



OCCUPATIONAL STATUS OF THE
BREAD-WINNER IN RELATION TO THE
ADJUSTMENT OF THE ADOLESCENT
AND HIS PARENTS

Thesis for the Degree of M. A.
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Lennah K. Backus

1947

THESIS

This is to certify that the

thesis entitled


OCCUPATIONAL STATUS OF THE BREAD-WINNER IN RELATION
TO THE ADJUSTMENT OF THE ADOLESCENT AND HIS PARENTS

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Lennah K. Backus

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CHAPTER I

INTRODUCTION

The family of the early American period, well integrated as a social and economic institution, is far different from the family of today. Changes have been occurring which have considerably altered patterns in family living. The extra-family institutions which have taken over many of the functions of the home, while cause for much concern by many, have come to be accepted as a part of our social system. Ogburn is credited with showing that (1)

the family in American society has lost or is losing its historical function - health, economic, recreational, religious, and protective. It still retains three significant functions: affection, rearing of children, and informal education of its members.

Along with changes in the family have come changes in our social structure. One of the important changes affecting family and population in an economy such as ours is that of urbanization. It has been thought that urbanization meant social progress, that hopes for a better life were in the city. But in the midst of these beliefs new factors have appeared - traffic congestion, increased cost of living, and an increased emphasis on the psychological factor which Durkheim characterizes as *l'anomie* (2),

Individuals tended to become lost in their vast secondary social milieus so that the increase of individual vitality needed to surmount difficulties in life was held to bring about a decrease in social vitality. The individual became so interested in living for the present that he was unwilling, at least temporarily, to contribute to the future up-building of the population.

Complexity in the division of labor, fluctuations in the business cycle, social mobility, and alteration of beliefs, are some of the factors in this social change.

This study suggests the importance of understanding the relations between the family and its members, and in so doing (3)

an understanding of the kinship system is of the greatest importance to the understanding of the American family, its place in the more general social structure and the strains and psychological patterning to which it is subject.

The American family is best characterized as an open, multi-lineal, conjugal system. A distinction of our system is the absence of any recognized units which cut across conjugal families including some families and excluding others. In common speech "family" refers to the conjugal unit. The "onion principle" which implies proportionately increasing distance with each circle of linked conjugal families is a distinctive feature. The typical conjugal family lives in a home segregated from those of the parents, is economically independent of them, is dependent upon the husband's occupation for economic support and to a large extent for social status. This isolation of the conjugal unit in this country is in strong contrast to much of the historic structure of European families whose method of inheriting home, economic support, and occupation was definitely laid down.

There are several deviations from this main kinship structure. In well established rural areas it is more common for occupation and status to pass from one generation to another. This would also be true in the upper class group in our country where considerable importance is placed on ancestral home and family property. In lower class groups, both rural

and urban, a different type has developed from the main structure. This type, characterized by a "mother-centered type" of family structure is connected to the instability of marriage. A fourth type has also been noted in the upper middle class emphasizing the "mother-centered type" sometimes referred to as the "suburban matriarchy," in which case the father is out of the home a very large proportion of the time and thus leaves the responsibility for the children to his wife.

Many studies have suggested the importance of early childhood ties to members of the family of orientation. And yet in our kinship system where there is little continuity in kinship ties, this breaking away from the family of orientation is considerably more drastic than in most kinship systems. Add to this fact two others:

1. Since the kinship unit is small the average intensity in family relations is high.

2. Because the child's relations outside the home in play and in school are to a great extent of a competitive nature, his need for security in the home is increased.

We have then a situation where at the same time the inevitable importance of family ties is intensified and a necessity to become emancipated from them is imposed (4).

Prominent also in our society is the presence of what has been called a "youth culture",

a distinctive pattern of values and attitudes of the age groups between childhood and the assumption of full adult responsibilities.

This youth culture is characterized by irresponsibility, the desire for a good time, and has a strong tendency to develop in directions which are on the borderline of parental approval or beyond the pale. The

fact that adults often have ambivalent attitudes in regard to many of the things of which they disapprove in youth is significant. These situations then would seem to have much to do with the fact that adolescence is often a difficult period in the process of growing up.

Occupational status is another feature of our social structure which assumes particular importance. To be the main bread-winner in the family in an approved occupational role is in general the goal of an adult man if he is to enjoy the respect of the members of his community. Occupation determines not only his economic support and social status, acquired through his individual abilities and achievements, but determines as well the prestige and standard of living of his wife and children (5).

From one point of view the emergence of occupational status into this primary position can be regarded as the principal source of strain in the sex role structure of our society since it deprives the wife of her role as a companion in a common enterprise.

On the one hand the masculine occupational role seems to absorb more and more of his time and energy and to leave him little time for other interests. The domestic pattern for the adult woman, however, has seemed to require less time in terms of a full time job and consequently has come a pursuit of cultural interests and oftentimes serious interest in community projects. A resort to the "glamor girl" pattern or to a neurotic illness are less approved methods of compensation.

The purpose of the present study is to determine if possible whether there is any relationship between occupational status of the bread-winner and the adjustment of the adolescent to his parents. Since we count as exceedingly important initiative and achievement and the results which

they bring, does this effort to attain an acceptable role as a bread-winner impose any noticeable strain on the adolescent? Is the ease with which the adolescent grows to maturity hindered or helped by his environment, determined quite largely by occupation and status.

Problem

1. Does the adjustment of the adolescent relate in any way to the occupation of the bread-winner of the family?

2. What variance is there in the adjustment scores in certain areas such as:

- a. Hobbies
- b. Influence of the father
- c. Influence of the mother
- d. Importance of money in the eyes of
the adolescent

3. Is the education of the parents a determining factor in the adjustment of the adolescent?

CHAPTER II

REVIEW OF LITERATURE

The attitude which a child has toward his parents has long been considered a problem of great importance. In order to understand the development and quality of these attitudes it is necessary to study the environment in which the child lives, namely, the community, church, playground, school, and home. As a first step in the study of this environment it is natural to attempt to measure home environment for it is here that attitudes are first formed and it is here that conduct has its beginning.

For the adolescent, home environment plays a vital role as emphasized by Caroline Zachry in an article, "Strains and Stresses of Adolescence," published in 1944, in which she stated that (6),

Adolescence is fraught with emotional difficulties where environmental conditions are wholly favorable; and when they are unfavorable the resulting pressures may product disturbances of serious proportions.

Not only is the attitude of the child toward his parent a factor in determining home environment but the attitudes of parents toward their children affect considerably the atmosphere of the home. Patridge (7) in 1946 studied the effects of parental attitudes on elementary school children and found that what the teachers as a group considered 'inferior and superier' parental attitudes had a very definite effect either directly or indirectly on personal inventory scores obtained by the children. The children whose parents were rated by the teachers as having superior attitudes toward the child and the home did

as a group obtain more desirable scores on the personal inventory scores than did those whose parents were rated as having inferior attitudes toward the child and the home.

Adequacy of home environment is not easily described or readily adaptable to a definite classification. But in the words of Symonds (8),

as is usual in the problem of measuring human affairs, a search has been made for that item or those items which corollate most highly with the more general thing which we want to measure,

in this case the adjustment of the adolescent to his family.

Measuring Adjustments To Family Life

An attempt was made in 1934 by Matthews to discover children's ideas of and attitudes toward conditions caused by the mother's out-of-home employment. This study was so arranged that both home conditions and children's attitudes toward them were indicated on a Home Blank questionnaire of one hundred items. This blank carefully checked as to validity and reliability was administered under standardized conditions to 568 children of grades five to nine, inclusive. One hundred blanks of children whose mothers worked full time away from home were carefully paired with an equal number of children of non-working mothers. Findings from the study did show significant differences between the homes of workers and non-workers for both conditions and attitudes with a slight disadvantage to the worker group, but the differences were small and the conclusion was reached (9)

that the worker's child is not embittered by his condition.

A study was reported in 1935 by Stagner and Draught on the attitudes of college students toward their parents. One hundred twenty state-

ments expressing various degrees of affection or antagonism were keyed on an eleven-point scale by fifty judges. This scale was used for both father and mother and was given to slightly over one hundred college students of each sex. In addition, these college students were asked to make a graphic self-rating on authority, affection, and confidence. The validity of the scales was also checked by autobiographical material. In the course of the biography numerous questions were asked about both parents and mean attitude scores were then computed for those giving positive and negative answers. In these scales a low score meant a favorable attitude. A comparison of the scores made by these students on this scale with those which they made on the Bernreuter personality inventory indicates that those making high (antagonistic) scores toward each parent scored high on self-sufficiency. The author concluded (10):

This fact, taken in connection with the positive correlation of the two attitude scales leads us to infer that self-sufficient children are likely to take a less favorable attitude toward both parents than children lacking in this characteristic, and as a corollary, that one of the important factors determining the attitude of the child toward his parent is his own personality.

In 1936 Freidheim completed a study of attitudes of high-school girls enrolled in home economic classes (11),

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

Twenty-one attitudes were checked in the above mentioned study by a group of graduate students and a small group of experts with the intent of making

a five-point scale. After recommended changes a questionnaire was made from this check list and the reports of 664 girls were studied. In general this study showed large percentages of girls checking many attitude levels considered desirable from the standpoint of social adjustment, there were nevertheless many responses indicating unsatisfactory ones. Intelligence is an important factor in developing certain attitudes. Girls who have superior intelligence show a greater tendency to enjoy the company of older people, are more successful in finding their own amusements, are less likely to feel themselves socially inadequate. Socio-economic status also affects certain attitudes, the girls of low economic status find it more difficult to amuse themselves than do those on the highest level and have a much greater desire to have jobs where there are many people. They have, moreover, little inclination to break home ties; they show a stronger tendency to become homesick when away from home over night and have less inclination to go away to school than do the girls on a higher socio-economic level; they are more likely to weep when they make mistakes than are the girls of either of the higher levels. Size of the community in which they live and maturation were other factors found to affect certain attitudes.

Kibler (12) made a study on 300 11th grade girls and boys in nine Georgia High Schools in 1942. The 300 pupils included 100 girls who had studied home economics, 100 girls who had not, and 100 boys with no home economic training. The study was made to determine what the eleventh grade boys and girls in these schools thought about some major issues in family life, namely, (1) division and use of the family income, (2) use of leisure time, (3) division of home responsibilities, (4) use of common

property in the home, (5) philosophy of home life. The test prepared for this study was composed of 52 pairs of statements in regard to these major issues and represented opposing opinions in regard to family life. These opposing opinions, separated and appearing at random throughout the test, were used to measure the consistency of the pupil's responses and, therefore, the reliability of the test. The validity of the test was established by giving it to a group of well known high school girls and then comparing their responses to the statement with their known behavior tendencies.

About 80 per cent of the total responses made by the 300 pupils were desirable, about 10 per cent were undesirable and another 10 per cent were uncertain. The attitudes expressed by this group were more desirable with regard to the use of money and the use of leisure time than to the other issues studied. There was almost no difference between the attitudes toward family relationships held by girls who had studied home economics and those who had not. The attitudes held by the girls were in all respects more desirable than those held by the boys. Altogether their attitudes were more undesirable, the boys were more certain than the girls about their beliefs concerning the use of money.

The Home Life scale by Dr. Leland Stott, used in the present study was used also by Essig in 1945 (13)

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

The scale accompanied by a questionnaire, designed to secure information about the community, the home of the girl, and the work of the mother, was

presented to 302 ninth and tenth grade girls in home economics classes. These girls, half of whose mothers worked full time and half of whose mothers did not work were from eleven different communities in Missouri. In all of the communities the girls whose mothers did not work seemed better adjusted. Responses seemed to indicate a greater feeling of lack of love, understanding, interest, and cooperation, between parents and daughters of the group of mothers who worked. Home life appeared not to be so happy when the mother worked as when she did not.

Essig found a greater disadvantage to the children of working mothers than was found by Matthews (page 7 of this study). It is noted, however, that the Essig study was concerned with an older group of girls and carried on in a later economic period.

Occupation and Conduct

Adequacy of home environment is often measured by home furnishings and possessions, father's occupation and family income. The following studies suggest the importance of the social and economic level of the home as a factor in determining conduct.

Children were selected on the basis of their father's occupation from two widely divergent groups in a study by Maddy in 1943 (14). The divergent groups chosen were the professional and semi-skilled, determined by the occupational classification by Edwards, Bureau of the Census. The subjects consisted of 319 children in the sixth grade, of which number there were 92 boys and 74 girls, whose fathers were professional men and 61 boys and 92 girls whose fathers were semi-skilled workers. The other selective factor was that the parents of the children were American born. Although the above mentioned study was concerned with

four phases of relationship between socio-economic groups and the intelligence and emotional make-up of children one phase only is of concern to the present study, that of the relationship between personality traits and attitudes of children, and parental occupation. In general the results indicated a reliable difference between the two occupational groups in personality traits with a greater difference being found between girls than boys. Children from the professional group scored higher for the characteristics of dominance, extroversion, and emotional stability, these differences being determined largely by differences between the girls, with girls of the semi-skilled families rating consistently lowest. Differences in attitude tests showed a tendency for children of the semi-skilled group to have a greater number of worries than children of the professional group. The Aspects of Personality Inventory by Pinter, a recently standardized test was used to measure personality traits while the Pressey X-O Test for Investigating the Emotions, was used in an attempt to measure attitudes and peculiarities of judgment rather than definite personality characteristics.

In 1943 Freeman (15) studied social class as a factor in family group relations of twelve farm families in New York having prestige ratings between upper-middle and lower-lower class. Three types of data were used: family histories obtained through interviews with parents and community members, observations of family interaction gathered while living in the community and participating in family activities, statements about family group behavior obtained through formal interviews with parents at the close of the field work. Five areas of behavior were selected for study as to amounts, patterns, and expectations. Affection and hostility, parental control, individualistic and cooperative behavior, and adjustive behavior.

According to this very limited study the lower-middle class families fulfilled their socializing function more adequately than did the upper-middle and lower-lower class families. These lower-middle class family members were cooperative, unselfish, responsible, appreciative, and considerate, sympathetic with lower-class families, compliant with authority, and made adjustment to problems with a minimum of evasion or use of defense mechanisms. Such behavior was not typical of the upper-middle and lower class families.

One of the large occupational studies was that of the Yankee City Series in 1941 (16). This study was made in a town of 17,000 people in New England, characterized by a fundamental similarity to other American towns. Occupations were classified according to: Professional and Proprietary, Wholesale and Retail Dealers, Clerks and Kindred Workers, Skilled Workers, Semi-skilled Workers, and Unskilled Workers. Class divisions used were: Upper-upper class, Lower-Upper, Upper-Middle, Lower-Middle, Upper-Lower, and Lower-Lower. It was found that there was a high correlation between type of occupation and class position. If a person was a professional man or a proprietor he tended to be upper or middle class, if he was an unskilled worker he tended to be lower class. There were no skilled or semi-skilled workers higher than the upper-middle group.

CHAPTER III

METHODS AND MATERIALS

The question arises as to the possibility of measuring attitudes and to what extent an opinion is an index of attitude. It has been suggested that a man's action is a safer index of his attitude than what he says. Thurstone (17) believes, however, that his actions may be distortions of his attitude, so that we must remain content to use expressed opinions, or other forms of behavior, merely as indices of attitude.

Quoting again from Symonds (18),

The objective data show evidence that a person's verbal expression of his opinion may be taken as a fair index of his attitude..... If you tell a person directly that you are measuring his prejudice he will at once be on his guard. So those attitudes tests or questionnaires ought to be most successful which make a person divulge his preference or choice when he is apparently intent on some other activity. However, the direct question or ballot also seems to yield satisfactory measures of attitude when there is no immediate and personal issue at stake.

For the purpose of measuring the adjustment of the adolescent to his parents several published scales were examined and the Home Life scale by Dr. Leland Stott, Merrill-Palmer School, was selected as the one best adapted to this study (19). This scale, a refinement of his Family Life scale consists of 80 questions on family life worded so as to be answerable in terms of three alternative responses: F (Frequently), O (Occasionally), and R (Rarely or Never).

Concerning his Family Life scale, Dr. Stott said:

It indicates the extent to which the interactions between himself (child) and his family, from his standpoint, involve 'confidence, mutual trust, and companionability', and hence are satisfying to him personally... The variable ranges from mutual affection, companionability, a sense of fairness, helpfulness, and a feeling of sympathy between adolescent and parents at one extreme of the scale, to a feeling that the parents are unfair and dictatorial, that they are not worthy of confidence and that little affection or congeniality is present in the relationship at the other extreme.....

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

These correlations, in connection with the fairly high reliability and insignificant sibling correlation of the family-life scores were interpreted to mean that our scale is also a measure of adjustment. It is a measure of the personal adjustment of the individual adolescent to his parents and family situation. It might be regarded as a measure of the adequacy of the adolescent-parent relationship from the standpoint of the adolescent. It might further be regarded as a measure of parental success or failure so far as that particular child is concerned.

The Home Life scale is the same as the Family Life scale except that it is somewhat more refined. It includes only those items that were found to be most closely related to the attitude measured. The reliability, as well as the validity, of the scale was improved. With both high school

and college students the reliability coefficient based on the present eighty items were about - .94.

Included in the Home Life scale was a questionnaire designed to obtain information necessary for classification of the occupations of the Bread-Winner of the family and space for indicating the education of the parents.

The Dictionary of Occupational Titles, published by the U. S. Department of Labor and the U. S. Employment Service was selected for classifying the occupations (20). Published in 1939, the Dictionary defines 17,452 separate jobs. These are also known by 12,292 alternate titles, making a total of 29,744 titles defined. In general the job titles appear in the Dictionary worded the same as when they are used in common practice.

Each job definition has been given an "industrial designation," for the purpose of indicating the type of economic activity with which the job is associated, and of differentiating among the uses of identical titles in different types of activity. Every job engaged in a specific type of activity, regardless of the industry in which the job occurs is given the industrial designation of the type of activity engaged in, unless the title of the job is peculiar to the industry in which the job occurs, in which case the industrial designation of the industry is assigned. To illustrate - a Typist in a retail store receives the industrial designation "Clerical," as the type of activity in which she engages is covered by the industrial designation "Clerical" and the job title is not peculiar to "Retail Trade."

No single criterion has been followed in determining what con-

stitutes a job classification. For some it is the duties of the job, for others the industrial surroundings or circumstances in which the job exists. However, the general principle followed throughout is that jobs that require the same experience, techniques, or abilities on the part of the worker are classified together.

The structure of the classification is such that all occupations are divided into seven major occupational groups, which in turn are divided into smaller groupings at different levels of detail. The seven major occupational groups are differentiated by the first digit of the code number. Individual occupations are assigned five-digit and six-digit code numbers. Major divisions of these major groups are indicated by the second digit of the code numbers of the occupations in the first four of the major group.

In this study no attempt was made to classify the occupations beyond the seven major divisions, the subdivisions being used only as an aid in making the assignment to a particular division.

Below are the major occupational groups, their major subdivisions, and the first and second digits used to identify each:

- 0 - Professional and Managerial occupations
 - 0-0 through 0-3 Professional occupations
 - 0-4 through 0-6 Semi-Professional occupations
 - 0-7 through 0-9 Managerial and official occupations
- 1 - Clerical and Sales Occupations
 - 1-0 through 1-4 Clerical and kindred occupations
 - 1-5 through 1-9 Sales " " "
- 2 - Service occupations
 - 2-0 Domestic service occupations
 - 2-2 through 2-5 Personal service "
 - 2-6 Protective service
 - 2-8 and 2-9 Building service workers and porters

3 -	Agricultural, fishery, forestry, and kindred occupations
3-0 through 3-4	Agricultural, horticultural, and kindred occupations
3-8	Fishery occupations
3-9	Forestry (except logging) and hunting and trapping occupations
4 and 5	Skilled occupations
6 and 7	Semi-skilled occupations
8 and 9	Unskilled occupations

Two first digit positions have been assigned to the skilled group, two to the semiskilled group, and two to the unskilled, because of the large numbers of individual occupations in these groups.

The occupations in the skilled, semi-skilled and unskilled divisions have been considered to fall into three categories - craft occupations, process occupations, and non-process occupations. Craft occupations are those skilled occupations that require the exercise of considerable initiative, independent judgment, and trade knowledge. These abilities and this knowledge typically are acquired through a formal program of apprenticeship training. These jobs other than craft jobs that are directly concerned with the fabrication of the product are process jobs. All occupations that are not craft or process are non-process occupations.

Edwards (21) distinguishes between these three groups as follows:

These occupations are considered skilled for the pursuance of which a long period of training or apprenticeship is usually necessary and in which their pursuance calls for a degree of judgment and manual dexterity, one or both, above that required in semi-skilled occupations. Semi-skilled require only a short period or no preliminary training and only a moderate degree of judgment or manual dexterity. The unskilled group requires no special training, judgment or dexterity, only muscular strength for the performance of coarse, heavy work.

The sample for this study was obtained from 222 Home Life questionnaires, secured from the three high schools in Lansing, Michigan, namely, Eastern High School, Sexton High School, and Technical High School. Eight of the returned questionnaires were found to be unusable, both because of insufficient description of the occupation and because the tone of the questionnaire indicated unreliability. Thirteen, having to do with only one parent, either dead or separated, were not included in the body of the study, making a total used in the sample of 201. Of this number 93 were obtained from Eastern in the Home-making classes, 80 from Sexton mostly in Grade 12B, and 28 from Technical.

These three schools present rather divergent groupings. In the Fall of 1946 Eastern High School, located on the east side of the city, had an enrollment of 1,525 students, while Sexton High School, located on the west side of the city had an enrollment of 1,248. The students from Eastern High School have a greater concentration in socio-economic groupings than do the students from Sexton, while the wider distribution of socio-economic backgrounds at Sexton seems to encourage the formation of independent social groups. Technical High School, centrally located, was established for the purpose of providing an opportunity for young people to prepare themselves for entry into skilled and semi-skilled occupations and has an enrollment of 250 of which number 20 are girls.

In obtaining data from these three schools it was hoped that a representative group of high school students in an urban situation was included, both as to socio-economic background and sex distribution.

Before the questionnaires were presented to the schools a small sample was obtained from a Girl Scout troop of high school age to ascertain if possible any defects in the mechanics of securing the data. This revealed a lack of information necessary for classification of occupations and this part of the questionnaire was accordingly restated in an attempt to remedy this situation.

In addition to the instructions on the questionnaire the persons who administered these forms appraised the students of the purpose of the study and assured them that the information would be treated in a confidential manner, this last since no names appeared on the questionnaire.

CHAPTER IV

ANALYSIS OF DATA

The data for this study on occupational status and adjustment of the adolescent were obtained in April and May of 1946 from questionnaires and Home Life scales which were given in three high schools in Lansing, Michigan.

As a first step in organizing the data, the adjustment score for each adolescent was computed and the occupation of the bread-winner, as described on each questionnaire, was assigned to one of the seven occupational groups.

The data have been organized under the following headings: description of the sample, differences in the obtained means of the adjustment scores of the six occupational groups (the farm occupational group, although listed is not analyzed, since this study concerns urban groups), the percentage differences between the responses to certain questions, selected because of their pertinence to this study, and the coefficient of correlation computed both for the education of the father and the mother and the adjustment scores.

Description of the Sample

TABLE I. DISTRIBUTION OF GIRLS AND BOYS INCLUDED IN THE SAMPLE BY SCHOOLS

	Eastern	Sexton	Technical	Total
Girls	85	52	—	137
Boys	<u>8</u>	<u>28</u>	<u>28</u>	<u>64</u>
Total	93	80	28	201

TABLE II. GRADE DISTRIBUTION OF GIRLS AND BOYS BY SCHOOLS

	Eastern	Sexton	Technical	Total
10B	28	--	10	38
10A	26	2	16	44
11B	9	--	1	10
11A	12	3	--	15
12B	3	74	--	77
12A	<u>15</u>	<u>1</u>	<u>---</u>	<u>16</u>
Total	93	80	27	200

TABLE III. AGE DISTRIBUTION OF GIRLS AND BOYS BY SCHOOLS

	Eastern	Sexton	Technical	Total
14	3	--	--	3
15	29	--	10	39
16	31	21	12	64
17	21	52	2	75
18	6	7	2	15
19	1	--	1	2
20	<u>1</u>	<u>--</u>	<u>--</u>	<u>--</u>
Total	92	80	27	199

The sample of 201 questionnaires from the three high schools contained 93 from Eastern High School, 80 from Sexton High School, and 28 from Technical High School. Of the total number there were 157 girls

and 64 boys. The largest number of students from Eastern was age 16, from Sexton age 17, and from Technical age 16. As to grade distribution the largest number from Eastern was in grades 10A and 10B, from Sexton in grade 12B, and from Technical in grades 10A and 10B. One student did not indicate grade and two did not indicate age.

TABLE IV. OCCUPATIONAL CLASSIFICATION BY SCHOOLS

	Eastern	Sexton	Technical	Total
Professional and Managerial	10	22	2	34
Clerical and Sales	5	12	4	21
Service	4	8	2	14
Agriculture	5	1	0	6
Skilled	33	16	9	58
Semi-Skilled	23	12	8	42
Unskilled	<u>14</u>	<u>9</u>	<u>3</u>	<u>26</u>
Total	93	80	28	201

The divergent groupings in the three High Schools referred to on page 19 are emphasized in Table V on occupational classification by schools. There were more than twice as many in the Professional and Managerial group from Sexton than from Eastern although Sexton had only 13 less in the number in the sample. In the next group, Clerical and Sales, Sexton still had more than twice as many as Eastern, while Eastern had a greater number in the three lower occupational groups, having slightly more than twice as many as Sexton in the Skilled occupational group.

In Technical High School, established for training in Skilled and Semi-Skilled occupations, these same two groups, record the highest number of occupations.

Findings

TABLE V. OCCUPATIONAL CLASSIFICATION AND CORRESPONDING ADJUSTMENT SCORES OF INDIVIDUAL CASES BY SCHOOLS

Eastern	
0 - Professional and Managerial (10)	
<u>Occupation</u>	<u>Score</u>
Manager - tavern	12
Production manager - factory	36
Manager - repair store	36
Manager - block company	41
Automotive engineer - factory	43
Manager - electrical appliance	49
Manager - restaurant	50
Vice-President - store	51
Superintendent of the Michigan School Service	56
Manager - jewelry store	<u>69</u>
Total	433
1 - Clerical and Sales (5)	
<u>Occupation</u>	<u>Score</u>
Civil Service worker	17
Selective Service - United States Government	33

Bookkeeper - United States Government	35
Dealer - used cars	60
Salesman - potato chip factory	<u>64</u>
Total	209

2 - Service (4)

<u>Occupation</u>	<u>Score</u>
Detective - City	10
Fireman - City	38
Detective - City	46
Fireman - City	<u>51</u>
Total	145

3 - Agricultural (5)

<u>Occupation</u>	<u>Score</u>
Farmer	43
Farmer	47
Farmer	48
Farmer	56
Farmer	<u>59</u>
Total	253

4 and 5 - Skilled (33)

<u>Occupation</u>	<u>Score</u>
Maintenance Engineer - factory	13
Maintenance man - City fire department	14
Tool and Die-Maker	18
Repairman - store	19
Shoe Repair	23
Tool and Die-Maker	25

Maintenance man - factory	28
Brick layer	28
Tool and Die-Maker	29
Painter	29
Mechanic - service station	30
Radio repairman	31
Painter - factory	39
Foreman - factory	41
Die-Setter - factory	41
Electrician - factory	42
Foreman, Electrical - factory	43
Supervisor - factory	43
Machinist - factory	45
Electrician	47
Electrician	47
Telephone Engineer	47
Yard Manager	48
Foreman - City	50
Machinist - factory	51
Tool and Die-Maker	54
Tool and Die-Maker	54
Foreman - factory	54
Welder - factory	56
Welder	58
Interior Decorator	58
Electrician - City	61
Core Maker - factory	<u>72</u>
Total	1338

6 and 7 - Semi-Skilled (22)

<u>Occupation</u>	<u>Score</u>
Worker - hotel	21
Assembler - factory	25
Assembler - factory	26
Truck driver - railroad	27
Assembler	27
Presses - factory	28
Blue print machine operator - State	29
Assembler - factory	30
Inspector - factory	38
Assembler - factory	42
Trimmer - factory	45
Bus driver	47
Assembler - factory	49
Assembler - factory	51
Presses - factory	53
Truck driver	53
Inspector - factory	54
Inspector - factory	55
Presses - factory	56
Inspector - factory	59
Assembler - factory	63
Trimmer - factory	<u>65</u>
Total	943

8 and 9 - Unskilled

<u>Occupation</u>	<u>Score</u>
Laborer - factory	4
Laborer - factory	15
Laborer - factory	25
Laborer - factory	25
Laborer - factory	29
Laborer - factory	33
Stock room worker - store	34
Laborer - factory	37
Laborer - factory	37
Stock room worker - factory	43
Laborer - factory	54
Laborer - school	59
Laborer - factory	65
General worker	<u>65</u>
Total	525

Sexton

0 - Professional and Managerial (22)

<u>Occupation</u>	<u>Score</u>
Druggist	17
Engineer - factory	18
Owner service station	30
Manager - Recreation establishment	31
Teacher - Physical education	38
Purchasing agent	39

Manager service station	40
Chemist - Michigan State College	40
Auditor	41
Doctor	43
Lawyer and storekeeper	44
Officer - bank	45
Manager - Telephone Company	45
Pharmacist	46
Draftsman	47
Merchant - store owner	48
Owner - book store	51
Manager - hotel	52
Advertising	58
Dentist	61
City Assessor	61
Manager - store	<u>63</u>
Total	958

1 - Clerical and Sales (12)

<u>Occupation</u>	<u>Store</u>
Salesagent	20
Salesman	24
Mailman - Post Office	27
Clerk - factory	27
Salesman - tobacco firm	28
Service representative - Chrysler	35
Bookkeeper	41
Real Estate broker	43

Internal Revenue - Post Office	46
Drug Salesman	49
Clerk - bank	51
Sales agent	<u>59</u>
Total	450

2 - Service (8)

<u>Occupations</u>	<u>Score</u>
Traffic manager	23
Beautician	33
Plant protection	36
Waiter - hotel	45
Plant protection	47
Plant guard	50
Janitor - farm store	55
Safety director	<u>55</u>
Total	344

3 - Agricultural (1)

<u>Occupation</u>	<u>Score</u>
Owner of farm	<u>44</u>
Total	44

4 and 5 - Skilled - (16)

<u>Occupation</u>	<u>Score</u>
Welder	21
Telephone installer	28
Foreman - shop	30
Service man - Consumers Power	37

Bookbinder	37
Machinist	40
Supervisor - factory	44
Tool grinder	44
Tool maker	45
Tool and die maker	49
Machinist	55
Electrician - electrical store	58
Foreman - paint shop	59
Painter	63
Tool maker	64
Cabinet maker	<u>71</u>
Total	745

6 and 7 - Semi-Skilled (12)

<u>Occupation</u>	<u>Score</u>
Worker - disposal plant	24
Assembler	30
Dynamometer worker	35
Chauffer	42
Assembler	43
Milkman	44
Truck driver	47
Worker paper mill	50
Milkman	50
Metal finisher	52
Metal finisher	54
Crane operator and truck driver	<u>74</u>
Total	545

8 and 9 - Unskilled (9)

<u>Occupation</u>	<u>Score</u>
Factory worker	21
Laborer - factory	22
Laborer - ci ty	22
Laberer - factory	24
Laborer - factory	30
Laborer - factory	31
Laborer - rim shop	40
Laberer - factory	48
Factory worker	<u>48</u>
Total	286

Technical

0 - Professional and Managerial (2)

<u>Occupation</u>	<u>Score</u>
Manager - magazine store	32
Manager - ante supply store	<u>42</u>
Total	74

1 - Clerical and Sales (4)

<u>Occupation</u>	<u>Score</u>
Chief clerk	19
Salesman - wholesale house	25
Clerk - post office	36
Clerk - furniture	<u>52</u>
Total	132

- 33 -

2 - Service (2)

<u>Occupation</u>	<u>Score</u>
Janitor	24
Janitor	<u>39</u>
Total	63

3 - Agricultural (0)

<u>Occupation</u>	<u>Score</u>
None	None

4 and 5 - Skilled (9)

<u>Occupation</u>	<u>Score</u>
Inspector	33
Tool maker	33
Machinist	33
Tool maker	37
Carpenter	42
Supervisor - factory	43
Machinist	45
Painter	49
Carpenter	<u>54</u>
Total	369

6 and 7 - Semi-Skilled (8)

<u>Occupation</u>	<u>Score</u>
Truck driver	10
Assembler	21
Spray man - auto factory	24
Truck driver	31

Lathe operator	34
Assembler	43
Set-up man	49
Assembler	<u>67</u>
Total	279

8 and 9 - Unskilled (3)

<u>Occupation</u>	<u>Score</u>
Laborer	20
Machine tender - dairy company	43
Factory worker	<u>51</u>
Total	114

Difference in the obtained means

TABLE VI. MEAN ADJUSTMENT SCORES BY SCHOOLS

	<u>Number</u>	<u>Mean Adjustment Score</u>
Sexton High School	89	42.15
Eastern High School	93	41.35
Technical High School	<u>28</u>	<u>36.82</u>
Total and Mean	201	41.04

By a comparison of the mean adjustment scores by schools it is noted that Sexton High School had the highest adjustment score with 42.15, Eastern the next high with 41.35 and Technical the lowest with 36.82. According to Table IV Sexton also had the largest number in the Professional and Managerial group while Technical had the lowest number in this group.

By a simple comparison then it would seem that occupation of the bread-winner might have some relation to the adjustment of the adolescent.

TABLE VII. VARIOUS COMPARISONS OF ADJUSTMENT SCORES BY OCCUPATIONS
(Three Schools Combined).

Occupational Group	Number of Cases	Percent of Cases	Median Score	Mean Score	Standard Deviation
Professional and Managerial	34	16.9	43.5	43.09	12.01
Clerical and Sales	21	10.4	35.0	37.66	13.90
Service	14	7.0	42.5	39.43	12.71
Agriculture	6	2.9	47.5	49.50	5.96
Skilled	58	28.9	43.0	42.28	13.61
Semi-skilled	42	20.9	43.5	42.07	14.41
Unskilled	<u>26</u>	<u>13.0</u>	<u>33.5</u>	<u>35.57</u>	<u>15.20</u>
Total and average	201	100.0	43.0	41.04	13.90

For the purpose of further examining the relationship between the occupation of the bread-winner and the adjustment of the adolescent, the significance of the difference between two means was computed.

In this computation

2 was considered significant

2.6 as highly significant

Significance of the difference between the means of the adjustment scores of the adolescents of the

Professional and Managerial Group

and the

Unskilled Group = 2.11

Significance of the difference between the means of the adjustment scores of the adolescents of the

Skilled Group

and the

Unskilled Group = 2.19

Therefore since the difference between the means of these two groups is greater than 2 one can conclude that the results are not due to random sampling or to chance, but are due to an inherent difference in the sample, in this case to a difference between the occupational groups, and the results are slightly significant.

More specifically, we can conclude that adolescents whose parents belong to the Professional and Managerial group make a slightly better adjustment to family life than those adolescents whose parents belong to the Unskilled group. And likewise we may conclude that those adolescents whose parents belong to the Skilled group make a slightly better adjustment to family life than those whose parents belong to the Unskilled group.

Combinations of the other occupational groups were computed for significance but failed to show a significant difference between the means.

Percentage differences between the responses to certain selected questions.

Five questions from the questionnaire were selected for special study. By the selection of these particular questions it was hoped to gain an insight into family living as regards the opportunity or desire to participate in hobbies in the various occupational groups, the influence of the father and of the mother in the home, the importance of money in

the eyes of the adolescent, and a further study of the question which Dr. Stott considers the key question - Where your affairs are concerned do you think "What my folks don't know won't hurt them?"

It was also hoped that a detailed study of these particular questions would give additional meaning to certain aspects of the various occupational groups.

TABLE VII. PERCENTAGE OF DESIRABLE RESPONSES BY OCCUPATIONS TO CERTAIN QUESTIONS.

	Do the members enjoy hobbies? (Frequently) (2)	Does your mother like to listen to what you tell her when you get home from school? (20)	Is your father too busy to pay any atten- tion to the family? (Rarely) (36)	Where your affairs are con- cerned do you think "what my folks don't know won't hurt them?" (Rarely) (47)	Do you think your parents are stingy in not giving you more spending money? (Rarely) (70)
	Percent	Percent	Percent	Percent	Percent
0 Professional and Managerial	29.4	67.7	71.4	40.1	67.7
1 Clerical and Sales	9.4	57.2	42.8	38.1	70.0
2 Service	21.4	64.3	61.5	38.4	69.2
3 Agriculture	33.3	66.6	83.3	66.6	83.3
4-5 Skilled	37.5	64.3	70.0	33.9	66.1
6-7 Semi-Skilled	29.5	61.4	76.8	38.7	69.9
8-9 Unskilled	15.4	53.8	55.6	34.6	73.1



Question 2. Do the members enjoy hobbies?

The highest percentage of desirable answers was given by the Skilled group with a response of 37.5 percent, the Semi-Skilled group with 29.5 percent, and the Professional and Managerial group with 29.4 percent. The lowest percentage of desirable answers was given by the Clerical and Sales group with a response of 9.4 percent. The three groups (Skilled, Semi-Skilled, and Professional and Managerial) indicating the highest percentage of participation in hobbies, are the same three groups, although not in the same order, in which the adolescents rated the highest mean adjustment scores. On the basis of these figures alone, one might conclude that the extent to which families participate in hobbies is an important factor in the adjustment of the adolescent. And since the ability to participate in hobbies depends upon the interest, skill, time, or financial resources or a combination of these factors in the individual family, the three high groups concerned probably have greater opportunity for participation in hobbies in terms of these factors.

Question 20. Does your mother like to listen to what you tell her when you get home from school?

The percentage of desirable answers differed slightly among occupational groups, with the Professional and Managerial group having a high response of 67.7 percent. The Skilled group maintained its relatively high position with 64.3 percent of desirable answers, the same as the service group. The two groups having the lowest percentage of desirable responses were the Unskilled group with 53.8 percent and the Clerical and Sales Group with 57.2 percent. However, all of the responses were high, above 50 per cent. This should be interpreted to mean that the influence

of the mother in the home appears to be strong; this fact gives further credence to the "mother-centered" type of family referred to on page 3 of Chapter I of this study. Differences in these scores could in part be attributed to the fact that the mother who did not have to work or who had better facilities for home management would have greater opportunity to be relieved of some of the routine in the home and thus have more time to spend with her children.

Question 36. Is your father too busy to pay any attention to the family?

The highest percentage of desirable responses was given by the Semi-Skilled group with 76.8 per cent, the Professional and Managerial group with 71.4 percent, and the Skilled group with 70.9 percent. The lowest percentage of favorable responses was given by the Clerical and Sales group with 42.8 percent. With this exception all of the responses were high, above 50.0 percent. These data would seem to indicate that the adolescents feel that their fathers pay at least as much attention to the family as their time permits. This could relate to an acceptance in our culture of the fact that the father is out of the home a large part of the time and therefore only has a limited amount of time to devote to the family. The closer approach of the lower occupational groups to the desirable responses of the upper occupational groups might reflect the demands which are often made after working hours upon the professional or managerial person. Many jobs in the lower occupational classifications do not demand as much time after working hours, therefore the father in this group would have the element of time as an advantage to balance against other cultural advantages which fathers of different occupational classes might possess.

Question 47. Where your affairs are concerned do you think "What my folks don't know won't hurt them?"

Since this is the question selected by Dr. Stott (19) as the key question most clearly concerned with some important aspect of the "confidence, affection, and companionability" pattern, it was presumed that the answer "frequently" to this question indicated a lack of mutual confidence between the youngster and his parents (the negative aspect of the variable) and that the answer "rarely", on the other hand, indicated a closeness of relationship - a tendency to share confidences and experiences with the parents (the positive aspect). The percentage of desirable responses by all groups was exceedingly low, under 50 per cent. The three high groups were the Professional and Managerial group with 40.1 percent, the Semi-Skilled group with 38.7 per cent, and the Service group with 38.4 percent. For the first time the Skilled group showed the lowest percent response with 33.9 percent. This generally low score could be attributed to several factors: too much control on the part of the parents, standards set by the parents are difficult to attain, confusion as to standards, further proof of the fact that adolescence is often a difficult time in the process of growing up, or a lack of understanding on the part of the parents as to the needs of adolescents.

Question 70. Do you think your parents are stingy in not giving you more spending money?

A desirable answer of "rarely" to this question would seem to indicate a feeling of acceptance on the part of the adolescent as to money management within the family. The desirable percentage responses were high for all groups, well above 50.0 percent. The three high groups were the

Unskilled group with 73.1 percent, the Clerical and Sales group with 70.0 percent, and the Semi-Skilled group with 69.9 percent. The two low groups were the Skilled group with 66.1 per cent and the Professional and Managerial group with 67.7 percent. These are the same two groups in which the adolescents were found to be most affected by occupation of the parents in their adjustment to family life. The high percentage of desirable responses to this question by all groups is perhaps a reflection of financial opportunities for both parent and child today. It might in part be interpreted to mean that the amount of money available in the home is a matter of record and readily understood. It need not be interpreted to mean satisfaction as to the amount of money available but a general acceptance as to the disposition of the money by the parents.

Education of the parents and the adjustment scores of the adolescents.

As an added part of this study the students were asked to indicate at the end of the Home Life questionnaire, the highest year of schooling completed both for the father and the mother. Of the 201 questionnaires, 191 students indicated their father's education and 192 students indicated their mother's education. A correlation coefficient was computed between the student's adjustment score and the father's education and between the student's adjustment score and the mother's education.

A correlation coefficient of + .139 was found between the adolescent's adjustment score and the father's education, and a correlation coefficient of + .015 was found between the adolescent's adjustment score and the mother's education.

On the basis of these data it appears that as the number of years of schooling of the parents increase, the adjustment of the adolescent in-

creases very little. We may conclude that in this study the education of the mother affected the adjustment of the adolescent very little while the education of the father was only of slightly more importance.

The average years of schooling for the mother was 11.44 years and for the father 11.06 years.

Summary of findings

1. According to the Home Life scale, occupation of the Bread-Winner appears to be a factor in the adjustment of the adolescent. There was a slightly significant difference in the adjustment ^{scores} ~~scores~~ of the adolescent in two different groupings:

between the Professional and Managerial	
and	
Unskilled group	of 2.11
and between the Skilled group	
and	
Unskilled group	of 2.19

2. A summary of the selected questions indicated that the extent of participation in hobbies by all groups was rather limited. The groups which recorded the greatest participation in hobbies also attained the highest mean adjustment scores.

A large percent of the adolescents seemed to feel that mother was genuinely interested in their affairs, that father devoted as much time as he was able to family affairs, and that money management as it affected the adolescent was acceptable. A smaller percent, however, answered favorably to the question, "Where your affairs are concerned do you think what my folks don't know won't hurt them?" A larger percent of the group failed to show a pattern of close relationship or a willingness to share confidences with the parents. This indicates a tendency toward

inadequate adolescent-parent relationship from the standpoint of the adolescent.

3. Education of the parents appeared to be of little consequence in the adjustment scores of the adolescents. A correlation coefficient computed between the adjustment scores of the adolescent and the father's education was found to be + .139. Between the adjustment scores and the mother's education it was + .015

CHAPTER V

DISCUSSION AND CONCLUSIONS

The purpose of this study was to determine whether the occupational status of the bread-winner was related to the adjustment of the adolescent; to study the adjustment scores in certain areas, such as, hobbies in the family, influence of the mother in the home, influence of the father in the home, importance of money in the eyes of the adolescent, and a further examination of the question, "Where your affairs are concerned do you think 'what my folks don't know won't hurt them'?"; and to determine whether the education of the parents was a determining factor in the adjustment of the adolescent.

The data were obtained from 201 Home Life questionnaires from high school students in an urban community with a population of 78,479.

The study was concerned with two important aspects in our culture, the fact that adolescence is often a difficult period in the process of growing up, and the fact that great importance is attached to occupational status of individuals.

It is recognized that many factors are involved in family adjustment and if association was found between occupation and adjustment it could not be interpreted to mean that occupation alone produced the type of adjustment recorded.

The findings obtained, however, from the Home Life scale tended to show that occupation of the bread-winner does have some relation to the adjustment of the adolescent. The adolescent whose parents belong to the

Professional and Managerial group or the Skilled group made a somewhat better adjustment to family life than the adolescent whose parents belonged to the Unskilled group. From this it can be assumed that the advantages possessed by parents in certain occupational groups whether they be the advantages of money, abilities, or status, or a combination, raise the adolescent's view, of this particular situation. Because of these advantages he is able to make a better adjustment to this family group (15).

In our society, committed to the democratic philosophy, family adequacy can be measured in terms of the aggregate socialized behavior of its members.

From the adolescent's point of view as demonstrated in the findings of this study, the Professional and Managerial group fulfilled their socializing function more adequately than did the other occupational groups. This conclusion is borne out by the fact that the Professional and Managerial group rated higher in all areas studied than did the other occupational groups. That is, they obtained the highest mean adjustment score, the highest figure for significance, and the highest percentage of favorable responses to three of the five questions studied, namely

20. Does your mother like to listen to what you have to tell her when you get home from school?

36. Is your father too busy to pay any attention to the family?

47. Where your affairs are concerned do you think "what my folks don't know won't hurt them?"

The low percentage of desirable answers to the question, Where

your affairs are concerned do you think "What my folks don't know won't hurt them"? - indicated a tendency toward inadequate adolescent-parent relationship to family life. This tendency seems all the more pointed in view of the adolescent's favorable expression in regard to the interest of the mother, the time which the father devoted to the family, and the acceptance of money management. Perhaps it emphasizes factors within the adolescent or within our culture which add to this difficult period of growing up.

The findings indicated that the education of the parents was not a determining factor in the adjustment of the adolescent. If one assumes that the Professional and Managerial group contains the largest number of parents with greater number of years schooling, these findings in regard to education might appear contradictory, since this group had the highest mean adjustment score. It is not within the scope of this study to determine the required number of years of schooling for a particular occupation. But it can be said in regard to education that the president of a bank is not necessarily the man with a college education and again a college education does not insure a position in a certain occupational group.

Conclusions

1. Values in the home need to be re-examined with a view to developing the security and serenity of family members.
2. Parents should strive for a greater understanding of the adolescent and his needs so that better relationships within the family may be brought about.
3. Things which families can do together need cultivating.

as a means of increasing the interaction among family members and thus help to create a better understanding.

4. A greater participation in hobbies would be desirable because of value to the individual and to the family group.

5. Adolescents in families unable to improve their financial or social status would be at a disadvantage, since improved financial or social status seems to ease the adjustment of the adolescent. Accordingly, in our culture, less emphasis should be placed on these factors in order to reduce the strain and striving in families in lower occupational groups.

6. A greater respect for and appreciation of the skills and training necessary for engaging in various occupations should be gained.

7. Education should include education for home and family living, so that the education of parents will be a greater factor in the adjustment of the adolescent.

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APPENDIX

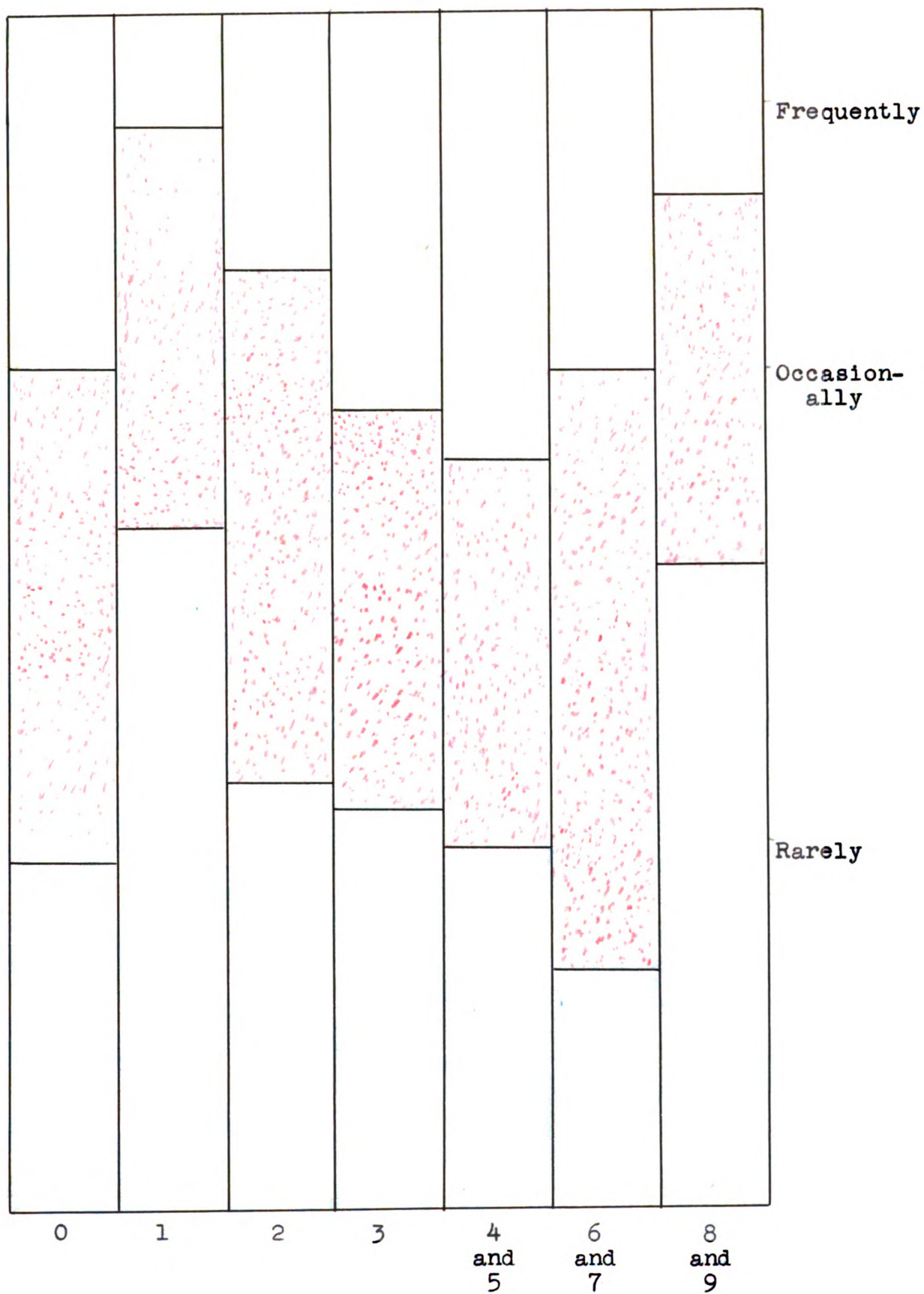
BAR DIAGRAMS SHOWING PERCENTAGE RESPONSES
TO THE QUESTIONS SELECTED FOR SPECIAL STUDY.

NUMERICAL DESIGNATION
OF OCCUPATIONS USED IN THE CHARTS.

0 - Professional and Managerial
1 - Clerical and Sales
2 - Service
3 - Agriculture
4 and 5 - Skilled
6 and 7 - Semi-skilled
8 and 9 - Unskilled

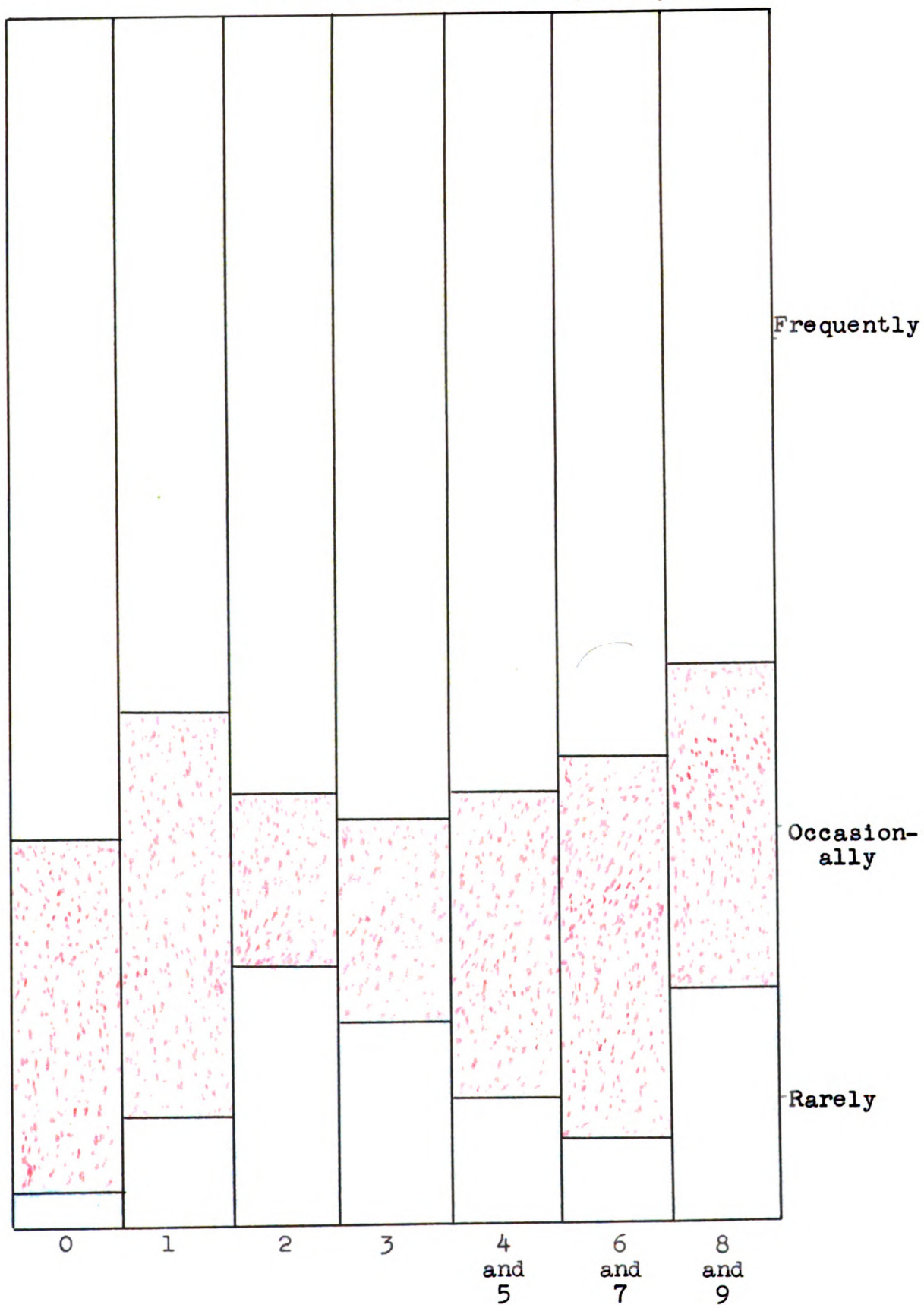
Question No. 2 Do the Members Enjoy Hobbies?

Desirable Answer - Frequently.



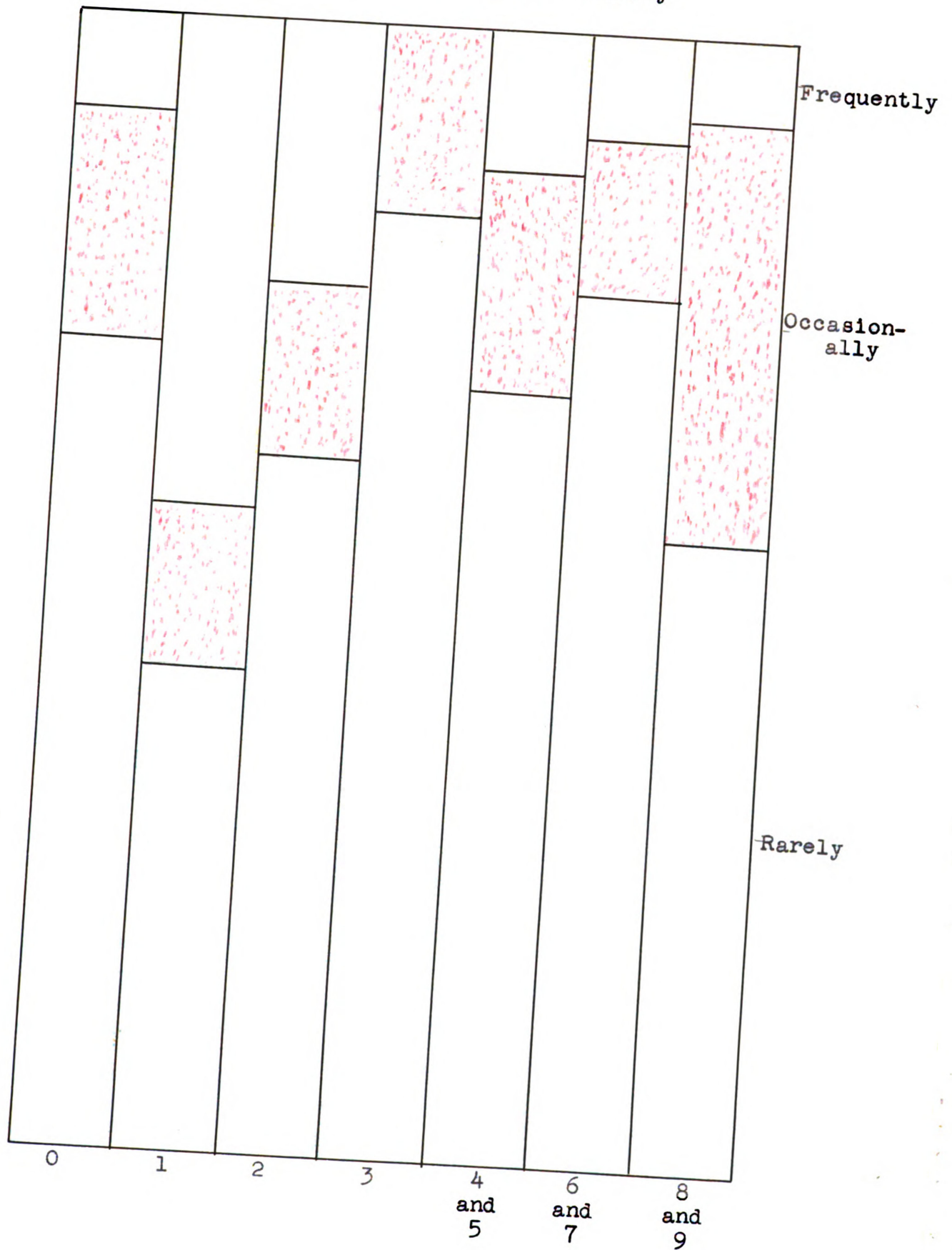
Question No. 20. Does your mother like to listen to what you tell her when you get home from school?

Desirable Answer - Frequently.



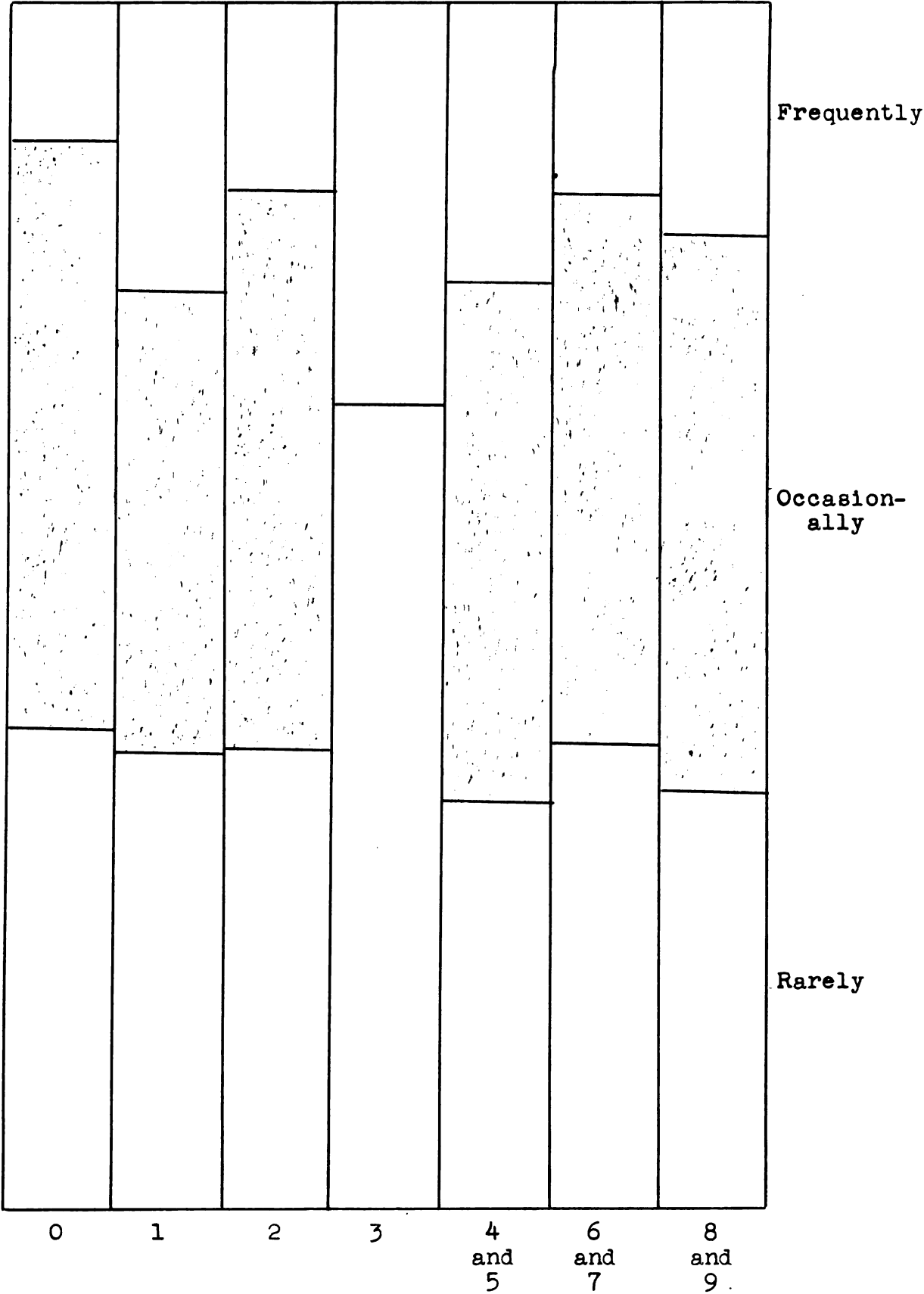
Question No. 36. Is your father too busy to pay any attention to the family?

Desirable Answer - Rarely



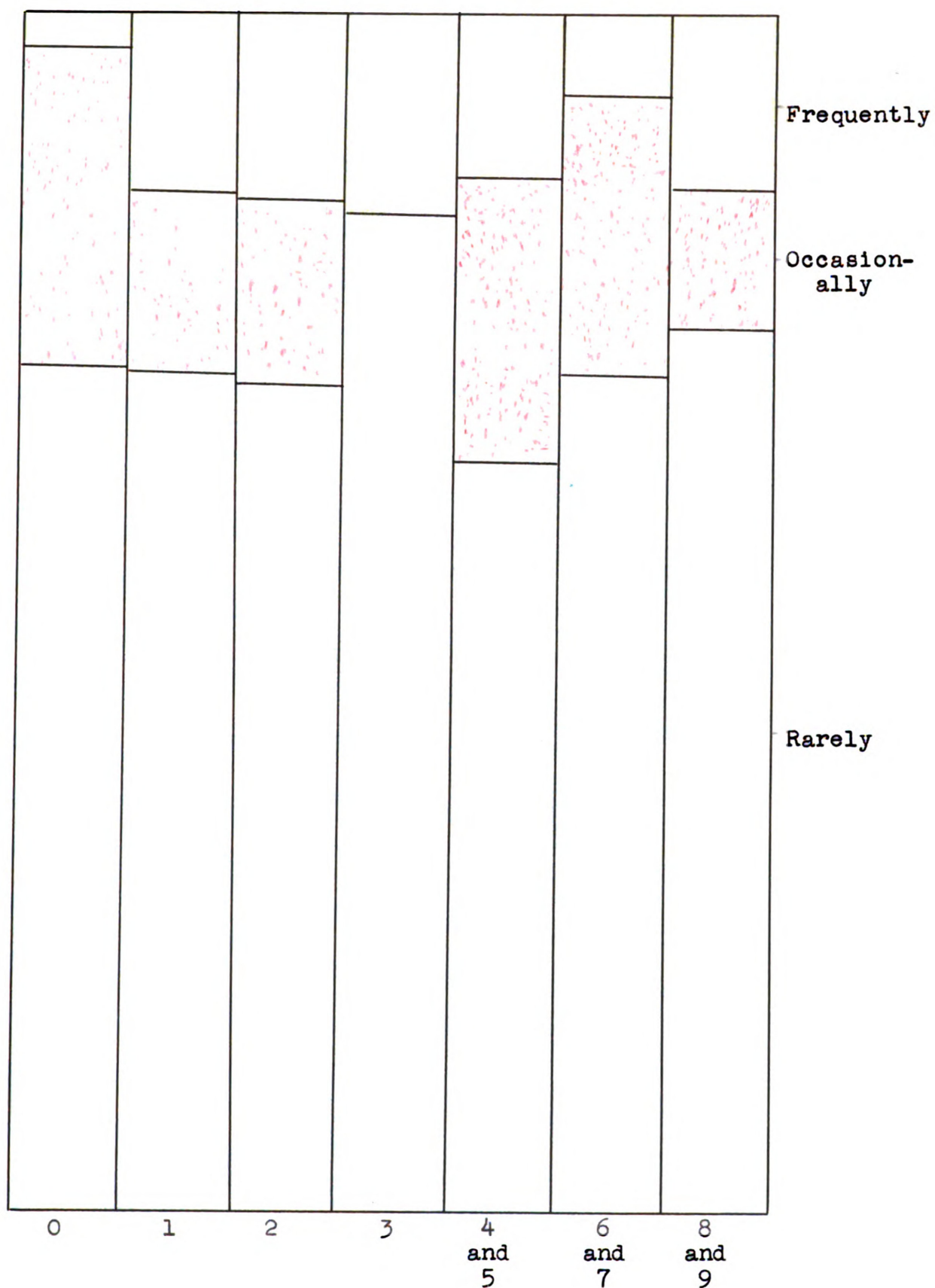
Question No. 47. Where your affairs are concerned
do you think "what my folks don't
know won't hurt them?"

Desirable Answer - Rarely



Question No. 70. Do you think your parents are stingy in not giving you more spending money?

Desirable Answer - Rarely



Home Life Questionnaire

Age _____ Grade _____ Sex _____

May, 1946

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

Occupation of the Bread-Winner of your family
Please enter both Occupation and Place of Employment
Examples: (No Firm names)

<u>Occupation</u>	<u>Place of Employment</u>
Assembler - - - - -	Automobile Factory
Bookkeeper - - - - -	Dept. Store
Laborer - - - - -	Saw Mill
Registered Nurse - - - - -	Hospital
Sales Agent - - - - -	Patent Medicine Co.

1. What did the Bread-Winner of your family do for a living before the war?

Occupation

Place of Employment

2. What does the Bread-Winner of your family do for a living now?

Occupation

Place of Employment

3. Does he or she (Check one)

Own a business? _____

Work for someone else? _____

At the end of each of the following questions are the letters F O R

F means frequently, usually, most of the time, nearly always, etc.

O means occasionally, once in a while, sometimes, etc.

R means rarely, very seldom, almost never, etc.

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

1. Is meal time a happy time in your family?.....F O R

2. Do the members enjoy hobbies?.....F O R

3. Are birthdays special days in your family?.....F O R

4. Does your father attend the school programs and after school activities in which you take part?.....F O R

5. Is your family breakfast a gloomy affair?.....F O R

6. Is your father a good sport?.....F O R

7. Is your mother a good sport?.....F O R

8. Does it seem as if your family treats you like a child?.....F O R

9. Does your family talk over future plans together?.....F O R

10. Do your parents listen to your side when you disagree with them?.....F O R

11. Do your parents ever admit they have been wrong?.....F O R
12. Do you "talk back" to your father?.....F O R
13. Do you "talk back" to your mother?.....F O R
14. Do your parents stay home because they have so much work
to do?.....F O R
15. Do you leave the house without telling anyone where you are
going?.....F O R
16. Do you hesitate to talk frankly with your father about
personal problems?.....F O R
17. Do you like to do extra little things to please the members
of your family?.....F O R
18. Would you be more proud of your mother if she would change
some of her ways?.....F O R
19. Would you be more proud of your father if he would change
some of his ways?.....F O R
20. Does your mother like to listen to what you tell her when
you get home from school?.....F O R
21. Does your father resent it when you disagree with him?.....F O R
22. Does your mother resent it when you disagree with her?.....F O R
23. Do you have "a say" as to how and where the family spends
its holidays?.....F O R
24. Do you think "Oh what is the use!" after you have tried to
explain your conduct to your parents?.....F O R
25. Do you think your mother gives pretty sound advice?.....F O R
26. Do you think your father gives pretty sound advice?.....F O R
27. Do you try out what your parents advise?.....F O R
28. Do you turn down chances to go out with others in order to
keep your appointment to do something with your family?.....F O R
29. Do you feel that your mother likes you?.....F O R
30. Do you feel that your father likes you?.....F O R
31. When you go to another town, do you buy souvenirs or gifts
for persons in your family?.....F O R
32. Do either of your parents read your personal mail without
your permission?.....F O R
33. Do you let your parents in on your "big moments"?.....F O R
34. Do you feel rebellious around your family?.....F O R

35. Do you get your information on sex from your parents?.....F O R
36. Is your father too busy to pay any attention to the family?.F O R
37. Do you think your family picks on you?.....F O R
38. Do you enjoy being shut in with your family on a stormy day?F O R
39. Do your parents trust you to behave when you are away from
them?.....F O R
40. Does your father complain?.....F O R
41. Do your parents and you talk over your future?.....F O R
42. Do the members of your family openly express by word or
action their affection for one another?.....F O R
43. Does your mother attend the school programs and other
school activities in which you take part?.....F O R
44. Is your mother at home when you get home from school?.....F O R
45. Do you seem to get scolded for every little thing?.....F O R
46. Do your parents allow you to "act your age"?.....F O R
47. Where your affairs are concerned, do you think "what my
folks don't know won't hurt them"?.....F O R
48. Do other young people seem to have more fun with their
families than you do with yours?.....F O R
49. Would your parents make fun of you if you told them about
your pet peeves?.....F O R
50. Does your family go on little holiday trips and picnics
together?.....F O R
51. Are you told to keep still when you try to argue with your
father?.....F O R
52. Are you told to keep still when you try to argue with your
mother?.....F O R
53. Do your parents make fun of your mistakes?.....F O R
54. Do they help you to overcome your mistakes?.....F O R
55. Do your parents overlook your mistakes?.....F O R
56. When your parents refuse to allow you to do something, do
they give you a reason?.....F O R
57. Do you think you deserve the punishment you get?.....F O R
58. Does every member in your family have "his say" in what the
family does as a group?.....F O R
59. Does your family enjoy working together?.....F O R

60. Are there times when some member of your family "won't speak" to other members?.....F O R
61. Do either of your parents disapprove of your friends?.....F O R
62. Are your friends uncomfortable around your parents?.....F O R
63. Do other parents seem to like their children better than yours like you?.....F O R
64. Do you disagree with your mother?.....F O R
65. Do your parents change their plans to suit yours?.....F O R
66. Do you have more fun away from home than at home?.....F O R
67. Do either of your parents do things that make them appear foolish?.....F O R
68. Do your parents like to have your friends around?.....F O R
69. Does your family have good times together at home?.....F O R
70. Do you think your parents are stingy in not giving you more spending money?.....F O R
71. When you ask your mother why you must do a certain thing, does she say, "Because I told you to"?.....F O R
72. Do you get disgusted with the way your father acts in public?.....F O R
73. Do you get disgusted with the way your mother acts in public?.....F O R
74. Do you go to shows, parties, or entertainments together as a family group?.....F O R
75. Do you think that either of your parents hold prejudices against you?.....F O R
76. Do you like to spend long winter evenings with your family group?.....F O R
77. Does your mother nag and scold?.....F O R
78. Does your father nag and scold?.....F O R
79. Do you celebrate the birthdays in your family?.....F O R
80. When you are in trouble, can you depend upon your parents being loyal to you?.....F O R

Education of Parents

Highest year of schooling completed (Use a number)

	<u>Father</u>	<u>Mother</u>
Elementary (1-8)	_____	_____
High School (9-12)	_____	_____
College (13-16)	_____	_____
Other training after H.S.	_____	_____

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