on Friday nights
Helps butcher
Cares for child 2
Carries coal
Carries papers 4
Delivers milk
Clerks in drug store
Runs errands
Farms
Fixes shoes
Clerks in grocery (Saturday) 2
Helps Dad janitor
Helps with housework
Does odd jobs 10
Helps with office work
Retired shoe shiner
Clerks at soda grill
Helps in store
Sweeps store
Washes cars
Wrecks old machines

TABLE VIII - A SAMPLING OF PROFILES OF WORKER FAMILIES STUDIED

Grade.	Age	Sex	Home Rooms in	Family size in home	Father's Job	Mother's job(Full time)	Child's Job
5	10	G	3	4	Meat stamper	Butter wrapper	
5	10	G	5	5	Grocer	Curb service waitress	
5	13	B	3	6	Wringer in a laundry	(Cherry)factory worker	Does odd jobs
5	15	G	5	4	Tramway motorman	House cleaner	Nurses babies
6	11	B	6	6	Unle & Cousin Dry cleaner	Pie maker	Helps with housework
6	13	G	5	6	Boarder	Dish washer	Does home work
6	15	B	6	6	Grandmother Separated	Cleaner of Public bldg.	Delivers groceries
6	13	G	6	4	Separated	(Silk)mill worker	Cares for child
6	11	B	6	6	Grandmother Drayman	Housekeeper(for others)	Mows yards
6	12	B	11	6	Plumber	Washer woman	Peddles bills
6	12	B	6	4	Grandmother Tinner	Telephone operator	Peddles bills
7	13	B	3	2	Dead	(Silk) Mill worker	Caddies
7	14	G	6	6	Roomer	Cook at Restaurant	Cares for child
7	12	B	9	7	Grandmother Salesman	Seamstress in a store	Cares for rabbits
7	13	G	7	6	Hired girl	Railroad conductor	
7	14	G	8	10	Painter	(Y.M.C.A.)elevator girl	
7	11	G	7	5	Hired girl	Director of Ware H. Teacher	
8	13	G	6	5	Grand Ptas. Section foreman	Remodeler	
8	13	B	13	3	" father & roomer	Lawyer	Helps in College Library
8	13	B	5	5	Filling station owner	Beautician	Carries papers
8	13	B	5	6	Gr.Mother Detective	(Hosiery)mill worker	
9	13	B	10	6	Hardware salesmen	Clerk	Helps at store
9	15	G	10	5	Machinist	Nurse	Works at office
9	14	G	7	4	Hired girl	Mechanical engineer	Helps on a truck
9	12	B	6	4	Electrical "	Teacher	
9	14	G	6	4	Gr.Mother Radio salesman	Credit manager	
9	14	G	8	5	District manager of 5th Ave. Style Co. & Music teacher	Stenographer	

AUTOBIOGRAPHY

I, Selma Martha Mathews, was born in St. Joseph, Missouri, October 8, 1895. I received my elementary and secondary school education in the public and high schools of Concordia, Kansas, having graduated in 1913. An additional year was spent in this high school in order to obtain Normal training which had just been instituted there. Following this training, I taught a rural elementary school for three years. During the late spring months of these years, I did substitute teaching in the public schools of Concordia, Kansas. I conducted a private kindergarten during the summer months.

My undergraduate education was obtained at Kansas Wesleyan University, which I entered in 1917, and from which I obtained the degree of Bachelor of Arts in 1920.

During the summer following graduation I married, and accepted an offer to teach psychology and normal training in the Rural High School of Covert, Kansas.

During the years 1924-1927, I enrolled for graduate work in Teachers College, Columbia University. The degree of Master of Arts was conferred upon me in 1925 by that university. While in residence there, I was assistant to Dr. H. O. Rugg from 1924 to 1926. During 1926-27 I organized and had charge of the clerical staff assisting in the survey of the social science curricula of normal schools and teachers colleges under the direction of Ned H. Dearborn. I was

research associate in Educational Psychology at the Lincoln School of Teachers College during 1927-28.

I taught in the Eleventh Avenue Public School of Columbus, Ohio, in the fall of 1928. In January, 1929, I entered The Ohio State University where I have been continuously enrolled while completing the requirements for the degree of Doctor of Philosophy.