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CERTAIN SOCIO-ECONOMIC CHARACTERISTICS AS A REFLECTION  
OF FAMILY GOAL VALUES

by

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C. E. H.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
II. REVIEW OF LITERATURE . . . . .	6
Values and Underlying Motivations of People . . . . .	6
Socio-Economic Characteristics of Families . . . . .	9
Limitations of Previous Studies . . . . .	11
III. DESCRIPTION OF THE FAMILIES . . . . .	12
Ages of the Fathers and Mothers . . . . .	12
Educational Level Attained . . . . .	14
Occupations of the Fathers and Mothers . . . . .	17
Socio-Economic Characteristics of These Homes . . . . .	18
Social Participation of the Families . . . . .	22
IV. IDEAS AND EXPECTATIONS FOR CHILDREN . . . . .	31
V. SUMMARY AND IMPLICATIONS . . . . .	37
BIBLIOGRAPHY . . . . .	47
APPENDIX A. Interview Data Sheet . . . . .	50
APPENDIX B. Statement of the Mother's Ideas and Expectations	
For the Child's Future . . . . .	58

LIST OF TABLES

TABLE	PAGE
I. Level of Home Economics Education Attained by the 76 Mothers . . . . .	16
II. Occupations of the 76 Fathers Stokes County, North Carolina . . . . .	17
III. Occupations of the 76 Mothers Stokes County, North Carolina . . . . .	18
IV. Distribution of Socio-Economic Characteristics as Possessed by 75 Families . . . . .	21
V. Social Participation of 75 Families Stokes County, North Carolina . . . . .	24
VI. Organizations Other Than Church in which 75 Families of Stokes County, North Carolina Have Membership . . . . .	27
VII. Social Participation of the 75 Families in Organizations Other than Church and Sunday School . . . . .	28
VIII. Educational Level of the Fathers and Mothers Who Did Not Participate in Any Organization . . . . .	29
IX. Formal Education, Social Participation and Socio- Economic Characteristics of Those Families Who Did Not Verbalize Expectations for the Child . . . . .	35

LIST OF FIGURES

FIGURE	PAGE
1. Age of Fathers . . . . .	13
2. Age of Mothers . . . . .	13
3. Educational Level of 75 Fathers and 75 Mothers in Stokes County, North Carolina . . . . .	15
4. Socio-Economic Characteristics of the Homes of 75 Families .	19
5. Church Participation of 75 Rural Families Stokes County, North Carolina . . . . .	26

## CHAPTER I

### INTRODUCTION

In a constantly changing world there is a need for identifying values that underlie human motivation and are a basis for making decisions in changing situations. As Margaret Liston stated at the Conference on Values and Decision-Making in Home Management at Michigan State University in July 1955, there is a real need for home economists to co-operate with researchers in basic fields of knowledge such as sociology, psychology and physiology in learning how to work with families in relation to values.<sup>1</sup> Although human expressions of goals are ever changing, perhaps fundamental values do not change. If values do change, the process is extremely slow and varies with the individual or each group. In a speech at the same conference at Michigan State University, Dr. William McKee stated "that there is a growing concern about the relationship of values to various areas of human endeavor and thought."<sup>2</sup> McKee also noted the emphasis that Clyde Kluckhohn has placed on the value problem as the most significant intellectual problem of our times.<sup>3</sup>

Since goal values vary with each individual, a wide variety of ideas regarding the term is to be expected. A goal is an object or ultimate toward which one strives while values are the motivating

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<sup>1</sup>Margaret Liston, "Proceedings of Conference on Values and Decision-Making in Home Management - July 4-6, 1955." East Lansing, Michigan: Department of Home Management and Child Development, Michigan State University, 1955, p. 62. (Mimeographed.)

<sup>2</sup>William W. McKee, Ibid., p. 8.

<sup>3</sup>Ibid.

criteria. Goals are dynamic and respond to technological, sociological, psychological, economical and physiological changes in the environment. Oettinger highlighted this thought in a statement at the National Methodist Council on Family Life in October 1958 by stating that:

Because of our transient and industrial society, families now have the great privilege of reinterpreting goal values in light of new demands for human conservation.<sup>4</sup>

Families either consciously or unconsciously identify themselves with these changes and either may or may not adjust their goal values to these demands.

Although a host of writers have attempted to identify and interpret the basic values in America only limited agreement is found as to which are the most universal values. Gordon W. Blackwell, Chancellor of Woman's College of the University of North Carolina, stated at the American Dietetic Association meeting in October 1957 in Miami that:

We take values to mean affectively charged criteria by which goals of human behavior are chosen. Values, then are preferential interests which people take for granted, which they often hold sacred and inviolable and for which they sometimes will fight.<sup>5</sup>

The major values as Parker<sup>6</sup> sees them are self-preservation of health, comfort, ambition, workmanship, love, knowledge and efficiency. On the other hand, Williams<sup>7</sup> describes the major value orientations as achievement and success, activity and work, moral orientation, humanitarian mores, efficiency and practicality, progress, material comfort, equality, freedom,

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<sup>4</sup>United Press dispatch, The Washington Post and Times Herald, October 19, 1958.

<sup>5</sup>Gordon W. Blackwell, "The Changing Face of America," Journal of the American Dietetic Association, XXIV (December 1958), p. 1302.

<sup>6</sup>Dewitt H. Parker, Human Values. New York: Harper & Brothers Publishers, 1931, p. 46.

<sup>7</sup>Robin M. Williams, Jr., American Society. New York: Alfred A. Knopf, 1959, p. 440.



external conformity, science and secular rationality, nationalism-patriotism, democracy, racism and related group-superiority themes, and individual personality. Regardless of the many different interpretations which have been made there are certain basic likenesses which all goal values seem to possess.

Values are basic to an understanding of individual and group needs and are an important area where research will be of real assistance in meeting these needs. According to Glenn H. Beyer in his factual analysis of housing needs,

The approach of studying family values seems to be a sound one since it does not depend upon mere preferences and opinions of families but also considers their ideals, motives, attitudes, cultural background, education, and habits. In other words, it attempts to determine the real and underlying likes and dislikes of families, as against what they say they like and dislike. The extent of this research, to date, has been limited. There is a need for learning more about the values of people in different population groups and wider sections of the country . . . .<sup>8</sup>

Values are basic to an understanding of family needs and are an important area where research will be of assistance. This has stimulated the writer to ascertain if certain socio-economic characteristics may show a possible relationship to family goal values.

There are a number of ways in which the study of family goal values can be approached. Wilkening<sup>9</sup> tested four methods for assessing farm family values - direct questioning, choosing between alternative expenditures, verbal ranking of family goals and behavioral data. He found that using

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<sup>8</sup>Glenn H. Beyer, Housing: A Factual Analysis. New York: The Macmillan Company, 1958, p. 290.

<sup>9</sup>Eugene A. Wilkening, "Techniques of Assessing Farm Family Values," Rural Sociology, XIX (March 1954), p. 39.

behavioral data in the form of material possessions, family expenditures and social participation was a valid procedure. These items obtain their value from some contribution which they make to man's comfort, health, ambition and other basic values rather than being values within themselves. He also found that direct questioning was a valid indicator of the value placed upon education for children.

Assuming that socio-economic characteristics and direct questioning as to education for children are valid indicators in assessing family goal values, the purposes of this study are:

1. To describe seventy-six (76) rural families of Stokes County, North Carolina, in terms of the following socio-economic characteristics:
  - a. physical condition of the house
  - b. material possessions
  - c. available communications
  - d. social participation
  - e. education
  - f. occupation
2. To draw implications from these socio-economic characteristics relative to the family goal values of these families.
3. To classify the statements of expectations and aspirations for their children in terms of goal values.

Limitations of the study were: (1) that making generalized statements regarding specific goal values of families in Stokes County would not be feasible and (2) that the interview guide was neither developed nor administered for the purpose of relating the data to family goal values. Therefore, the first steps in analysis of data were to transcribe information from tape recorded interviews to data sheets and to select from the interview data sheets the factors which were judged to be related to family goal values.

Data for this study were a part of that collected for the North

Carolina Agricultural Experiment Station Research Project No. H-74 entitled, "The Acceptance of Certain Youth Programs and Services by Rural Families in North Carolina." Interviews for this, a pilot study, were begun in three counties in Piedmont North Carolina during the early part of 1957 and are at present being continued in Guilford and Moore counties. The following qualifications were limiting requirements for eligibility:

1. Select rural, white parents living in communities with population under 2500.
2. Select parents with only one child under three years of age.
3. Select samples in several counties in the Greensboro-Raleigh area in accordance with acceptable sampling procedures.
4. Husband and wife must be living together in the home. Families where the father was in service or for some reason was away for an extended period were not included.

To date, a progress report<sup>10</sup> has resulted from a segment of the data collected for the larger study. The data on socio-economic characteristics that were used in the present study did not in any way overlap the data published in the progress report.

Data from the interview sheets may offer an opportunity to draw implications relative to family goal values of a small group of young, rural families. It is hoped that obtaining an increased understanding of human motivations and family goal values will be of assistance to others in understanding and working with rural families.

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<sup>10</sup>Irwin V. Sperry, Marian MacN. Deininger and Ruth F. Wilson, Sources of Help and Information Concerning Young Children. (Research Report No. 1, Raleigh: The Woman's College and Agricultural Experiment Station of the University of North Carolina, January 1958).

## CHAPTER II

### REVIEW OF LITERATURE

Much has been written in regard to preferences and opinions of families, socio-economic characteristics as indicators of the level of living maintained in homes, the values which underlie our society, and managing resources to attain certain goals in life. Except for Wilkening's exploratory study for validating four techniques of assessing farm family values, no research could be located which attempted to show socio-economic characteristics as a reflector of family goal values. Only a brief summary of selected work, closely related to showing a possible relationship between socio-economic characteristics and family goal values will here be given.

#### I. VALUES AND UNDERLYING MOTIVATIONS OF PEOPLE

Certain human concepts and ideas determine the quality and quantity of people's lives. Reisman points out that there are three general types of character and society. They are (1) the 'tradition-directed' people who are slow to change and are very dependent upon the family and kin for "their tight web of values;"<sup>2</sup> (2) the 'inner-directed' individuals are guided by the inner sense that is implanted early in life by the elders and directed toward generalized but nonetheless inescapably destined goals; and (3) the 'other-directed' people are directed by their contemporaries by

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<sup>1</sup>Wilkening, loc. cit.

<sup>2</sup>David Riesman, The Lonely Crowd. New Haven: Yale University Press, 1950, p. 13.

paying close attention to the signals of others.<sup>3</sup> He further stated that, "The decline of specifically defined goals and clear purposes can easily have the effect of making the person more vulnerable to apathy."<sup>4</sup> Perhaps this is partially explained by the present trend to guide a child to do the best possible in any situation rather than trained to an unquestioned ideal as perhaps his parents were.

Williams divides the major American value orientations into fifteen categories; however, he reminds one it must always be kept in mind that:

. . . values and systems of belief do not operate as single and separate units but are in continually shifting and recombining configurations marked by very complex interpenetration conflict and reformulation.<sup>5</sup>

In America there seems to be evidence to support the hypothesis that pleasure seeking values are emphasized as a higher plane of material comfort is attained. Seeking and approving material comfort tells us very little about what specific values are involved.<sup>6</sup>

Regardless of the many different factors involved there are certain traits and influences which all goal values have in common. Goodyear and Klohr explain this by stating:

Values are not the concrete goals of behavior, but rather are aspects of these goals. Values appear as the criteria against which goals are chosen, and as the implication which these goals have in the situation . . . . The value or values one hopes to realize in attaining a specific goal becomes, for that individual, the goal value or goal values he seeks.<sup>7</sup>

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<sup>3</sup>Ibid., p. 15.

<sup>4</sup>Ibid., p. 3.

<sup>5</sup>Williams, loc. cit.

<sup>6</sup>Ibid., p. 431.

<sup>7</sup>Margaret R. Goodyear and Mildred Chapin Klohr, Managing for Effective Living. New York: John Wiley and Sons, Inc., 1954, p. 10.

The order in which influences usually appear in one's life is: his family, his religious beliefs, his own peer group, his educational experiences and the customs of his culture.<sup>8</sup> One inescapable function of the family is to pass values from parent to child. One's close association with members of the family makes accepting the values of other members almost natural especially during the younger, more impressive years. Honesty, morality, courage and honor are a few of the many ideals which are substantiated in our culture by spiritual goal values. As a person's contacts outside the home increases the possibility of changes in values become greater. "Values are likely to be changed only when some new value has greater worth for the individual."<sup>9</sup>

Goodyear and Klohr maintain that maturity is characterized by increasing ability to order one's values into meaningful relationships that give stability without rigidity and permits change without confusion. Striving toward goals which are established as a specific way of realizing the values one holds is a common human experience. Goodyear and Klohr state that:

The way of living chosen by families, that is, the kinds of houses, the way these houses are furnished, the kinds of food and clothing, the forms of recreation, the way that time, energy, and money are spent all reflect values sought in family living. Limited to varying extents by socio-economic factors beyond the control of the individual family, the goal values sought determine the quality of family living achieved. For families, as well as for individuals, values are derived from many sources. Some are imposed by the cultural environment. Others come from intelligent choice, made possible by acquiring the knowledge necessary for wise decisions

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<sup>8</sup>Ibid.

<sup>9</sup>Ibid., p. 5.

through a study of available facts. The challenge lies in finding those values that are enduring, that make possible enriching human relationships, realizable in the family setting.<sup>10</sup>

## II. SOCIO-ECONOMIC CHARACTERISTICS OF FAMILIES

In Belcher and Sharp's modification of Sewell's socio-economic scale, they used the following definition of socio-economic status:

. . . the position that an individual or family occupies with reference to the prevailing average standards of cultural possessions, effective income, material possessions and participation in the group activities of the community.<sup>11</sup>

Often the terms 'socio-economic status,' 'level of living' and 'plane of living' are used interchangeably. "Socio-economic status, in its most definitive use, differs from the plane or level of living in being more inclusive."<sup>12</sup>

Much statistical data have been tabulated regarding certain socio-economic characteristics of rural families. Factors such as education, employment of wives and possession of facilities such as mechanical refrigerators, automobiles, running water, televisions, telephones and home freezers are included in the annual Agricultural Outlook Charts.<sup>13</sup>

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<sup>10</sup>Ibid., p. 214

<sup>11</sup>John C. Belcher and Emmet F. Sharp, A Short Scale for Measuring Farm Family Level of Living. (Technical Bulletin No. T-46, Stillwater: Oklahoma Agricultural Experiment Station, September 1952), p. 6.

<sup>12</sup>Ibid.

<sup>13</sup>United States Department of Agriculture, Agricultural Outlook Charts for 1958. (Washington: Agricultural Marketing Service, Agricultural Research Service, November 1957), pp. 39-40.

From a study of 1507 home demonstration women of North Carolina<sup>14</sup> made by the Federal Extension Service in 1956, data relative to ages, education and facilities such as automobiles, trucks, telephones, electricity, radios, televisions, running water, bathrooms, refrigerators and daily newspapers were collected. Perhaps these data will serve as comparative data for this study even though many variables are to be considered.

In a study of one hundred and fifty rural, Ohio families, Hillman<sup>15</sup> purposed to gather data relating to economic and personal factors which appeared to have influenced the home and family life of a selected group of young, married, rural families. Objectives of the study were to determine the relationship between some of the personal and economic problems faced during the first five years of marriage and other factors which might contribute to the success of young married families. Size of family, ages of children, health, amount of cash income, farm-family living arrangements, background experience, community contacts, educational level, personal attitudes, values and standards are a few of the factors which may influence the quality of living in any one home. In summary, it was found that generally these young men and women have a wholesome attitude toward farming as a way of life and expected to make farming a life-time career. Economic security, farm ownership, a well-rounded farming program and a comfortable farm were among their goals. Hillman

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<sup>14</sup>Federal Extension Service, "Some Results and Interpretations of the Study of Home Demonstration Work in North Carolina." (Washington: U. S. Department of Agriculture, 1956) pp. 1-5. (Mimeographed.)

<sup>15</sup>Christine H. Hillman, Factors Influencing the Lives of a Group of Young Farm Families. (Research Bulletin 750, Wooster, Ohio: Agricultural Experiment Station, September 1954), 63 pp.



stated it would appear that:

. . . any educational program or activity which serves to develop confidence in the abilities of young farm families to achieve their goals, to meet specific needs for information relative to farm and home living, to meet their social and recreational needs, to provide opportunities for self expression and for member participation in the planning and execution of programs will fulfill an important need in the lives of many young married farm families.<sup>16</sup>

### III. LIMITATIONS OF PREVIOUS STUDIES

As indicated in the review of studies made and literature written, little has been done to either correlate or attempt to show the relationship between values and socio-economic characteristics. The lack of evidence for clearly defined goals in life, the human tendency to express opinions and preferences rather than true feelings and the difficulty encountered in defining goal values of different population groups have been major limiting factors for research in this area. The purposes of the following chapters are to describe seventy-six rural families of Stokes County, North Carolina in terms of their socio-economic characteristics, to draw implications from these socio-economic characteristics relative to family goal values and to classify the statements of expectations and aspirations for their children in terms of goal values.

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<sup>16</sup>Ibid., p. 63.

## CHAPTER III

### DESCRIPTION OF THE FAMILIES

All of these families were young, rural families in the first phase of the expanding period of the family life cycle. It is interesting to note that seventy-one (93 per cent) of the fathers and sixty-one (81 per cent) of the mothers were reared on the farm. The ages of their children ranged from one month to thirty-five months of age with the median age of the children being 15.2 months. Seventy-four per cent of these families lived as a separate family while the remaining twenty-six per cent had other individuals as a part of the family unit. Additional members of the household were most often in-laws. Of those families who maintained single home family units, renting and owning were approximately equal. Although the length of residence ranged from two days to ten years, the median length of residence was two and one-half years.

#### I. AGES OF THE FATHERS AND MOTHERS

In tabulating the ages of these fathers and mothers who were experiencing the beginning of the expanding phase of the family life cycle, it was interesting to note that a majority of both sexes fell into the group of twenty to twenty-four years of age.

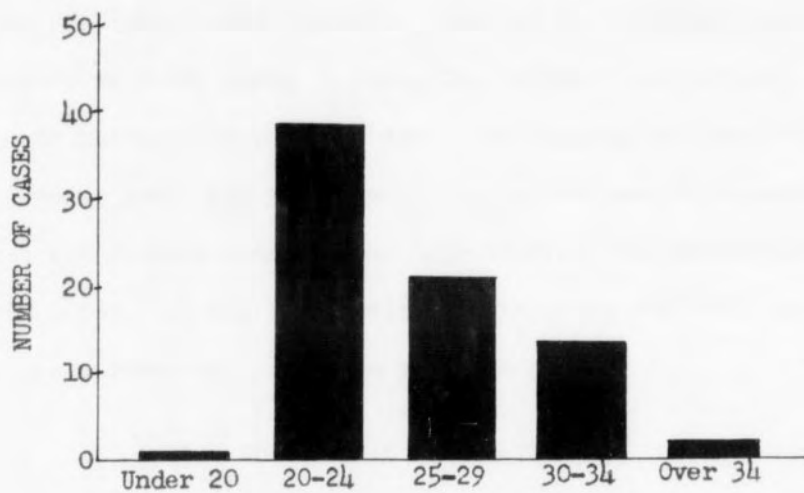


FIGURE 1

AGE OF FATHERS

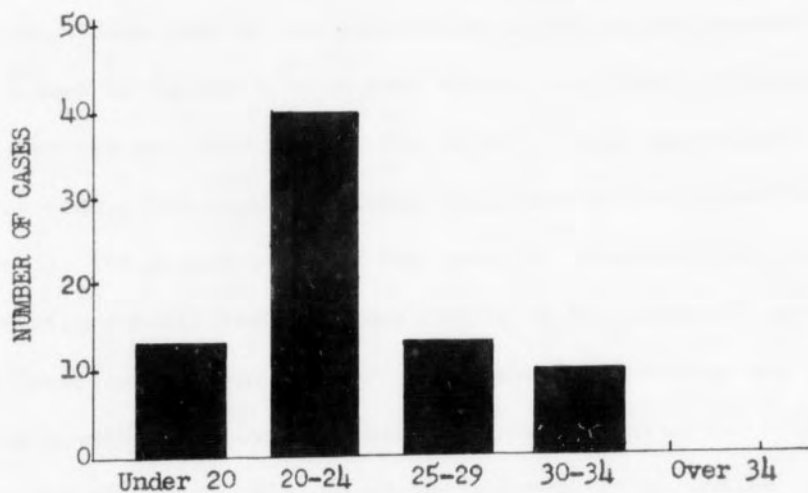


FIGURE 2

AGE OF MOTHERS

The age range of these parents was widely distributed as shown in Figure 1 and Figure 2. Ages of the fathers ranged from nineteen to fifty years of age. The mothers' ages ranged from sixteen to thirty-four years of age. The mean age of the fathers was 25.9 years while the mean age of the mothers was 23.1 years. Therefore, the fathers tended to be approximately 2.8 years older than their mates. It was interesting to find that the fifty year old man was married to a nineteen year old woman.

## II. EDUCATIONAL LEVEL ATTAINED

In examining the level of formal schooling experienced by the fathers and mothers in these young families, it was found that total education for an individual ranged from completion of four grades by two fathers to specialized training beyond college by one father. Some idea of the educational level of the parents is presented in Figure 3. The mean educational level for both fathers and mothers was 10.5 years. The mother's mean educational level (10.9 years) was slightly higher than that of the father's (10.1 years). The median level of the mothers' education was 'graduated from high school' and the median level of the fathers' education was 'completed eleven years.' High school graduation was the modal educational level for both fathers and mothers. Perhaps the level of education attained by these young, rural adults is influential in other socio-economic aspects of their lives.

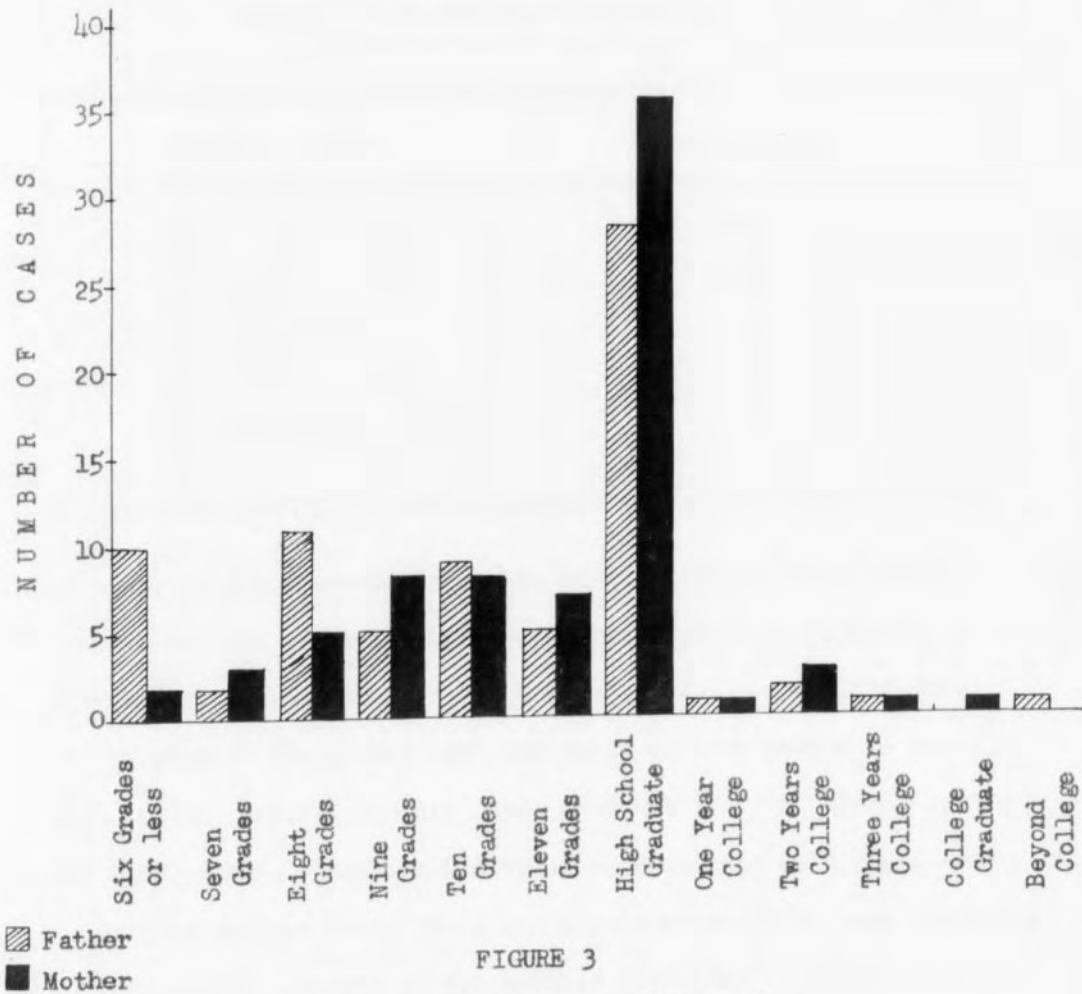


FIGURE 3

EDUCATIONAL LEVEL OF 75 FATHERS  
 AND 75 MOTHERS IN STOKES COUNTY,  
 NORTH CAROLINA

It was of interest to the writer to examine the data for the inclusion of home economics in their formal education to ascertain the level of home economics education reached.

TABLE I  
LEVEL OF HOME ECONOMICS EDUCATION  
ATTAINED BY THE 76 MOTHERS

Number of Years	Number of Cases
0	31
1	7
2	24
3	9
4	3
5	0
6	1
No Data	1

As shown in the above Table I, the modal group of these young mothers had not received any formal home economics education in school. The number of years of home economics ranged from zero to six years. The mother with six years of home economics was a high school graduate who had moved to North Carolina since marriage. The mean of home economics education received was 1.27 years and the median was one year. When questioned about their home economics in high school, several of the mothers indicated an interest in home economics as a part of their formal education but stated that it was not offered in the school they had attended.

### III. OCCUPATIONS OF THE FATHERS AND MOTHERS

Since these young families were residents of rural communities and open country, the occupations of the fathers and mothers were particularly interesting to the writer.

TABLE II  
OCCUPATIONS OF THE 76 FATHERS  
STOKES COUNTY, NORTH CAROLINA

Name of Occupation	Number of Cases
Wage earners	33
Farmers	26
Farmer and wage earner	11
Civil Service (postal)	2
Ministers	2
Others	2

In Table II, the various occupations are in six divisions with wage earners being the modal occupation for the fathers. Wage earner includes occupations such as truck drivers, sawmillers, inspectors in textile mills, laborers for tobacco companies, construction workers and other jobs which are usually paid by an hourly wage scale. The 'other' category included a disabled veteran and a student. Thirty-three (43.5 per cent) of the fathers were wage earners. Full-time farming was the occupation of twenty-six (34.2 per cent) of the fathers. On the other hand, eleven (14.5 per cent) of the fathers were part-time farmers and part-time wage earners. Those fathers who were employed away from home were living a mean distance of 15.3 miles from their jobs.

TABLE III  
 OCCUPATIONS OF THE 76 MOTHERS  
 STOKES COUNTY, NORTH CAROLINA

Name of Occupation	Number of Cases
Homemaker	42
Homemaker and helps with farming	11
Textile worker	13
Office worker	3
Teacher	2
Nurse	2
Inspector	1
Beautician	1
Sales clerk	1

As shown in Table III, the largest number (55.2 per cent) of these young mothers were full-time homemakers. Eleven (14.5 per cent) of the mothers helped with farming along with their homemaking activities. Twenty-three (30.3 per cent) of the mothers were gainfully employed outside the home. Sixty per cent of these gainfully employed mothers were textile workers. The mean distance from home to the job was 15.2 miles for those mothers who were gainfully employed.

#### IV. SOCIO-ECONOMIC CHARACTERISTICS OF

##### THESE HOMES

There were sixteen socio-economic characteristics chosen from the interview data sheet for study. It is interesting to note that 100 per cent of the families had an automobile and electricity



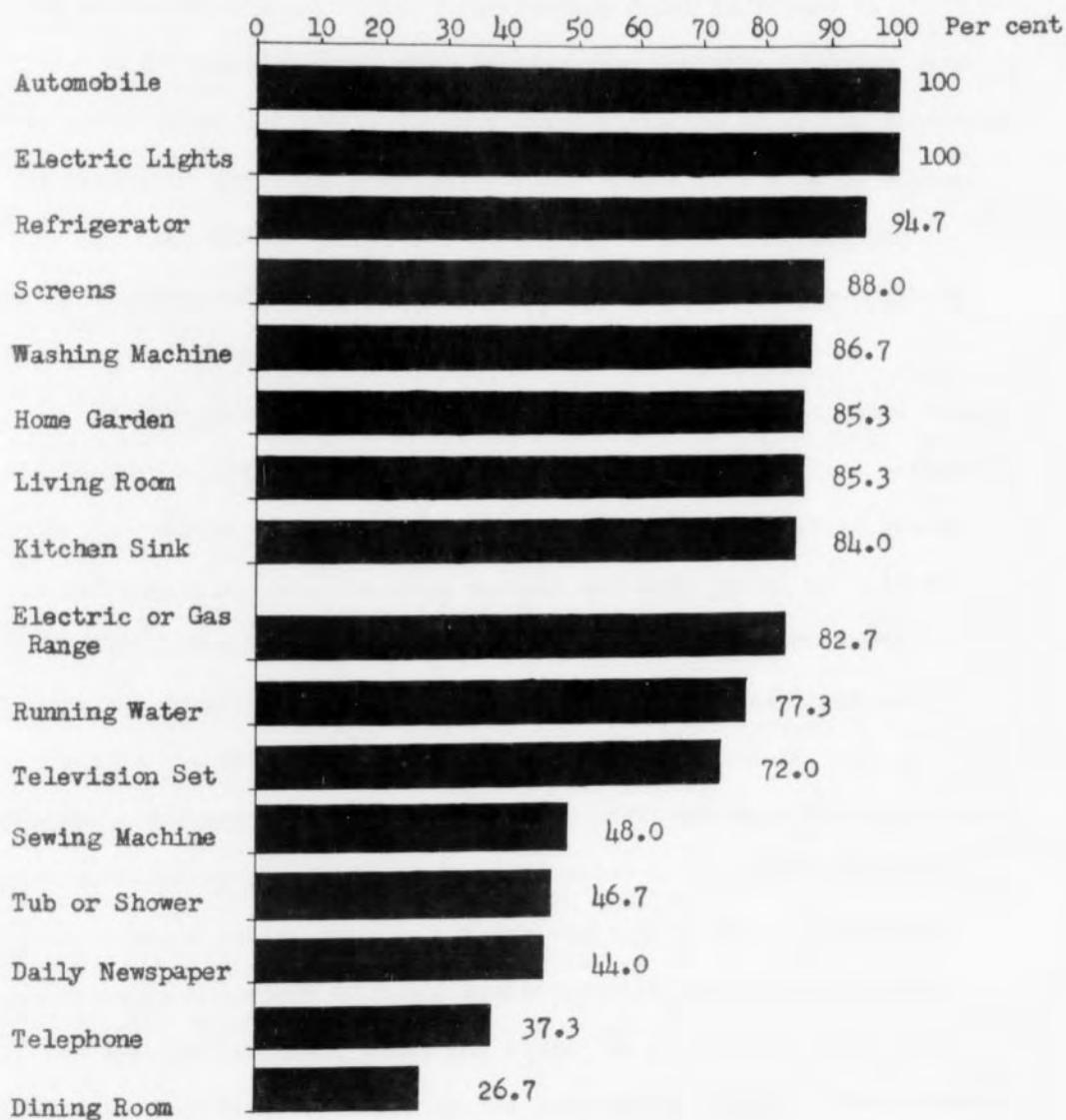


FIGURE 4

SOCIO-ECONOMIC CHARACTERISTICS  
OF THE HOMES OF 75 FAMILIES

in their homes. The least common factors were a telephone and a dining room. The socio-economic characteristics of seventy-five families were tabulated and are shown in decreasing order in Figure 4.

A frequency distribution is presented in Table IV which shows the grouping of the socio-economic characteristics among the families. The number of socio-economic possessions ranged from five to sixteen with the mean number being 11.6 per family. Three families had the minimum number of five possessions and two families had the maximum number of sixteen.

Although the point at which certain socio-economic possessions appeared is slightly irregular, there seems to be a definite pattern as to the common occurrence of some items. In the two lower groups the refrigerator, power washing machine and home garden as well as the automobile and electric lights appeared with constant frequency. Two of the four families with six socio-economic possessions subscribed to the daily newspaper and an occurrence with similar frequency did not re-appear until twelve socio-economic characteristics were obtained by the family. Also, in these lower groups appeared a living room, a sewing machine and two television sets. The groups having seven and eight of these socio-economic possessions seemed to add screens for their house and either an electric or gas range. A kitchen sink first appeared in the home having eight of these items and continued to appear frequently as the number of socio-economic possessions increased. Running water first appeared in those homes which had nine socio-economic possessions. Owning a television set

TABLE IV  
DISTRIBUTION OF SOCIO-ECONOMIC CHARACTERISTICS  
AS POSSESSED BY 75 FAMILIES\*

Number of Socio-economic Characteristics	Number of Families	NUMBER OF FAMILIES															
		Automobile	Electric Lights	Refrigerator	Screens	Washing Machine	Home Garden	Living Room	Kitchen Sink	Electric or Gas Stove	Running Water	Television	Sewing Machine	Tub or Shower	Daily Newspaper	Telephone	Dining Room
5	3	3	3	2		3	3				1						
6	4	4	4	3	1	3	4	1			1	1		2			
7	2	2	2	2	2		2	2		2							
8	1	1	1	1		1	1	1	1					1			
9	6	6	6	5	6	4	3	3	5	5	5	3	1	1	1		
10	3	3	3	3	2	3	3	2	2	3	1	2	1	1	1		
11	14	14	14	14	14	9	10	14	13	12	10	12	8	4	2	1	3
12	7	7	7	7	7	7	5	7	7	6	7	3	4	4	2	1	3
13	14	14	14	14	14	14	13	13	14	13	14	12	7	8	9	9	2
14	12	12	12	12	11	12	12	12	12	12	12	11	8	10	8	7	3
15	7	7	7	7	7	7	6	7	7	7	7	7	4	6	6	6	7
16	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
TOTALS	75	75	75	72	66	65	64	64	63	62	58	54	36	35	33	28	20

\*Data for 75 families, one offered insufficient data for consideration.

re-appeared in homes with nine of these items and continued to be included consistently as the number of socio-economic possessions increased. Either a tub or shower appeared frequently in homes having twelve or more socio-economic possessions. Although a telephone and separate dining room appeared more often in homes having eleven or more items, the percentage of families owning these two items was decidedly lower than for other socio-economic possessions. Perhaps the small number of telephones in these homes can be partially explained by the fact that telephone lines were not readily accessible to the homes. During the interviews several of the mothers spoke of the new telephone lines which were being constructed in the county and indicated a desire for a telephone as soon as service became available to them. The median number of families having automobiles, electric lights and refrigerators was in the group of families having twelve of these socio-economic possessions. The group having thirteen possessions was the median number of homes having screens, a power washing machine, a home garden, a living room, a kitchen sink, an electric or gas range, running water in the house, a television, a sewing machine and received a daily newspaper. The median number of homes having a tub or shower, a telephone and a dining room was in the group possessing fourteen of these socio-economic possessions.

#### V. SOCIAL PARTICIPATION OF THE FAMILIES

Participation in community activities derives from a number of motivating sources and are influenced by many environmental factors.

In Anderson's<sup>1</sup> studies of formal participation in rural areas of New York, he found to a certain degree that social participation is a family trait, that social participation is associated with the operation of social controls in a community and that participation in community activities is motivated by a sense of community service or of social consciousness. In a study of social participation in rural Pennsylvania, Buck and Plock<sup>2</sup> found that both a short and long residence in a community were associated with low participation.

If one considers denotation of membership as active membership, the seventy-five fathers participated in .987 organizations per person while the seventy-five mothers participated in 1.051 organizations per person. Participation in activities other than those which were church affiliated were decidedly lower. The seventy-five fathers claimed membership in twenty-seven (.360 per person) of these organizations and twenty-three (.307 per person) of the seventy-five mothers were in some way identified with organizations other than church and Sunday school.

The social participation of the seventy-five families is presented in Table V. Twenty-three (30.7 per cent) of the fathers and seventeen (22.7 per cent) of the mothers claimed no participation in

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<sup>1</sup>W. A. Anderson and Harold E. Smith, Eight Case Illustrations of Low Formal Participation. (Mimeographed Bulletin No. 39, Cornell University: Agricultural Experiment Station, July 1953), 41 pp.

<sup>2</sup>Roy C. Buck and Louis A. Plock, Factors Related to Changes in Social Participation in a Pennsylvania Rural Community. (Bulletin 582 Pennsylvania State University: Agriculture Experiment Station, August 1954), 64 pp.

TABLE V

SOCIAL PARTICIPATION OF 75 FAMILIES  
STOKES COUNTY, NORTH CAROLINA

Name of Organization	Membership		Attendance		Contribute		Committee Membership		Officer	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother
Church	34	42	35	41	29	34	4	3	6	3
Sunday School	13	14	13	12	12	12	1	1	5	2
VFW, American Legion, VFW Auxiliary	10	3	8	2	4	0	0	0	2	0
Farm Bureau, Home Demon- stration	4	7	1	5	2	3	1	1	1	0
Civic (Lions, Elks, etc.)	4	4	4	4	2	3	1	0	1	1
Community Development	3	2	3	1	2	1	0	0	0	1
PTA	2	2	2	2	2	2	0	1	0	1
Others	4	5	3	4	2	4	2	2	2	2
No Affiliation with any organization	23	17								

any organization. Membership, attendance and making contributions in an organization were fairly consistent in all types of organizations. Leadership in the form of committee membership and holding an office was decidedly lower than the more or less passive role of participation.

Church participation, presented in Figure 5, was the most frequent organization mentioned by these young, rural families even though thirty (40.0 per cent) of the fathers and twenty-two (29.3 per cent) of the mothers claimed no affiliation with the church. Church participation was slightly higher among the mothers than the fathers although the fathers were more frequently either members of a committee or an officer. Thirty-four (45.3 per cent) of the fathers and forty-two (56.0 per cent) of the mothers were members of the church. Church attendance was listed by thirty-five (46.7 per cent) of the fathers and forty-one (54.7 per cent) of the mothers. Twenty-nine (38.7 per cent) of the fathers and thirty-four (45.3 per cent) of the mothers made contributions to the church. Committee membership and serving as officers in the church was decidedly lower than membership, attendance and making contributions. Four (5.3 per cent) of the fathers and three (4.0 per cent) of the mothers were members of a church committee. Holding offices in the church were six (8.0 per cent) of the fathers and three (4.0 per cent) of the mothers. Church participation of the total families seemed to be more passive than active.

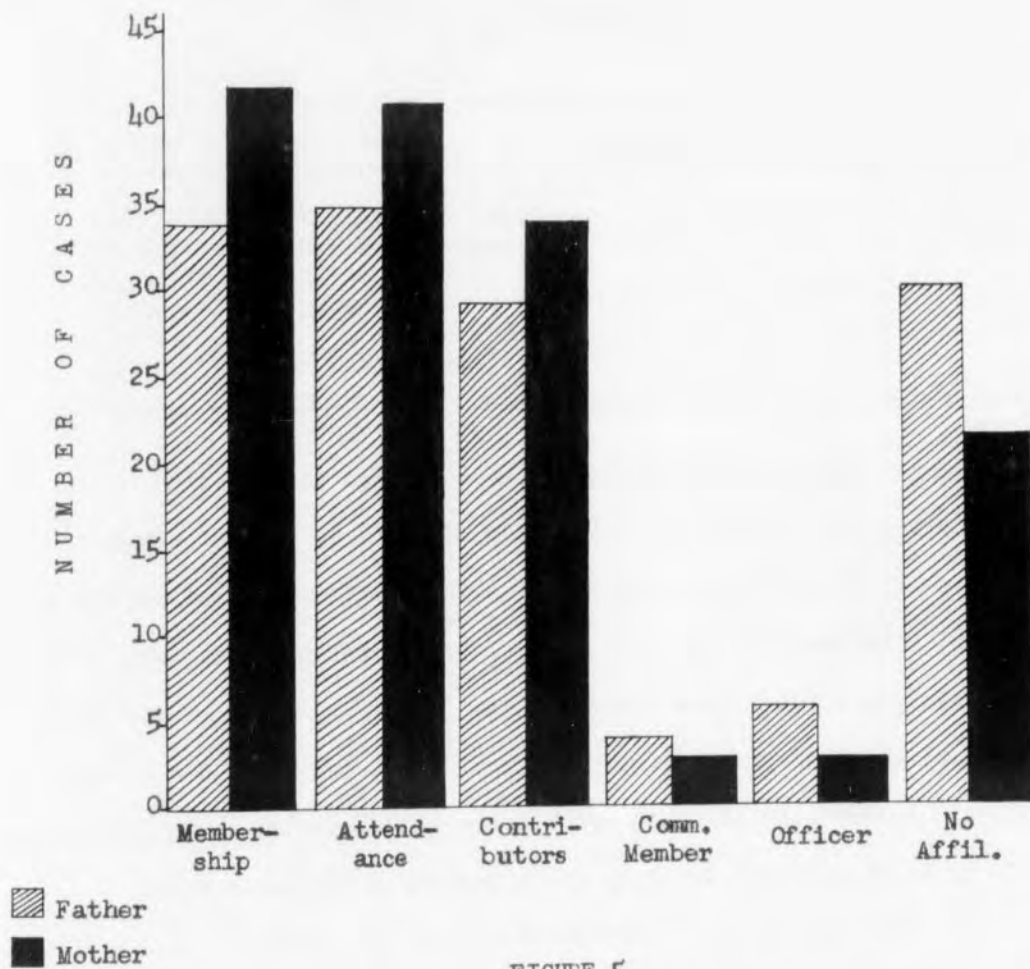


FIGURE 5

CHURCH PARTICIPATION OF 75 RURAL FAMILIES  
STOKES COUNTY, NORTH CAROLINA



Slightly more of the fathers participated in non-religious organizational activities than did the mothers.

TABLE VI  
ORGANIZATIONS OTHER THAN CHURCH IN WHICH  
75 FAMILIES OF STOKES COUNTY, NORTH  
CAROLINA HAVE MEMBERSHIP

Name of Organization	Number of Cases	
	Fathers	Mothers
VFW, American Legion, VFW Auxiliary	10	3
Farm Bureau, Home Demonstration	4	7
Civic (Lions, Elks, etc.)	4	4
Community Development	3	2
PTA	2	2
Others (Unions, Professional)	4	5

Some idea of the types of organizations and number of participants in each is given in Table VI. Membership in the VFW and American Legion comprised thirty-seven per cent of the fathers non-religious social participation. Four fathers were members of the Farm Bureau, of professional organizations and of civic organizations such as the Lions and Elks. Thirty-seven per cent of the mothers' non-religious participation was in home demonstration work.

Participation in non-religious organizations was decidedly lower than participation in church affiliated organizations. All cases who in any way participated in an organization other than church and Sunday school were examined to see if non-religious participation was in addition to religiously oriented participation.

TABLE VII  
 SOCIAL PARTICIPATION OF THE 75 FAMILIES IN  
 ORGANIZATIONS OTHER THAN CHURCH AND  
 SUNDAY SCHOOL

Number of Organizations	Number of Cases	
	Fathers	Mothers
1 with no church affiliation	4	2
1 other than church affiliation	11	5
2 with no church affiliation	1	0
2 other than church affiliation	3	4
3 with no church affiliation	0	0
3 other than church affiliation	0	0
4 with no church affiliation	0	0
4 other than church affiliation	1	2

Five fathers and two mothers who were members of organizations such as the VFW, Home Demonstration Club and PTA did not indicate church membership as is shown in Table VII. Seventy-nine per cent of those who participated in non-religious activities also indicated membership in church affiliated organizations. The maximum participation for an individual was six organizations. One father was a member of the church, Sunday School, Community Development, the local cattle club, the American Cattle Club and the Farm Bureau. His wife also indicated participation in these six organizations. The other mother who indicated participation in six organizations was a school teacher who participated in church, Sunday School, PTA, the North Carolina Education Association, the local teacher's organization and the Home Demonstration Club. All three of the individuals who participated in six organizations were officers and committee members in at least two of these organizations.

The formal schooling experienced by the fathers and mothers was examined for a possible relationship to participation or non-participation.

TABLE VIII

EDUCATIONAL LEVEL OF THE FATHERS AND MOTHERS  
WHO DID NOT PARTICIPATE IN ANY ORGANIZATION

Number of Years of Formal Education	Number of Cases	
	Fathers	Mothers
4	1	0
5	1	0
6	2	0
7	2	1
8	2	2
9	2	3
10	2	3
11	1	2
High School Graduate	9	6
Totals	22*	17

\*Data unavailable for one.

As shown in Table VIII, the modal educational level of the fathers and mothers who did not participate in community activities was 'a high school graduate.' The mean educational level of the non-participating fathers was 9.4 years which is slightly lower than the mean education of the seventy-five fathers. On the other hand, the mean educational level of the non-participating mothers was 11.5 years which is slightly higher than the mean education of the seventy-six mothers.

Perhaps this description of the seventy-six families in terms of their socio-economic characteristics can aid the writer in identifying some of the family goal values. Socio-economic characteristics in the form of behavioral data such as material possessions, social participation and family expenditures have been validated as a means for assessing family goal values. Direct questioning regarding education seems to be a valid procedure. Although these families were not specifically questioned about the education hoped for their child, there was a tendency to include education and other implied values when questioned about 'ideas and expectations' for the child in the future.

## CHAPTER IV

### IDEAS AND EXPECTATIONS FOR CHILDREN

All of the mothers in the seventy-six families were questioned as to their ideas and expectations for the future of their child and all but seven of the women were able to verbalize definite statements.

The fifteen value orientations as developed by Williams<sup>1</sup> were condensed and used as a means of categorizing the statements made in regard to the hopes for the future of the child. Although necessarily subjective, the writer has made an effort to place the statements made by the mothers in line with the meaning of the value orientations as set forth by Williams. The mothers' complete statements with the writer's classifications as to value orientations will be found in Appendix B. Several of the mother's statements include ideas that seemed to align with more than one of Williams' value orientations.

Typical statements were aligned as follows:

#### VALUE ORIENTATIONS

##### Achievement and Success

The success story of the respect accorded to the self-made man are distinctly American - to climb the ladder of opportunity from the lowermost rung of laborer to the respectable heights of merchant and lawyer. The objective results of man's activity are emphasized. Achievement refers to

#### THE MOTHER'S STATEMENTS

- we thought that we wanted him to be a doctor.
- I know one thing she is going to finish school.
- Like to send her to school and college.

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<sup>1</sup>Williams, op. cit., pp. 388-442.

valued accomplishments while success lays the emphasis upon rewards. Must be successful within a certain ethical framework.

### Progress

Progress is a certain set toward life that has permeated a wide range of behavior patterns. Human nature is subject to continuous improvement and society is inevitably moving toward a better order of life.

### External Conformity

Conformity and the desire for social approval are formal qualities that are part of the very definition of society. It is only among a people who have lost the capacity for autonomous value-decisions that the sheer conformity of a goose-step order can approach a terminal goal. The heterogeneity of American culture tends to produce a stress upon external conformity. The individual comes to reserve controversial matters to an intimate social circle of like-minded persons; public discourse and behavior is correspondingly more highly standardized.

-Hope he will go to college  
We are buying savings for his education.

-Want her to go to business school and become a secretary.

-one thing especially that I'd like that his daddy nor me did was to go to college.

-want her to stay in school and go to college. I would have been better off if I had.

-we're hoping he'll want to go to college. The main reason is because we didn't go.

-better than I had for myself.

-I would like for her to be nice looking. I'd like for her to be friendly, have a good personality and be liked.

-I'd just like for her to try not to be high tempered; I am high tempered.

-Whatever you do, you have to have a friendly disposition and personality towards other people and learn to get along with them.

-friendly toward everyone.

### Moral Orientation

Moral orientation is a systematic orientation by which conduct is judged. It seems that middle class groups teach children a moral code considerably more stringent than that practiced by adults in the same group.

### Freedom

Freedom is the most often mentioned as the greatest advantage of the American form of government. The American's conception of freedom safeguards the right of the individual to a wide range of moral autonomy in decision-making, so long as the representative character structure of the culture retains a conscience that is more than simple group conformity.

### Individual Personality

To be a person is to be independent, responsible, and self-respecting, and thereby to be worthy of concern and respect in one's own right. To be a person is to be autonomous and a responsible agent, not merely a reflection of external pressures but to have an internal center of gravity, a set of standards and a conviction of personal wealth.

### Humanitarian Mores

Emphasis on any type of disinterested concern and helpfulness, including personal kindness, aid

-to be a good citizen and not have no bad habits.

-I wouldn't want him to be any trouble.

-a church worker and lead a clean life.

-I am in hopes that he will be a good child.

-As for a occupation, I never thought of that - let him plan that for himself.

-decide what she wants to do.

-what she wants.

-wants the child to decide her future for herself.

-wants him to be well adjusted.

-wants him to be what he wants to be.

-I think everybody just wants a normal, well-adjusted, happy, fairly intelligent child.

and comfort, spontaneous aid in mass disasters as well as impersonal patterns of organized philanthropy comprising the idea of brotherhood.

### Equality

American society is psychologically dependent upon teamwork rather than a hierarchy. Equality consists of specific formal rights and obligations. There is a reigning conception of 'equality of opportunity' rather than 'equality of condition.'

-friendly and sharing.

-we hope he will go to college but I know many wonderful people who are lazy and are outstanding citizens.

-I guess I had everything I wanted and I guess he will too.

When the mothers were questioned as to their aspirations and expectations for the future of their children, it seemed possible to align their verbalized statements with eight of Williams' fifteen value orientations. The eight categories chosen and the number of responses thought to fall into each were as follows:

Value Orientation	Number of Responses
achievement and success	37
progress	29
external conformity	23
moral orientation	17
freedom	13
individual personality	11
humanitarian mores	4
equality	2

Achievement and success, progress, external conformity and moral orientation were paramount in the mother's statements expressing the expectations and aspirations for their children.

Values are ideas and goals stem from them or are reflections of values. Goals are experiences in relation to the human being whereby



a desire is fulfilled or a satisfaction is received. A goal value is the value and the hope to be realized in attaining a specific goal. In their statements of expectations for their children, many of these young mothers pointed out the increasing importance of education and stated the desire that the child have more formal education than they had experienced. Several of the mothers indicated that progress had already been made toward this goal by either buying bonds or starting a savings fund.

The writer thought it would be of interest to compare the formal education, social participation and socio-economic characteristics of the seven families who did not express their expectations for the future of their child with these measures of the other sixty-eight families.

TABLE IX

FORMAL EDUCATION, SOCIAL PARTICIPATION AND SOCIO-ECONOMIC CHARACTERISTICS OF THOSE FAMILIES WHO DID NOT VERBALIZE EXPECTATIONS FOR THE CHILD

Case Number	Education of Father	Education of Mother	Years of Home Economics	Participation in Organizations		No. of Socio-Economic Character.
				Father	Mother	
10	12	9	1	1	1	12
12	6	6	0	0	1	6
17	12	9	0	1	0	10
64	10	12	0	1	2	11
68	7	9	0	0	0	10
75	ND	12	3	0	0	11
76	12	11	2	0	0	7
Mean of 7*	9.7	9.8	.85	.43	.57	9.57
Mean of 68	10.3	11.1	1.41	1.04	1.10	11.81

\*Education of father's six, data for one unavailable.

The mean of these factors are given for the seven families who did not verbalize ideas for the future of the child and for the remaining

sixty-eight families in Table IX. Although the number of cases to consider in the two groups are unequal, perhaps the mean for each of the groups does depict a definite trend. For it is apparent that the mean of each of the three factors is greater for the sixty-eight families who did verbalize than for those who did not verbalize statements.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

This study of seventy-six young, rural families in Stokes County, North Carolina was undertaken to describe these families in terms of their socio-economic characteristics, to draw implications from their socio-economic characteristics relative to the family goal values and to classify the statements of the mothers regarding the future of their children in terms of family goal values. As previously noted, findings may not validly be generalized beyond this particular county.

To summarize and suggest implications of the findings, a brief review will be presented and followed by an effort to relate results to other studies. In theorizing the inferences from these data to underlying goal values, the technique of questions suggesting possible explanation for results will be employed.

The following description reveals many interesting facts about this group of families. The average length of residence in the family's present home was approximately two and one-half years. A few more of the fathers than mothers had been reared on a farm. The average age of the child was a few days over fifteen months. The average age of the fathers was slightly less than twenty-seven years while the average age of the mothers was approximately twenty-three years. The mean number of years of formal education was a little more than ten years for the fathers and slightly less than eleven years for the mothers. A few more than one-half of the mothers had received some formal home economics training. Approximately one-third of the fathers were full-time farmers.

Slightly more than one-half of the fathers depended upon other gainful employment for monetary income. The remaining fathers combined farming with some type of wage earning work. A majority of the mothers were full-time homemakers, but almost one-third were gainfully employed outside the home with approximately sixty per cent of these being in textile mills. The average distance traveled to work by the fathers or mothers who worked away from home was slightly over fifteen miles. The average number of organizations which the fathers or mothers participated in was approximately one per person. Almost thirty-one per cent of the fathers and twenty-three per cent of the mothers did not indicate membership in any organization. Although participation in church activities was most often mentioned, forty per cent of the fathers and twenty-nine per cent of the mothers did not claim church membership. Among organizations other than church affiliated, those which were an outgrowth of military service were most often mentioned for the fathers and home demonstration club membership was most often named by the mothers.

In a hypothetical home typical of the average number of socio-economic characteristics possessed by these families, there would be electric lights, a refrigerator, a washing machine, a separate living room, a kitchen sink with running water, either an electric or gas range, a television set and possibly a sewing machine. The house would have screens on doors and windows. The family would own an automobile and raise a home garden.

A total of sixteen socio-economic characteristics was considered in this study. The number possessed by an individual family ranged from a minimum of five to a maximum of sixteen. The mean number of socio-

economic characteristics for the seventy-five families considered was 11.6 per family. There were three families who had the minimum of five socio-economic characteristics. In a home having the minimum number of socio-economic characteristics there would more than likely be electric lights, a washing machine, and a refrigerator. The family would own an automobile and raise a home garden. Two of the seventy-five families possessed all sixteen of the socio-economic characteristics considered to indicate a high level of living.

The current trend toward leaving the farm is substantiated by this group of young, rural families. Recent agricultural surveys<sup>1</sup> showed that the median age of farmers in the United States was fifty-one years of age in 1956. The fact that approximately 90 per cent of the young adults in the present study were reared on a farm and only about one-third of them are presently engaged in full-time farming seems to verify this trend of leaving the farm. In making their statements regarding the future of their children, the mothers' tended to name occupations other than farming for the child's future if occupations were included in the stated expectations. Are these families shifting from farming to other work because farming has become a more competitive business? Have government controls such as allotting acreage for tobacco affected the income potential of farming for this particular group? Does 'an eight hour' shift appeal to these families who are living in a leisure-emphasizing nation? Does actual money income have more appeal than relatively hidden income which may be realized in farming? Has the

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<sup>1</sup>Agricultural Outlook Charts for 1958, op. cit., p. 40.

emphasis on mechanization made farming less appealing to young adults because of the relatively high initial investment needed for a farm and farming equipment?

In a recent survey<sup>2</sup> made by the Department of Labor, it was found that in families with young children approximately 16 per cent of the mothers were working outside the home. In the group of families considered in this study, the percentage of mothers working was almost double that of the national average of gainfully employed mothers with young children. There did not seem to be correlation between the occupation of the father and mother. The mothers who worked were just as likely to be married to a textile worker as to a farmer. Do these mothers of young children work to supplement the family income? Does additional income make it possible for the family to enjoy more modern conveniences than would be possible if the mother did not work? Do these families feel that providing material things is of greater importance than physical proximity of the mother to the young child?

Although the largest number of fathers and mothers were high school graduates, the average grade level attained by the fathers was 10.1 years and by the mothers was 10.9 years. The emphasis which the mothers seemed to place on education when questioned about the future of their children may indicate an increased awareness of the importance placed on educational achievement in our society. Does seeking more formal education represent a quest for greater knowledge? Do these

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<sup>2</sup>United States Department of Labor, What's New About Women Workers . . . A Few Facts (Leaflet 18. Washington: Woman's Bureau, Revised June 1957), p. 4.

parents believe that providing a college education for their children will make self-preservation and 'making a living' easier for the children?

In his analysis of housing, Beyer<sup>3</sup> observed that rural families value the ownership of a car more highly than improving the physical conditions of the home. Since all of the families considered in this study owned an automobile, this might seem to coincide with Beyer's findings except for the fact that those fathers and mothers who worked away from home averaged traveling fifteen miles to their job. On the other hand, is owning an automobile almost a necessity for social life in rural communities? Is owning an automobile no longer a symbol of social status?

In those families who possessed only five of the sixteen socio-economic characteristics considered, the electric lights, washing machine, refrigerator, automobile and home garden were most prominent. Evidence of the high value placed on the ownership of a washing machine was suggested by those families who own a mechanical washing machine but do not have running water in the home. Is the automobile a necessity for being able to reach the job? Has rural electrification made electricity so convenient and relatively inexpensive that any family who desires electricity in the home may have it? Does the home garden serve to supplement the family income? Does raising a home garden enable the families to have produce for the table? Does the absence of screens on the doors and windows of the houses mean that these families do not place a high value on health and sanitation? Or does this mean that these families either do not care or are unaware of using screens as a precautionary

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<sup>3</sup>Beyer, op. cit., p. 272.

health measure?

A family possessing nine of the sixteen socio-economic characteristics would probably have screens on the doors and windows of the house, own an automobile, have electricity, a washing machine, a kitchen sink, running water, an electric or gas range in the home and two or three of the following: a separate living room, a home garden and a television set. According to an agricultural survey<sup>4</sup> made in 1956, approximately 64 per cent of the farmers in the United States had water piped into their homes. In the present study, 77.3 per cent of the families had water piped into their homes. Running water did not appear in the homes being considered until the family had at least nine of the sixteen socio-economic characteristics. A kitchen sink first appeared in the single home that had eight of the socio-economic characteristics being considered. Could this be an indication that young families are becoming aware of the advantages which water piped into the house may offer? Does the presence of running water and a kitchen sink in the home indicate a higher standard of living?

In a study of home demonstration work in North Carolina,<sup>5</sup> it was found that 77.6 per cent of the 1507 club members had a television set in their homes. At the same time, approximately 55 per cent of the farm families in the United States owned a television set. In the present group of families being studied, 72 per cent of the families reported this item. Owning a television was common in the homes where eleven or more of the

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<sup>4</sup>Agricultural Outlook Charts for 1956, op. cit., p. 39.

<sup>5</sup>Federal Extension Service, op. cit., p. 5.



sixteen socio-economic characteristics were present. Four families having fewer than eleven of the items considered owned television sets. Although seventy-two per cent of the families had a television set, only forty-four per cent received a daily newspaper and thirty-seven per cent had a telephone in their homes, there were nine families (12 per cent) who did not have any of these means of communication available to them. Does this indicate that the information offered through television has greater appeal? Do these nine families place little value on being able to communicate with the world? An electric or gas range appeared consistently in homes where the families possessed more than eight of the socio-economic characteristics considered. Does this imply that a kitchen range with contingent installation and operation cost constitute a major investment which some of this group of families cannot afford? Less than one-half of these families possessed a sewing machine. Does this mean that they do not consider home sewing as a means for supplementing the family income? Could this indicate a lack of time and skill for home sewing?

Of the sixteen socio-economic characteristics considered in this study, a tub or shower seemed to be the most accurate indicator of a relatively high standard of living since the median number fell in the group possessing fourteen of these measures. A telephone and dining room did not appear to be very accurate measures for this group of families. Telephone service was not accessible to many homes and often a nook in the kitchen or a space in the living room was provided for meal service. It seems that possession of the sixteen socio-economic characteristics considered would indicate a high level of living within this

particular group of young, rural families.

In summary, the foregoing socio-economic characteristics of seventy-six young, rural families in Stokes County reveal certain material possessions in homes which may be of interest to professional personnel working in rural areas.

Perhaps the relatively low social participation of these families can be partially attributed to the present phase of their family life cycle. In a study of 624 rural families in three counties of Pennsylvania, Brown<sup>6</sup> found that, especially among females, active participators were usually older than 29 years. Small children seem to be a barrier to a mother's organizational participation. Other than belonging to church, 73 per cent of the fathers and 83 per cent of the mothers in the seventy-six families did not participate in any community organization. In the present study as in the social participation studies made by Hillman<sup>7</sup> in Ohio, Brown<sup>8</sup> in Pennsylvania and Anderson<sup>9</sup> in New York, education did not seem to be the significant factor in individual participation in community organization. The length of residence has been shown by Buck and Plock<sup>10</sup> to be related to social participation. Perhaps the relatively short length of residence of the families in this study contributes to the low

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<sup>6</sup>Emory J. Brown, Elements Associated with Activity and Inactivity in Rural Organization. (Bulletin 574, Pennsylvania State University: Agriculture Experiment Station, February 1954), p. 52.

<sup>7</sup>Hillman, op. cit., p. 14.

<sup>8</sup>Brown, loc. cit.

<sup>9</sup>Anderson and Smith, op. cit., p. 39.

<sup>10</sup>Buck and Plock, op. cit., p. 63.

social participation of this group. There were a number of families who were affiliated with the church but who did not participate in Sunday School. Perhaps a part of this decrease may be attributed to the fact that rural churches may only have a weekly, a bi-monthly or a monthly church service conducted by the minister. Although the mothers tended to be members of more organizations including church than the fathers, it was of interest to note that fathers more often than mothers held either an office or committee membership. The fact that a certain few participated in several organizations indicates that some variety of organizations are available to this group of families. Since each family had an automobile, inaccessibility was not a primary hindrance to participating in these organizations. Why do so few of these young families show an interest in community activities? Are young families so involved with providing the seemingly necessary things that they do not have time for social participation? Does the fact that many of the fathers and mothers work outside of the community a large portion of the day affect the part the family takes in community activities? It would be of interest to study the social participation pattern of the previous generation and that which develops for these young children to observe whether or not succeeding generations seem to follow a participation pattern.

When these seventy-six mothers were questioned as to their ideas and expectations for the future of the child, 'achievement and success' was most frequently implied by indicating plans to encourage the child to take advantage of educational opportunities. Several of the mothers emphasized the increasing importance of education in our society and indicated that a college education was rapidly becoming imperative for

preparing one to obtain a satisfactory job. A desire for their children to make 'progress' was indicated by approximately thirty-eight per cent of the mothers' statements. Often a mother suggested that she wanted her child to attain a better order of life than she and her husband had experienced. This goal of 'having it better than I had for myself' was often supplemented by mention of the parents' lack of education. The mothers' desire for their children 'to be liked,' 'to be friendly,' and 'to have a good personality' are suggestive of the importance of 'external conformity' to this group of families. Almost one-fourth of the mothers seemed to imply the importance of 'moral orientation' for the child by describing ideas and expectations in terms such as 'good' and 'clean' which are hypothesized as acceptable in American society.

It appears that this group of young families are searching for something beyond their present status. Parker<sup>11</sup> has said that the beginning of wisdom in life is to look for a value behind every convention and creed. There is a general agreement among authorities that values are abstract concepts inferred from behavior which operate to influence selection from available means and ends for action, and have connotations involving the well-being of the individual or of the group.<sup>12</sup>

Because of the paucity of research in this area and the importance of understanding the motivating forces behind human actions, it is recommended that further research is needed. Among others, certain studies which could prove valuable might include:

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<sup>11</sup>Parker, op. cit., p. 11.

<sup>12</sup>Wilkening, loc. cit.

1. A study of this same group of families perhaps fifteen years later to learn how they actually met the stated goals for their children.
2. A similar study of cases in other phases of the family life cycle would be helpful to explore changes which may take place in family goal values.

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APPENDIX A

DK - Informant doesn't know  
ND - date not obtained  
NR - not relevant  
Otherwise all answers yes/no unless explanation is entered

Case No. \_\_\_\_\_  
Tape No. \_\_\_\_\_  
Area \_\_\_\_\_  
Date \_\_\_\_\_

INTERVIEW DATA SHEET

(Revised after Pretest, February, 1957)

I. Background Data

CHILD'S NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_

Place of birth \_\_\_\_\_  
Special information: \_\_\_\_\_

HOME & FAMILY  Length of residence \_\_\_\_\_  owner  renter Location: \_\_\_\_\_  
 Others in home \_\_\_\_\_  who? \_\_\_\_\_

Socio - Economic Check List:

<input checked="" type="checkbox"/> sink in kitchen	<input checked="" type="checkbox"/> elec. lights
<input checked="" type="checkbox"/> running water	<input checked="" type="checkbox"/> telephone
<input checked="" type="checkbox"/> tub or shower	<input checked="" type="checkbox"/> automobile
<input checked="" type="checkbox"/> power washing machine	<input checked="" type="checkbox"/> sewing machine
<input checked="" type="checkbox"/> mechanical <b>refrig.</b>	<input checked="" type="checkbox"/> elec. or gas stove
<input checked="" type="checkbox"/> screens	<input checked="" type="checkbox"/> television
<input checked="" type="checkbox"/> daily newspaper	<input checked="" type="checkbox"/> home garden
<input checked="" type="checkbox"/> sep. living room	<input type="checkbox"/> tractor power
<input checked="" type="checkbox"/> sep. dining room	<input type="checkbox"/> farm mag. subsc.

FATHER  Occupation \_\_\_\_\_  Distance to Job \_\_\_\_\_  Age \_\_\_\_\_  
(type co. & job)  
 School year comp. \_\_\_\_\_  
 Reared on farm \_\_\_\_\_

Social Participation (Enter name of organization. Check  under appropriate column)

<u>Organization</u>	<input checked="" type="checkbox"/> <u>Member</u>	<input checked="" type="checkbox"/> <u>Go to Meetings</u>	<input checked="" type="checkbox"/> <u>Pay or Contribute</u>	<input checked="" type="checkbox"/> <u>Comm. Mbr.</u>	<input checked="" type="checkbox"/> <u>Officer</u>
---------------------	---	---	--	---	--

THOSE ITEMS CHECKED WITH RED WERE  
CONSIDERED IN THE PRESENT STUDY.

MOTHER: Occupation \_\_\_\_\_  distance to job \_\_\_\_\_ 2

Age \_\_\_\_\_  School yr. \_\_\_\_\_  deared on farm \_\_\_\_\_  
 comp. \_\_\_\_\_

Social Participation: (give name of org.: write yes/no or ND) Check (✓)  
 under appropriate column)

Organization     Member     Go to Meetings     Pay or Contribute     Comm. Mbr.     Officer

II. Services Known, Used, Desired

GENERAL: (Record for each response what information obtained, was it helpful, liked, and enjoyed)

a. How did you know what to do?

Source most helpful?

Information or help you wished for?

b. Any home visit sources of help? (information obtained, helpful, liked?)

c. Any consultation outside home? (information obtained, helpful, liked?)

d. Group programs, activities, or services (Information obtained, helpful, liked?) <sup>3</sup>

SPECIFIC: (For each affirmative answer, note number below under "comments" and note whether home visit, outside consultation, group meeting; help or information relative to child; helpful; liked.)

- |   |  |
|---|--|
| _____ 1. Family doctor                      | _____ 18. PTA                              |
| _____ 2. Obstetrician                       | _____ 19. Home Ec. in High School          |
| _____ 3. Pediatrician                       | years taken _____ ✓                        |
| _____ 4. Grange                             | Child Care Unit _____                      |
| _____ 5. Farm Bureau                        | _____ 20. Home Ec. Adult Class             |
| _____ 6. Farm & Home Devel. Program         | _____ 21. Voc. Home Ec. Teacher visit      |
| _____ 7. Home Demonstration Agent           | _____ 22. Red Cross Class, first-aid       |
| _____ 8. Home Dem. Club leader or member    | _____ 23. " " " , home nursing             |
| _____ 9. Community Devel. Club (Program)    | _____ 24. " " " , Mother-Baby              |
| _____ 10. Prenatal Clinic (Health Dept.)    | _____ 25. Library or bookmobile service    |
| _____ 11. Visiting Nurse                    | _____ 26. Psychologist or psychiatrist     |
| _____ 12. Mother-Baby Club/Well Baby Clinic | _____ 27. Family Serv. Ass'n. counsellor   |
| _____ 13. Caseworker, Welfare Dept.         | _____ 28. Industrial Plant Service         |
| _____ 14. Homemaker Service, Welfare Dept.  | _____ 29. Day care center or Nursery Schl. |
| _____ 15. Minister or Church Visitor        |  |
| _____ 16. Church Nursery                    |  |
| _____ 17. Church activities or programs     |  |

Service or information most helpful:

Service, information, or help desired:

RADIO & TV PROGRAMS KNOWN AND/OR HEARD:

4

<u>Program</u>	<u>How often</u>	<u>Information obtained</u>	<u>Helpful?</u>
----------------	------------------	-----------------------------	-----------------

Program desired:

NEWSPAPERS AND/OR MAGAZINES KNOWN OR READ:

<u>Periodical</u>	<u>How often</u>	<u>Information obtained</u>	<u>Helpful?</u>
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Publication desired:

PRINTED MATERIALS KIT, KNOWN AND/OR USED:

<u>Title</u>	<u>Where Obtained</u>	<u>Information Obtained</u>	<u>Helpful?</u>
--------------	-----------------------	-----------------------------	-----------------

III. Selected Child Development Areas

GENERAL:

"Favorable" things child has done:

Mother's actions:

Where learned:

"Unfavorable things.....":

Mother's Actions:

Where learned?

SPECIFIC:

Physical:

Sleep:

Mother's Actions:

Where learned?

Intellectual:

6

Language development:

Mother's Actions:

Where learned:

Memory:

Mother's Actions:

Where learned?

Social:

Play:

Mother's Actions:

Where learned:

Relations to Parents/Other Adults: Mother's Actions.

Where learned:

Emotional:

Love:

Mother's Actions:

Where learned:

Anger:

Mother's Actions:

Where learned:

REVIEW:

7

✓  
Ideas and expectations about future:

Most helpful source thus far:

Most important information for young parents to have:

Service or help desired:

Comments:



APPENDIX B

APPENDIX B

STATEMENT OF THE MOTHER'S IDEAS AND EXPECTATIONS  
FOR THE CHILD'S FUTURE

CASE  
NUMBER

STATEMENT OF THE MOTHER

- 1 I want him to be a preacher . . . that's what I want him to be . . . I'll read about it to him, take him to church and Sunday School and he can learn like that. I always wanted to be one and liked hearing other people preach and made up my mind that's what I wanted him to be. (Achievement and Success, Moral Orientation)
- 2 No, I've never thought about anything. We had thought that we wanted him to be a doctor. (Achievement and success, Progress)
- 3 I'd just like for her not to be jealous . . . but good to other people. There are lots of people who don't care about others, I don't want her to be like that; I want her to be kind to everybody. I've seen a lot of people who pick quarrels. (Doesn't want her to think only of self)  
(External Conformity)
- 4 I'd like for him to be a good citizen and not have no bad habits or anything like that, but I don't know, no special career that I'd like for him to do. All I know is just to do the best I know how to do with him (to get him to develop this way). (Moral Orientation, External Conformity)
- 5 Like to send her to school and to college, also, if they can. Father wants her to. His parents wanted him to go to college but he got married. (Achievement and Success)
- 6 Hope he will be friendly. Want to train him right from wrong. Won't say what he must do in future, but hope he will go to college. They are buying savings bonds for his education. (Idea to do this) I teach school and everyday I come in contact with boys and girls whose parents expect them to be more than they can be . . . I know a lot who are lazy but very wonderful people . . . I know they will be an outstanding citizen in their community and will be happy and that's what is important. (Achievement and Success, Equality, External Conformity)

Case  
Number

Statement of the Mother

- 7 I'd like for him not to be selfish; lots of times he seems to and I want him to have a nice personality more than anything. I think that counts the most. I want him to be friendly towards everyone and I want everybody to like him. It just seems that the nicer you are to people, the nicer they are to you and you get along a lot better by being nice to everyone else and making friends . . . it seems more natural for people to like you than to have someone that dislikes you.
- One thing especially that I'd like that neither his daddy nor me did was to go to college. I think it's awful nice now since they are cutting the acreage and everything we don't have as many farmers really as they used to be and the better education you have the better job that you are able to get. I think it's real important if they can possibly go to college, which I hope we can provide for him. I guess I've always wanted to go to college - really I wanted to be a nurse myself, but since he is a little boy I don't imagine he'll make such a good nurse, so I'll encourage him to be something else. (Individual Personality, Achievement and Success, External Conformity, Progress)
- 8 I'd just like for him to be good, to make something out of himself. (Moral Orientation, Progress)
- 9 Definitely wants him to have a college education - if he wants one. Can't get a job now unless you have almost a college education. Want him to be what he wants to be. (Achievement and Success, Individual Personality)
- 10 No response.
- 11 Finish school and then do what she wants to. I just think it's better if you do finish school. My mother wanted me to finish so bad and I went and got married. I went to school a year and a half after I got married and I just quit. (Achievement and Success, Freedom)
- 12 No response.
- 13 Would like for her to be a "nurse" or something. Want her to stay in school and go to college. I would have been better off if I had. I know that it is tough to make them go. (Achievement and Success, Progress)
- 14 I think everybody just wants a normal, well-adjusted, happy, fairly intelligent child. (Humanitarian Mores, Individual Personality)

Statement of the Mother

- 15 We hope he'll want to go to college. We've not got much started on his educational fund, but we're saving a little bit. His father says he'd like for him to go to Wake Forest but I want him to go to N. C. State. We both hope he'll be interested in all sports. (How they will encourage him?) Just keep talking to him . . . point out I may be giving him a lot of credit to be as young as he is, I can explain things to him and he seems to understand the right from wrong, now, of things. And I think if we do that and if we can encourage him to like grammar school and high school that he will eventually like to go to college . . . We're hoping he'll want to. I think the main reason we want this is because we didn't have it ourselves. His father was from a large family and had few advantages. Has had a hard time getting a good paying job from lack of education. (Achievement and Success, Progress)
- 16 Like for him to be "smart" but you can never tell what they will be. I guess I had everything I wanted and I guess he will too. I hope so. (Individual Personality, Equality)
- 17 No response.
- 18 I hadn't thought too much about it but I would like for him to go to school and college. I think college is more necessary for a boy than a girl seems like. Get a better job and everything. I hope good in whatever he wants to do - he is smart. (What gave you this idea?) Because my husband hasn't had much schooling and I know what a time we have had. I want him to have it different. (Progress and Achievement and Success)
- 19 I'd like for her to be nice looking . . . I guess everybody wants their young'uns to be pretty, but you can't always ask for the best. I'd like for her to be friendly have a good personality and be liked. Anybody that has a good personality seems like he can get along much better. (Hasn't thought about things she'd like for her to do.) (External Conformity)
- 20 I just want her to try not to be high tempered, I am high tempered and I don't want her to be like that.
- Yes, I want her to make music, I have always ever since I've been married, my husband makes a lot of music. I hope she'll have an interest in it. (External Conformity)
- 21 I want her to finish school and I'd like her to go to college. I want her to have a good education. Also, will encourage her to go to church and be nice to other people. ( Achievement and Success, Progress)

Case  
NumberStatement of the Mother

- 22           Wants the child to decide her future for herself. We would like for her to have more education so she can get a better job - something not so hard on her. (Achievement and Success, Progress, Individual Personality)
- 23           I'd like for him to be the best (kind of person). I think he will be . . . in my eyes, he will be. I want him to have a good education; I want him to do what we didn't do . . . high school and maybe college . . . a good education to give him a start in life.
- Wants him to have this "because I didn't do it, I guess."  
Believes a man at least "should go through school, if the girl don't, he being the provider of the family."  
(Humanitarian Mores, Achievement and Success, Progress)
- 24           I am in hopes he will be a good child, but I don't know. I hope he will be a nice child and I am in hopes he will be a piano player. His daddy plays a guitar so I want him to be able to play some kind of music too. I want him to have more than I have ever had but I do not know whether he will be able to get it or not. (Moral Orientation, Progress)
- 25           Nice to everybody, never get into any trouble. Now she likes dancing and I would like for her to take dancing or swimming lessons. (Achievement and Success)
- 26           I think a lot about that (the kind of person she wants her to be). I want everybody to like her and I want her to be a good girl . . . I'd like for her to have a good education. I didn't get a good one and I feel like if I could've got one, I could've had a better job now. I'd like for her to finish school. (Moral Orientation, Achievement and Success, Progress)
- 27           Hasn't thought about what she'd like child to do or be in the future. Wants her to have a lot of things (she didn't have). I'd like her to have all kinds of toys as she grows up. (Progress)
- 28           Like for her to be likeable and courteous to everyone. Like to encourage her to be a nurse. That's what I wanted to be but I quit (school). (Achievement and Success, Progress, External Conformity)
- 29           Thought about future a lot. He can be whatever he wants to be . . . if I can just get him to develop a good personality towards other people and be friendly. I think he'll make good at whatever he chooses to do. But if he doesn't take a better attitude and personality to people, he's going to

Statement of the Mother

- have a hard time.  
Mainly the way I was raised (that helped her arrive at this attitude). All Mama tried real hard to teach us in that line; she didn't always tell us she'd like for us to be a doctor or a nurse or a teacher or what have you. She just said, 'Whatever you do, you have to have a friendly disposition and personality towards other people and learn to get along with them! That's one thing she taught us and I think I'll just try to teach him like she taught us.  
One thing I always wanted was a piano and I'd like for him to take piano lessons if he would. But most boys didn't like to, so I doubt if he will. But (his father) likes music and I do too and I believe Randy will 'cause he loves to hear the radio and TV. (External Conformity, Humanitarian Mores)
- 30 (Kind of person) Yes, I would like for him to be a church worker and lead a clean life. As for an occupation, I never thought of that - let him plan that for himself. (What gave you this idea?) I would like for him to finish school and make something of himself. Everyone needs an education to live now. (Moral Orientation, Achievement and Success, Progress, Freedom)
- 31 I think he should be encouraged in anything he likes - anything that's constructive and I think if a child is raised right, that's what they'll want to do, something useful. My father was always quite strict with us as far as letting us do as we pleased. We knew what we had to do, what was right and what was wrong. And I think if a child is raised to know what's right and wrong, they'll grow up to be the kind of person you'd like to have them be. And I think they should certainly be encouraged when they're little to make up their own mind, be independent. If they want to be a doctor . . . or a farmer, I think that's what they should be encouraged to do. (Individual Personality, Moral Orientation)
- 32 I just want him to be good and happy. I want him to feel that his parents have done a good job. Before Ralph and I married, we were not very sociable and I don't want him to be that way. I hope he will have hobbies. (Moral Orientation, Individual Personality)
- 33 I would like for her to be just like she is now - not the baby ways - outdoor type, have good habits, friendly and sharing. (What has given you the idea?) I want her to be happy. (Moral Orientation, Humanitarian Mores)

Case  
NumberStatement of the Mother

- 34 There are so many spoiled, rotten children. I've always had to work - when I got big enough to wash dishes I stood up in a chair and did it. People think that's awful now. I had a job every night . . . after I did my homework I went to work. I did a lot of the cooking and all the washing and ironing after I got in high school and the biggest part of the cleaning up while mother was at work. And I found out it helps an awful lot. I have a lot of kin folks, when they get married they don't know anything can't cook, don't know how to clean house. . . and I want her to know how to do things and not be spoiled and think that somebody else has to do it all. Wants her to go to college, but wants her to decide what she wants to do. Nobody wanted me to go to beauty school either - except my mother 'her future is her own business. I'm going to help out and put a hint in here and there.' (Got this idea because her mother encouraged her to do what she wanted to do. Her mother is unhappy in her job, but it is all she is trained to do.) Wants her to enjoy whatever she does. (achievement and Success, Individual Personality, Freedom)
- 35 I want her to be a basketball player. I guess it is because I always liked to play. I would like for her to go to college and what she wants to be after that is up to her. (Achievement and Success, Freedom, Progress)
- 36 I think about that a lot. I just don't want her to suck her thumb too much, I want her to be unselfish and friendly. I think you more or less have to cope with that as you go along. I want her to take dancing. I would like for her to go to kindergarten and college. I think she more or less will have to decide that herself. (Kindergarten?) That will depend on where we will be living. I hope to be in Winston at that time. (External Conformity, Progress, Individual Personality)
- 37 Just like his daddy. Of course, I would like for him to have a better education but if he grows up to be as fine a man as his daddy, I think he will be allright. (Progress)
- 38 I would like for her to be real friendly. I haven't thought about the future. (External Conformity)
- 39 Everybody wants him to be a good person, a good citizen, a Christian and be well thought of. Occupation should be worked out and talked over with people or resources. May want to be a farmer. Farming is OK if you have machinery and equipment to make it easier. Very enjoyable if work not too hard. Cutting down crop acreage makes making a living hard. Both have discussed a cousin whom both want child not

Case  
NumberStatement of the Mother

- 40 to be like. He's good looking and has a good personality, but he writes bad checks and steals - has served time - has sweet wife and two children. (External Conformity, Moral Orientation, Progress)
- 40 As he grows up, wants him to learn to leave things alone. Doesn't touch things he shouldn't like flowers. He learned this easily. (She spanked his fingers when he first began to bother such things. She observed other children before she had hers and decided then that whenever she had one she didn't want him to get into things.) (External Conformity)
- 41 I know one thing she is going to finish school. (Achievement and Success)
- 42 Well, I would like for her to be friendly, kind and everything that is good. (Where did you get the idea?) I want everybody to like her. (External Conformity)
- 43 (Do you mean the occupation and things like that?) I want her to grow up to be friendly and look like she's happy. (What caused this?) I know I had rather be around someone like that than someone that is down in the dumps all of the time. Her daddy wants her to play the piano - that's all we have ever thought about. (What made him decide that?) Well he has always liked music. (External Conformity)
- 44 We want him to be a minister, but, of course, it will be up to him. (What made you decide this?) Well we are both active in church work and I think my husband had that ambition and we are going to try to make him what we wanted Roger (his daddy) to be. I don't think we will push it just depends upon what he wants to do. I want him to go through college you know the way things have gotten to be. We are already planning for that - setting aside some. Because I didn't go and I figure that I missed something. (Moral Orientation, Achievement and Success, Progress)
- 45 Just good and everything. (Moral Orientation)
- 46 No, not really. I would love for her to go to college. I have always said that if I had any kids I wanted them to go to college. (Achievement and Success)
- 47 I guess that we all think about that. I thought I would like for her to be a nurse or something of that type. (Achievement and Success)



Case  
NumberStatement of the Mother

- 48 His father wants him to go to college so he can get a better job and not have to work so hard for a living. I would like for him to go to a better school than the one nearby, even if it means moving. This school does not have enough teachers; typing and Home Economics are not always taught there; children who go to such a school have no opportunity even after they graduate. We want better schooling for him because we did not have it ourselves. (Achievement and Success, Progress)
- 49 I would like for her to be more like Robert (her daddy). I talk too much. He is quiet and easy going. I get mad. If I could just get her to sit down and be quiet when we go somewhere. (External Conformity)
- 50 I guess every mother has ideas about how she wants her child to be whether they are that way or not. I would like for him to do something I didn't do - I would like for him to go to college. (What has helped you to decide that you want him to have a college education?) Well, I guess what has helped me to decide is that almost any job you find requires some college education. It used to be a high school education. (Achievement and Success)
- 51 I want her to be real friendly, not backward like I was in school, and to be someone that other people will like. I believe that the fact that I was so backward has caused me to want her to be different. (Future) I want to encourage her to go on in school and learn all that she can in education 'cause I feel like its necessary - that is something you have to have whether you want it or not. (External Conformity, Achievement and Success)
- 52 Wants him to be what he wants to be. Wants him to go to college if he wishes - 'But, I doubt that he will.' He likes to run bulldozers like his father. (Thinks, however, that he might get a better job if he goes to college, but does not seem too concerned about this since her husband is obviously doing well without a college degree.)
- 53 I would like for him to have a nice personality and not all of the time getting mad when the least thing goes wrong. I would like for him to be a nice person. I thought I would talk it over with him when he gets a little older. (Where this idea came from?) I have read a lot of places where parents pushed their children to do things and then they turned out to be juvenile delinquents. I would hate to think that Mark would be one. (External Conformity, Freedom, Moral Orientation)

Case  
NumberStatement of the Mother

- 54           Want him to be well adjusted. We take him out a lot so he can see people. He's never fussed and is friendly with others. He hasn't had a shy stage. I do not want him to be shy. Has observed this in other minister's children. We have started a college education fund, but he doesn't have to go if he doesn't want to. Think perhaps my husband would like him to be a preacher, but we'll never push anything. Only people he doesn't like are women with large hats - won't go to them. (Individual personality, Achievement and Success, Freedom)
- 55           I want her to either be a nurse or something like that . . . I am not going to tell her what to do. I know when I was growing up I didn't like anybody telling me what I could do, I did what I wanted to. I think it is better. I wanted to be a teacher . . . I would like to get a piano so she can take lessons when she is 6 or 7 years old. (Achievement and Success, Freedom, Individual Personality, Progress)
- 56           Better than I had for myself. Whatever he wants for himself, I guess. Would like for him to have a home is the first thing. (Progress, Freedom)
- 57           I thought I would just let her make up her own mind what she would like to do and help her if I could. (Where did you get this idea?) I wanted to be a beautician and my mother wouldn't let me. (Freedom)
- 58           I don't want her to be bashful. (Why?) Because I am. I want her to be healthy. I want her to finish school. I want her to go to college. We are saving now for her to go to college. I had the chance and didn't go and I want to be sure she does go. (Also want to encourage her to go to church and get married when she is about 25) (External Conformity, Achievement and Success)
- 59           I'd like him to be a good child. I wouldn't want him to be any trouble. Want him to go to church. (Moral Orientation)
- 60           I would like for to go to college, get a job and be friendly with everyone. (Why?) I think it would be nice, I didn't want to go - mother tried to get me to go but I didn't have the interest it looks like. (Achievement and Success, Progress, External Conformity)
- 61           I want her to be a nice person. I guess this kind of reflects back on me, but I want her to go on and play the piano because I couldn't. (Moral Orientation, Progress)

Case  
NumberStatement of the Mother

- 62 I have to tell you - want her 'to have a very pleasant personality.' To go through college. I didn't finish. Do what she wants to. Dancing and music when a little older - want her to start young. I had them to a certain extent. I rebelled against practicing but now I regret it. Helps a person to be more diversified, rather than just sit. If she starts young, maybe it would 'come natural' to her to practice. (External Conformity, Freedom)
- 63 A nice general sort of person who will take his own part and not let anybody run over him. I can't stand to see people run over others especially children. I want her to be good in school and at books as I never was. I was always too interested in something else. Think school is important these days. (Does not know how she will encourage child to like school.) (External Conformity, Progress, Achievement and Success)
- 64 No response.
- 65 Like to send him to college, if he wants to go. Do not give him everything he wants. Think he will appreciate things more if he doesn't have too much. Got this idea because she has always heard people say this. A public health nurse (a friend) was telling her recently that lots of times when people get everything they want, they go to pieces when they suddenly can't have something they want. (Achievement and Success)
- 66 Want her to have more schooling than just high school. I wanted to go to business school and become a secretary but I got married instead. (Achievement and Success, Progress)
- 67 Just the best (kind of person) he can, I guess. (Moral Orientation)
- 68 No response.
- 69 I think that will depend a lot on what she would like to do and what she would like to be. Anything that she would like to be I think that I would encourage that if I really thought it was best for her. (Freedom, External Conformity)
- 70 I would like for her to grow up to be a Christian, have a good character, and anything very nice. I feel like she won't get to go wrong. (Moral Orientation, External Conformity)

Case  
NumberStatement of the Mother

- 71 When she gets bigger, I would like for her to go to a nursery school. (Mommy hasn't decided what she wants me to be yet). She is just planning for my education - this is one reason I work and I guess this is the only reason I will go back to work. I would like for her to have a college education or business course but if I could get her through high school knowing that she had that - I would be satisfied. (Achievement and Success, Progress)
- 72 I had rather she be rowdy like she is than to be real shy and sit off by herself. I would like for her to have some of the things I didn't have when I was growing up. I don't want to be too strict on her but I want her to understand to do the right thing. (Progress, Moral Orientation)
- 73 I hope he does all right. (What you would like for him to do?) It is up to him. (Freedom)
- 74 I haven't thought about it. I want her to go to school and get a good education more than what I have. I want her to get a good job. (Achievement and Success, Progress)
- 75 No response.
- 76 No response.