

A SURVEY OF DIVISION-OF-LABOR IN
CHILD-REARING AND HOMEMAKING TASKS IN FAMILIES
IN WHICH ONE OR BOTH PARENTS ARE ATTENDING
OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

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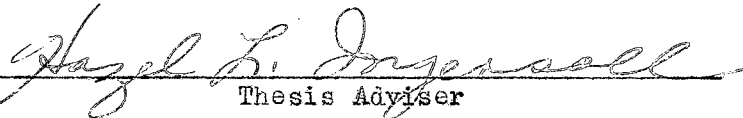
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Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE
July, 1952

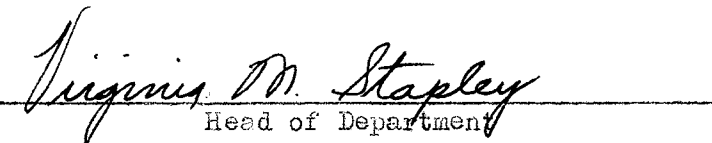
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PREFACE

In September of 1950, the writer began her study for the Master of Science Degree. Having been a nursery school teacher and at present a homemaker and mother her interest in family relationships prompted her to study student families on the campus.

The data for the study were obtained from thirty-three student families of Veterans Village.

The writer wishes to express her appreciation to the families who cooperated in the study and to Dr. Hazel Ingersoll under whose supervision the study was made. Mrs. Girdie Hutchinson Ware gave excellent advice in the critical reading of this thesis. Credit is due George Merrifield, husband of the writer, for his encouragement in the undertaking of this study.

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CHAPTER I

INTRODUCTION

Introductory Statement

A series of investigations of life on American college campuses since World War II have centered in the life of the married student and his family. These studies serve to indicate the degree of interest taken in such innovations of family living by researchers in education, economics and in family relationships. The present study resulted from the writer's personal and professional interest in these new patterns of family living in that both she and her husband are among those married students with families who live in one of the housing centers built for such students. Of particular interest to the investigator has been an observation of the various division-of-labor¹ practices worked out by young people in these circumstances. Such an interest led to the investigation of a segment of such a population on the Oklahoma Agricultural and Mechanical College campus at Stillwater, Oklahoma.

A. Review of the Literature

In the aftermath of World War II colleges experienced an influx of married students many of them young parents, comparable to no other period in their academic histories. This phenomenon has necessitated

¹Amram Scheinfeld, Women and Men (New York, 1943), 271-346.

drastic adjustments in campus living. It is reasonable to suppose that circumstances, in which the conventional husband-wife roles are reversed by the wife being the provider and the husband a student, or one or both spouses are in school as the case may be, would provoke interest and study as to what effects such "life styles" would have on the family members involved.

A number of investigators have contributed research findings on academic accomplishments and on various aspects of family living for married students. Among the former was an investigation carried on by Paul L. Trump at the University of Wisconsin in which it was found, that:

Measured by grade point averages, the married veteran student is academically more successful than the single veteran student, and furthermore, that the married veteran with children is academically more successful than the married veteran without children....²

Not all the values of the married-student situation for the father-husband are academical gains. The children also seem to benefit from such an arrangement, if as Judson T. Landis, states: "It is true that the small children of students are growing up in closer association with their fathers than usual."³ Landis further states:

The father who bathes and diapers his infant is going to have a better understanding of the child than the father who sees him only for a few minutes when he is on display at bedtime.

It has also been further noted by Virginia Van Meter Underwood that "the fathers attitudes were closely related to the time [spent] with his child."⁵

²Paul L. Trump in Svend Riemer's, "Married Veterans are Good Students," Marriage and Family Living, 9, (1947), 11.

³Judson T. Landis, "On the Campus," Survey Midmonthly, 84 (Jan. 1948) 17.

⁴Ibid., p. 18.

⁵Virginia Van Meter Underwood, "Student Fathers with Their Children," Marriage and Family Living, 11 (1949), 101.

What then of the wife-mother? This is a new situation to her also. When asked if her husband's education was worth the sacrifices necessary for completion of a degree, Landis found that "in general, the wives do not feel critical of the husbands."⁵ If they had any complaints they were due for the most part to the husband's lack of time for the wife and for apartment upkeep, and generally time to be of help to the wife. Many wives felt the husbands' lack of time for them was no great sacrifice in view of the long time gains.⁶

The study by Landis mentioned above is perhaps one of the largest studies that has been done in this area.⁷ The investigation was made at Michigan State College where five hundred and forty-four married students were asked to supply information concerning their experiences. Each married student was asked the question, "Knowing what you now know, would you marry before finishing college if unmarried?" Three out of four said they would, while one of the four said, "No." or expressed doubt. "A greater percentage of the men than the women would hesitate to marry before finishing school if they had it to do over."⁸

What do these students consider the advantages and disadvantages of college marriages? When asked this question students listed more advantages than disadvantages as indicated by the following quotation from the study:

They appreciate the social and emotional security that comes with being married. Other advantages listed were: I appreciate a home of my own to relax in. I am more stable since I lead a more

⁵Landis, op. cit., p. 18.

⁶Ibid., p. 18.

⁷Ibid., p. 17.

⁸Ibid., p. 18.

regulated life. The added responsibility of marriage gives more drive to do my work. The sense of mutual sacrifice and sharing means a lot. We are sharing my education and can build our future together.⁹

The advantages of college marriages seemed to far outweigh the disadvantages. There are, however, certain disadvantages that were prominent in all the studies reviewed by the investigator; they were in rank order: "money," "housing," and "insufficient time for recreation."¹⁰

All of the above disadvantages seem to be centered around one phrase, insufficient funds. One college, Antioch, is attempting to help married students with their problems in housing, recreation and short funds by maintaining a strong counseling service.¹¹ They stress the advantages and disadvantages of marriages subsidized by parents, relatives and loans of various types. However, the authors recommend extensive research in this area to warrant extension of this service to all married students.

According to Landis, among the problems that caused friction in marriage the students rated trouble with in-laws first and division of work in the home second. Other problems ranked in the following order:

... . problems connected with finance, the training and discipling of children, social activities and recreation,¹² sex relations, religious differences, and associating with friends.

While none of these problems are peculiar to student marriages there is reason to believe that the unusual conditions may increase the potentiality of such problems.

Landis also states, "Division of work in the home rates as a much greater problem in the college marriages because of the special

⁹Ibid., p. 18.

¹⁰Landis, *op. cit.*, p. 18.

¹¹"Subsidized Marriage," Ladies' Home Journal, 66 (Dec. 1949) 58.

¹²Ibid., p. 19.

circumstances under which these couples are living."¹³ As is often the case in student marriages, both husband and wife may work, so the husband can stay in school. Sometimes the wives, too, attend school. It is in this situation that the division of housework, and care of the children becomes an acute problem that requires a new adjustment that may or may not be unique in each individual family. Skidmore¹⁴ found in his study at the University of Utah that eighty-four per cent of the husbands assist with the housework, a practice which seems to indicate a change in the traditional family roles.¹⁵

In view of the limited amount of research on this topic, and the availability of the subjects, it would seem to the author, that any information concerning the division-of-labor practices of certain married students of Oklahoma Agricultural and Mechanical College would make a contribution to the study of family relations. For that reason such a study was initiated by the investigator.

B. Purposes of the Study

Purposes of the study are as follows:

1. To conduct a survey of the division-of-labor practices in homes of married students with children.
2. To find by the use of a questionnaire what division-of-labor practices existed in the homes studied in the areas of homemaking and child care and guidance.

¹³Landis, op. cit., p. 19.

¹⁴Rex A. Skidmore, Therse L. Smith, and Delbert L. Nye, "Characteristics of Married Veterans," Marriage and Family Living, 11 (1949) 102.

¹⁵For an excellent treatment of cultural configurations in the American family see John Sirjaneki's article in the American Journal of Sociology for May, 1948, 464-470.

3. To obtain some indication of the most used child guidance practices in the sample to be investigated.

4. To obtain certain opinions regarding the influence of the status of being a married student (a) on changes in family living such as, the reversal of the provider role; (b) on how partners feel their lives are being influenced by the present status; and (c) on how they think their children's lives are being altered by present living arrangements.

5. To get the spouses' evaluation of the wisdom of their choice in choosing the college living situation to the traditional way of life for their families.

6. To gain some indication of the goals for which these families are aiming and their opinions as to whether a college education will further the attainment of these goals.

C. Basic Assumptions

This survey was initiated on the basis of the following assumptions:

1. That some information can be gathered about the division-of-labor practices by contacting husbands and wives in such homes.

2. That reliable and valid information concerning the division-of-labor can be obtained through the careful use of a well-constructed questionnaire.

3. That such information will represent a picture of practices as they appear to the partners, a valid account that is not too seriously affected by what the participants consider "good" practices.¹⁶

¹⁶This does not mean necessarily, that husband and wife will interpret the division-of-labor practices precisely in the same way; but a high percentage of agreement between responses of husbands and wives will constitute a degree of validity.

4. That opinions regarding the advantages and disadvantages of college living in the married state can be taken as evidences of satisfaction or dissatisfaction with the present arrangement.

5. That such opinions may be judged tentatively as an evaluation of the effects of such a living situation on family members, especially on the husbands and wives who are making the replies.

6. That the marriage partners have their family goals sufficiently well in mind to be able to list them in the order of their importance.

7. That the agreement of husbands and wives on such goals constitutes some indication of their validity for that particular family.

CHAPTER II

DATA AND METHODOLOGY

A. Description of the Sample

The thirty-three couples included in this study were selected from the entire resident population of Veterans Village, Stillwater, Oklahoma. The basis for selection for the tentative list was (1) father must be enrolled in college, (2) a family must consist of both parents and two or more preschool children. Only those families where the father had attended school the previous semester were included, as the newcomers might not have established their division-of-labor practices for their college married life.

Using the above as basis for selection the actual names were obtained through the business office files at Veterans Village from the Veterans Village secretary. There were thirty-eight families which met the criteria set up for selection, of this original group the investigator was unable to contact two families. In the group actually contacted, there were three incomplete questionnaires thus disqualifying the questionnaires of both spouses. This left a sample of thirty-three from which data were collected from both husbands and wives for this investigation. These thirty-three families represented within five cases a complete sample of all such families falling under the criteria at the time the study was completed.

The average age of the husbands of this group was thirty years with a range from twenty-five to forty-two years. The wives' mean age was twenty-six with a range of twenty to thirty-seven years. These couples have been married on the average, about seven years with the actual number of years ranging from three to eighteen. When the husband became a college student they had been married an average of four years, with the range anywhere from zero to fourteen years. This would seem to indicate that in most cases their division-of-labor practices were formulated before the study began, since all had been on the campus at least one semester. The average number of children for this sample was two. There were five families with three children, and one family with four children. The average age of the oldest child for this sample was four years, while the average age of the second child was three years.

The greatest number of students in this sample were enrolled in the School of Agriculture (14). Other schools represented were Veterinary Medicine (9), Arts and Science (5), Engineering (2), Home Economics (1), and Education (1). Seventeen hours is the average college class load carried by these married students. It was interesting to note that a third of this group were in graduate school. Of the undergraduate group the greatest number of students were in their Junior or Senior years in college. About sixty-four per cent of the wives in this sample have completed high school, while thirty-three per cent have completed some college work. As compared to the husbands one third of whom were in graduate school, only three per cent of the wives had had graduate work. One factor which may explain this large percentage of graduate students among the men is the rather high incident of Veterinary Medicine majors in this sample (28%).

Over seventy-five per cent of the sample studied were in the classification:¹ "husband as a student, wife a housewife;" while about one-fourth were in the classification: "husband as a student, wife employed." There was only one couple in the group, "husband as a student, wife a student." This sample had forty-five per cent of the men employed and twenty-four per cent of the wives employed. The husbands worked from nine to twenty-six hours a week, averaging about eighteen hours; the wives worked from thirty to forty-eight hours per week, the average being forty-three hours. Eighty-five per cent of these families are on the "G. I." bill for financial assistance to veterans.

B. Development of the Questionnaire

To ascertain the division-of-labor practices of married students with preschool children, a questionnaire was developed as an instrument to use in collecting data from the families in the survey.

Ideas for pertinent questions were obtained from personal contacts with people in situations like those of the sample group. Ideas for other questions were taken from the current literature dealing with similar topics.

The following criteria were set up for selection of questions to include in the questionnaire:²

1. Information asked for in the questions should be pertinent to the study being made.
2. Questions should not be demanding on recipients' time.

¹See Appendix, p.67 for original face sheet.

²Adapted from Carter V. Good, A. S. Barr and Douglas E. Scates, The Methodology of Educational Research, pp. 337-343.

3. Questions should be clear to both the recipient and the investigator.

4. Responses should be easily made to each question and in such a form as to make summarization possible.

5. Questions should be stated so there is no "right" or "wrong" response from an ethical or social viewpoint.

6. Questions should be stated so they arouse as little emotional bias as possible.

7. Provisions should be made for additional comments on each question.

Using these criteria a tentative questionnaire was set up consisting of (1) a face sheet for background information concerning educational, marital and employment status of students; (2) a questionnaire on division-of-labor practices; (3) an opinionnaire of the parents' reactions to their married student situation.³

To make the questionnaire more easily and quickly answered, it was arranged so that it required a minimum amount of writing, in most cases checking was adequate. The questionnaire had the following categories for selection in checking the division of responsibilities: "mother," "father," "both together," "interchangeable," and "others."

This questionnaire was submitted to three families for criticism and comments. The questionnaire was then revised and additional questions added.

³See Appendix, p. 67 for the complete questionnaire. A section on money management was included but the data derived were not used in this study because of the pressure of time.

The questions in the questionnaire were grouped around these general topics in the questionnaire:

1. Responsibilities for care and guidance of children
 - a. Assuming responsibility for children's routines of feeding, dressing, sleep and rest, and cleanliness.
 - b. Supervision of the children's outdoor activities.
 - c. The care of the children when they are ill.
 - d. The recreation of the children.
 - e. The guidance and discipline of the children.
 - f. "Baby sitting" with the children.
2. Responsibilities for homemaking activities.
 - a. Household tasks.
 - b. Outdoor tasks.
 - c. Entertainment.

Certain attitudes, feelings and opinions that seemed related to the married student's home life were formulated into questions and grouped together as an opinionnaire. A list of probable family goals were supplied to be ranked by the parents in the order of their importance. Questionnaires for the men were green and those for the women were orange in order to avoid confusion in tabulation.

C. Treatment of the Data

The homes of the thirty-six couples that constituted the representative sample in this study were visited by the investigator to ascertain the willingness of each couple to participate in this survey. The investigator gave each participant an opportunity to inspect the questionnaire and to question the writer concerning any details as to the purposes of the study, and interpretation of questions on the

questionnaire. They were assured that results would be returned to them on completion of the study. At the conclusion of this preliminary discussion, the couple were given the opportunity to indicate their willingness to participate in this particular survey. All of the couples indicated in the affirmative, with the wives stipulating, "If my husband has time."

Of the couples listed tentatively, thirty-three completed questionnaires as indicated in the description of the sample. These couples were given the opportunity to complete the questionnaire during this initial visit of the investigator. Some of the couples felt they were pressed for time at that moment and asked to be permitted to fill out the questionnaire at their leisure, and a date was set for the investigator to return for it.

Each of the couples were asked to seal their questionnaire in an envelope provided for that purpose. The importance of a complete questionnaire was stressed. The couples were assured of the anonymity of their replies. The only identification on the questionnaire was the family code number which the couple drew from a group of numbers. This was done to make pairing of the questionnaires of husband and wife possible when tabulating the data. No other identification was required.

The data obtained from the questionnaire were treated by simple statistical methods through use of percentage tables with the percentage of agreement between the spouses. Interpretations were written by the investigator in order that the reader might get a picture of the division-of-labor that existed in the thirty-three families of the study.

Data on division of responsibility with regard to child care and guidance were treated first, and summaries of findings made. Then a similar treatment of the items pertaining to homemaking tasks resulted in percentages indicating division-of-labor in that area of responsibility. Summaries of the findings were made for the division of responsibilities related to child care and guidance as well as for those related to homemaking tasks.

The opinionnaire results were computed, interpreted, and conclusions drawn. Finally, the goals in rank order of their importance to the families were placed in tables and interpretations made.

The findings of the study were summarized with implications drawn for family life education and for future research.

D. Scope and Limitations of the Study

The findings of this study apply only to the sample from which they were derived. Being only thirteen per cent short of a complete sample they probably are representative of all such families on the Oklahoma Agricultural and Mechanical College campus. Probably some of the major findings relative to division-of-labor in the home apply to families in similar circumstances on other college campuses. Some of the findings agree with those done by Landis,⁴ and by others.⁵ For that reason

⁴The advantages and disadvantages as listed by the campus families were similar to those of the Landis study, (op. cit.) in that the principle disadvantage was financial insecurity and the greatest advantage was in emotional security and mutuality of purpose. Landis found, also, as shown in this study, that these married students would hesitate to recommend friends to marry while still in college.

⁵The Skidmore study (op. cit.) found a high percentage of husbands shared with the household tasks. The present study shows more sharing of the care of children by husbands and some less sharing in housework.

it is possible that the major results of this study may apply to families on other campuses who live under like conditions.

B. Reliability and Validity

Some degree of validity is claimed for the study because of the care exercised in formulation of the questionnaire to make the responses to it as objective as possible. (See criteria adhered to on p. 10.) A conscientious, honest job in checking and answering the questionnaire was stressed by the interviewer as a necessary means of getting valid returns. Only three cases failed to respond with complete returns.

The care taken by the investigator to keep the materials anonymous, and to get separate returns from husband and wife probably increased the validity of the returns as well.

When responses of husbands and wives were compared percentages of agreement ranging from 85 to 100 were the result. This not only indicates reliability of the returns but gives some indication of validity because it is unlikely that the spouses would falsify the same responses.

Responses to the opinionnaire are probably based less on fact than are those to the check list because opinions were all that was required. However, those opinions if given honestly are valid for the persons presenting them. More attention was paid to the reasons given for the replies as they represented open-end questions in which greater spontaneity in response could be obtained. It was believed that such spontaneity would supply valid reasons for the opinions stated.

A blanket question was inserted in the questionnaire concerning the responsibilities for the guidance of children. (See Appendix, p. 69 question 6.)

Husbands and wives were in complete agreement that they shared the responsibilities in seventy-three per cent of the cases and that the mothers were in charge in twenty-seven per cent of the cases. From the detailed check list that followed, approximately the same returns were received in that the responsibilities for child guidance were found to be shared in about six-sevenths (80%) of the sample, and the mother responsible in about one-eighth (12.5%) of the cases. In the remainder of the cases (7.5%) responsibility was attributed to the fathers.

There is no exact way of comparing the responses to questions six and seven because they are not exactly parallel. However, Table I gives some indication of agreement on the single question and the findings on the separate items that constitute guidance of children as listed in No. 7: a, b, and c.⁶

TABLE I

PERCENTAGE RESPONSES TO SINGLE QUESTION ON WHO ASSUMES RESPONSIBILITY FOR CARE AND GUIDANCE OF CHILDREN COMPARED TO COMPILATION OF RESPONSES TO SEPARATE ITEMS ON THE SAME

Items to Compare	Percentage Response		
	Shared	Wife	Husband
6. Responses to single question	73%	27%	0
7. Compilation of answers to three questions	80%	12.5%	7.5%

⁶See Appendix, pp. 69-71.

Such similarity in response as indicated in Table I gives evidence of reliability on the child guidance items.

No such measures were available for the rest of the questionnaire through regrettable omission. However, no great concern was felt on the part of the investigator because she assumed reliability had been more completely established in the high percentage of agreement of husbands and wives on all items.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

A. The Division of Responsibilities Centering Around The Care And Guidance of Children in the Family

In the first section of the questionnaire the parents were asked to indicate the division of responsibilities relative to child guidance and child care practices in their homes. They were asked to indicate by checks the items of responsibility they assumed (1) by themselves alone, (2) by sharing with spouse and (3) by delegating to others.¹ These results were tabulated, converted into percentages, placed in tables from which interpretations were made.

Table II on the next page presents the responses of the young parents, and their corresponding percentage agreement, on items dealing with responsibility for childrens feeding. Table II shows that in over one-half of the cases, the responsibility for feeding the children fell to the mothers of the sample. In about one-third of the cases the feeding was done jointly or interchangeably. The husband alone was responsible in only about five per cent of the cases. Outside help was negligible in these families.

¹See Appendix, p. 68 for sample questionnaire forms. Note that the categories "both together" and "interchangeably" were combined in the final treatment of data as the subjects were not able to discriminate between the two.

TABLE II

DIVISION-OF-LABOR AND THE PERCENTAGE OF AGREEMENT OF FATHER
AND MOTHER ON RESPONSIBILITY IN FEEDING THE CHILDREN

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M ²	F	B	O	NR	N	M ²	F	B	O	NR
1. Children's feeding												
breakfast	33	73	3	24	0	0	33	73	6	21	0	0
lunch	32	39	3	45	9	3	33	58	3	36	3	0
dinner	33	48	6	45	0	0	33	61	6	33	0	0
Percentage Response Average		53	4	38	3	1		64	5	30	1	0
Percentage of Agreement								89	99	92	98	99

The division-of-labor relative to the dressing of children appears in Table III on the next page. It shows percentage responses and percentage of agreement of parents on responsibility for dressing and undressing the children.

²In the above and all subsequent tables the abbreviations used will be the following: "N," number; "M," mother; "F," father; "B," both together or interchangeable; "O," others (friends, relatives, employees); and "NR," no response.

TABLE III

DIVISION-OF-LABOR AND THE PERCENTAGE OF AGREEMENT OF FATHER
AND MOTHER ON RESPONSIBILITY IN DRESSING OF CHILDREN

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
1. Children's dressing:												
morning	33	79	6	15	0	0	33	76	6	18	0	0
after nap	33	88	0	6	6	0	32	79	3	12	3	3
bedtime	33	45	9	45	0	0	33	27	12	61	0	0
Percentage Response Average		71	5	22	2	0		61	7	30	1	1
Percentage of Agreement								90	98	92	99	99

The mothers of the families of the sample were responsible in most cases for dressing and undressing of the children. They indicated that they alone, supervised the dressing of the children in seventy-one per cent of the cases. The husbands felt that the mothers were responsible in only sixty-one per cent of the cases but credited themselves with sharing with the mothers most of the difference between their responses. As could be expected the fathers assumed more responsibility for dressing and undressing the children at bedtime in the evening than during the day, since this was when they had free time.

In Table IV as listed below is the compilation of responsibilities assumed by parents as related to children's sleep and rest.

TABLE IV

THE DIVISION-OF-LABOR AND THE PERCENTAGE AGREEMENT OF HUSBAND
AND WIFE ON SUPERVISION OF CHILDREN'S SLEEP AND REST

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
1. Children's sleep and rest												
morning nap	6	18	0	0	0	82	13	33	0	3	3	61
afternoon nap	30	73	0	9	9	9	29	64	3	18	3	12
bedtime at night	32	36	9	51	0	3	33	27	6	67	0	0
Percentage Response Average		42	3	20	3	31		41	3	27	2	24
Percentage of Agreement								99	100	93	99	93

Table IV indicates that parents agreed that mothers of the families, in three-fourths of the cases were responsible for the children's nap periods. (Some of the children no longer took naps.) With regard to putting the children to bed at night, however both fathers and mothers were involved to a higher degree than was the responsibility the mother alone.

Table V which follows is a compilation of data pertaining to responsibilities of parents for the cleanliness routines of their children.

TABLE V

DIVISION-OF-LABOR AND THE PERCENTAGE OF AGREEMENT OF HUSBAND AND
WIFE REGARDING RESPONSIBILITIES FOR CHILDREN'S CLEANLINESS

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
1. Children's cleanliness												
brushing teeth	32	54	0	39	3	3	32	64	3	27	3	3
taking bath	33	70	0	30	0	0	33	67	0	33	0	0
washing hands and face	33	21	0	76	3	0	33	30	0	70	0	0
brushing and combing hair	33	48	0	51	0	0	33	58	0	42	0	0
toileting	33	33	0	58	9	0	33	36	0	61	3	0
Percentage Response Average		45	0	51	3	1		51	1	47	1	1
Percentage of Agreement								94	99	98	98	100

There is a high percentage of agreement on the responsibilities of mothers and fathers in relation to keeping the children clean. They agreed that the fathers never took the full responsibility in the cleanliness routines, but in about one-half of the cases, they assumed the job interchangeably or jointly with the mothers. The rest of the time (about 50%) the mothers took over these duties themselves.

Supervision of the children's outdoor activities is the subject for Table VI which follows on the next page.

TABLE VI

DIVISION-OF-LABOR AND PERCENTAGE OF AGREEMENT OF FATHER AND
MOTHER REGARDING RESPONSIBILITIES FOR SUPERVISION
OF CHILDREN'S OUTDOOR ACTIVITIES

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
2. Children's outdoor activities												
during the morning	32	82	0	3	12	3	33	82	0	9	9	0
after supper	30	30	24	36	0	9	33	30	21	45	3	0
Sundays and holidays	33	15	18	67	0	0	33	12	9	79	3	0
Percentage Response Average		42	14	35	4	4		41	10	44	5	0
Percentage of Agreement								99	96	91	99	96

Parents agreed that in about forty per cent of the cases that the supervision of children's outdoor activities was solely the mothers' responsibility and in like percentage of cases, their responsibility jointly with the fathers. The fathers' greater participation appears to be after supper and on Sundays and holidays; and in three-fourths of the cases, in conjunction with his wife. Evidently these fathers are making an effort to share in the recreational lives of their children as much as the mothers except that they concentrate their efforts on days when they are more free from the pressures of school.

The table that follows, Table VII, presents a compilation of data relative to parents' care of children during an illness. An interpretation of the findings follow the table.

TABLE VII

DIVISION-OF-LABOR AND PERCENTAGE OF AGREEMENT OF FATHER AND
MOTHER REGARDING RESPONSIBILITIES FOR CHILDREN
DURING ILLNESSES

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
3. Children's illnesses												
week days	33	67	0	30	3	0	33	58	0	36	6	0
nights	28	42	6	36	0	15	33	33	3	64	0	0
Sundays and holidays	33	21	0	79	0	0	31	18	9	67	0	6
Percentage Response Average		43	2	48	1	5		35	4	56	2	2
Percentage of Agreement								92	98	92	99	97

About one-half of the responses indicate that mothers and fathers shared when the children were ill, with a greater joint participation on Sundays and holidays. Over one-third indicated that the mothers assumed full responsibility, (especially on week days). The contribution of fathers alone, and that of others was almost negligible.³

³It is interesting to note that the fathers give themselves more credit for assuming full responsibility for sick children on Sundays and holidays than their wives indicate.

The table that follows, Table VIII, indicates the percentage of responses made by parents to items dealing with supervision of their children's leisure time activities.

TABLE VIII

INDICATIONS OF HOW THE PARENTS DIVIDE RESPONSIBILITIES

FOR THEIR CHILDREN'S LEISURE TIME ACTIVITIES, AND

THE PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
5. Leisure time activities												
reads to	33	27	3	70	0	0	33	27	9	64	0	0
sings to	30	42	0	48	0	9	31	51	0	42	0	6
takes walks	27	36	0	45	0	18	30	24	3	64	0	9
plays outdoor games	23	6	27	36	0	30	25	9	18	48	0	24
plays indoor games	28	21	0	64	0	15	32	27	0	70	0	3
listens to radio	23	18	3	48	0	30	22	15	3	48	0	33
views television	7	0	0	18	3	79	5	0	3	12	0	85
plays and listens to records	20	15	3	39	3	39	15	21	3	21	0	54
shares in hobbies	13	3	3	30	3	61	14	12	0	30	0	58
Percentage Response Average		19	4	44	1	31		21	5	44	0	30
Percentage of Agreement								98	99	100	99	99

Table VIII may be interpreted as showing that fathers and mothers shared in the leisure time activities of their children in forty-four per cent of the incidents. Cultural activities such as reading, singing, radio listening, record playing were shared by mothers and children alone. Such responsibilities were checked in about one-fifth of the cases. Mothers also more frequently took them for walks and directed their indoor play.

The spouses did not agree on participation in the hobbies of their children. This may be due to the fact that the hobbies were not definitely specified.

About one-third of the activities were not checked, indicating that they were not participated in by either parents or children; television, for example, was checked by only seven families.

"Working with children" is the subject of Table IX. It shows the division of responsibility of fathers and mothers in working with children in housework, yardwork, carpentry, painting and in repairing of toys.

In Table IX, activities listed in the category of "working with children," indicate that responsibilities were about equally shared by husband and wife. However, it appears that many of the children did not engage in these "work" activities as about half of the cases gave no response. As to be expected, fathers worked more with the children in work that is considered "man's work" such as carpentry, yardwork, and mending toys while mothers assumed greater responsibility for housework, and surprisingly enough, painting.⁴

⁴Harold T. Christensen in Marriage Analysis (pp. 94-130) gives the division-of-labor commonly found in the American middle-class family which is based on sex differences and cultural determinations.

TABLE IX

DIVISION-OF-LABOR AND PERCENTAGE OF AGREEMENT OF
RESPONSIBILITIES INVOLVED IN ITEMS "WORKING WITH CHILDREN"

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
5. Working with children												
housework	24	58	0	15	0	27	24	67	0	6	0	27
yardwork	17	6	24	21	0	48	17	6	27	18	0	48
carpentry	12	3	27	6	0	64	11	3	24	6	0	67
painting	15	24	15	6	0	54	16	21	12	15	0	51
mending toys	20	3	36	18	3	39	21	6	45	12	0	36
Percentage Response Average		19	20	13	1	46		21	22	11	0	46
Percentage of Agreement								98	98	98	99	100

Tables X, XI and XII pertain to child-rearing responsibilities assumed by mothers and fathers jointly and separately as well as to types of guidance and discipline exercised by each. Guidance and disciplinary practices were divided into three classes, --constructive, restrictive, and neutral,--with a table for each type. Results are indicated in the interpretations which follow each table.

If there is a marked division-of-labor in the guidance of the children these data do not show it. (See Table X.) Both fathers and

mothers indicated for the most part that they used these guidance techniques, when they were used at all.

TABLE X

INDICATIONS OF THE USE OF CONSTRUCTIVE GUIDANCE BY FATHERS AND MOTHERS SEPARATELY AND JOINTLY IN THE REARING OF THEIR CHILDREN, WITH THE PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
7. Constructive guidance												
suggesting	27	12	3	67	0	18	31	21	0	73	0	6
substituting	22	9	0	58	0	33	20	24	0	36	0	39
setting a good example	19	0	3	54	0	42	21	9	0	54	0	36
helping as needed	26	6	0	73	0	21	28	9	0	76	0	15
praising	30	9	3	79	0	9	29	6	3	79	0	12
allowing to choose	18	6	6	42	0	45	19	6	9	42	0	42
reassuring	28	9	3	73	0	15	24	6	0	67	0	27
rewarding	19	6	0	51	0	42	21	6	0	58	0	36
reasoning	28	9	3	73	0	15	30	3	9	79	0	9
Percentage Response Average		7	2	63	0	27		10	2	63	0	25
Percentage of Agreement								97	100	100	100	98

The fact that an average of sixty-three per cent of the checks are in the column headed "both together," or "interchangeably," indicates

that there was considerable cooperation and consistency in the guidance of children where the use of these techniques was concerned.

Note the rather marked incidence of the use of positive guidance such as "praising," "reassuring," "giving help as needed," and "suggesting" (range of 79 to 91 per cent). "Allowing to choose" and "rewarding" appear to have been used by fewer parents than were other practices except for those not used at all indicated in the "no response" column.

The incidence of the use of neutral or questionable guidance appears in Table XI together with the percentage responses for parental exercise of such corrective measures.

For lack of a better connotation, the investigator has grouped some of the disciplinary measures that are neither restrictive nor strictly guidance in nature under the heading "neutral or questionable." About one-fourth of the parents indicated that they shared equally the use of practices neither restrictive nor in the nature of guidance, as shown in Table XI. Neither the mothers alone, nor the fathers used these practices to any marked degree. In fact, over fifty per cent of the families did not use them at all.

The practice used most commonly by the parents was that of "correcting by telling children how they should have done." The practices least used by the parents, by their own admissions, were the questionable practices of "comparing one child unfavorably with another," "bribing," "letting have own way."

TABLE XI

INDICATIONS OF THE USE OF QUESTIONABLE OR NEUTRAL GUIDANCE
AS EXERCISED IN THE REARING OF CHILDREN
BY FATHERS AND MOTHERS SEPARATELY AND JOINTLY

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
7. Neutral and question- able guidance												
letting have own way	7	3	0	18	0	79	9	15	6	6	0	73
correcting	24	9	6	58	0	27	31	6	6	82	0	6
promising reward	11	6	0	30	0	67	22	12	6	48	0	33
overlooking or ignoring	12	6	0	30	0	64	12	0	6	30	0	64
letting suffer consequences	8	6	3	15	0	76	10	0	9	21	0	70
bribing	7	3	0	18	0	79	7	6	6	9	0	79
comparing unfavorably	5	6	0	9	0	82	6	6	6	6	0	82
Percentage Response Average		6	1	25	0	68		6	6	29	0	58
Percentage of Agreement								100	95	96	100	90

There were some minor differences in the responses of the parents on certain items. Most prominent among these differences was in responses to the item "letting children have own way." In three per cent of the cases the mothers felt that they alone used this practice, while the fathers indicated the mothers used it in about fifteen per

cent of the cases. The mothers incorporated this difference in the "together" column indicating that they thought both parents let the children have their own way.

Table XII lists the possible restrictive disciplinary measures used by parents with the percentage each is used by fathers and mothers respectively.

In about one-third of the cases the disciplinary measures were exercised by both mother and father. These included "depriving of a pleasure," "threatening," "spanking," "sending to bed," "sitting on a chair," and "scolding." The mothers alone felt that they inflicted more "discipline" than the fathers did by themselves. The mothers indicated they used more restrictive practices, including spanking, than did the fathers. In addition they checked "threatening," "scolding," and "isolation" more frequently than the fathers indicated for them. In fact, husbands and wives disagreed on these items more than on any other items to this point. Could the reason for this discrepancy be that the fathers were not always there to observe the disciplinary measures used by the mothers? Or could it be that the fathers liked to credit themselves with being the more strict of the two parents?

It is interesting to note that only two of the thirty-three families did not use spanking at some time or other. Scolding ranked next highest in incidence of use (85%).

Note the rather high incidence of the use of other restrictive practices such as "depriving of a pleasure," "threatening," "forcing," "making sit on a chair," and "sending to bed" (range from 36 to 57%).

TABLE XII

INDICATIONS OF THE USE OF RESTRICTIVE DISCIPLINE PRACTICES BY
 FATHERS AND MOTHERS SEPARATELY AND JOINTLY,
 WITH PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
7. Restrictive discipline												
shutting in a closet	1	3	0	0	0	97	0	0	0	0	0	100
depriving of a meal	1	0	0	3	0	97	1	3	0	0	0	97
depriving of a pleasure	14	6	0	36	0	58	17	3	0	48	0	48
threatening	19	21	0	36	0	42	22	9	6	51	0	33
spankings	31	12	12	64	0	6	31	6	15	73	0	6
slapping	6	9	0	9	0	82	10	6	9	15	0	70
sending to bed	12	12	3	21	0	64	17	12	9	30	0	48
shutting in own room	6	15	0	3	0	82	3	3	6	0	0	91
sitting on a chair	19	18	12	27	0	42	17	15	9	27	0	48
forcing	15	3	3	39	0	54	23	0	21	48	0	30
scolding	28	15	0	70	0	15	26	0	9	70	0	21
Percentage Response Average	10	3	28	0	58		5	8	33	0	54	
Percentage of Agreement							95	95	95	100	96	

Such items as "shutting in a closet," "depriving of a meal," and "shutting in own room," were the least checked. With the exception of spanking and scolding there were, however, forty-two to ninety per cent of the parents who did not employ some of the various disciplinary measures. (See Table XII.)

There is no measure of the frequency, nor of the intensity of the use of any guidance or disciplinary measures. For these reasons sweeping generalizations cannot be drawn from the results of these findings. The data give evidence to support the belief that more families use positive guidance methods than use the questionable or neutral practices; however, with the exception of spanking and scolding, more cases checked positive than restrictive discipline.

In any event, it would appear that for the most part parents were not willing to say that they disciplined and guided their children any way but jointly or interchangeably. They evidently looked upon such as a cooperative job. There is some indication, however, that mothers in six to ten percent of the cases were more responsible than were fathers for such correction and guidance.

Having someone to stay with children, especially when they are small is a recognized necessity in the middle class family. For that reason items on responsibility for "sitting with the children" were included in this study. Results of this inquiry are presented in Table XIII.

The responses in Table XIII indicate that in one-fourth to one-third of the cases the task of "sitting" with the children was left to persons other than the parents. However the mothers alone were responsible in about one-fourth of the cases, since they cared for the

children during the fathers' class time. The fathers alone were responsible chiefly when spouse went marketing. There were times when this task was shared and those were the times that the children were taken along, for example "during church." For the most part, however, this duty of sitting with children was largely shared (33%) or delegated to others (39%).

TABLE XIII

DIVISION-OF-LABOR AND PERCENTAGE OF AGREEMENT OF FATHER AND
MOTHER ON RESPONSIBILITY OF "SITTING" WITH THE CHILDREN

Items	Percentage Responses of Mother						Percentage Responses of Father					
	N	M	F	B	O	NR	N	M	F	B	O	NR
8. "Sitting" with children												
during class	28	67	0	6	12	15	31	82	0	0	12	6
when spouse is marketing	24	6	48	12	6	27	28	12	45	21	6	15
while parents do something	21	0	0	6	58	36	24	0	0	9	64	27
during church	20	9	3	15	33	39	25	6	3	30	36	24
Percentage Response Average		21	13	10	27	29		25	12	15	30	18
Percentage of Agreement								96	99	95	97	89

Summary of findings on child care and guidance practices

These parents in general shared their responsibilities for child guidance and child care, but with certain exceptions. The fathers' activities concerning the children were largely that of sharing responsibility with the mothers rather than their assuming full responsibility. The only activity that the fathers alone, did as often as the mothers alone, was "work with the children;" and there was evidence that these activities were not participated in by many families. The recreational activities were in most of these families a shared responsibility.

More of these families used constructive guidance than other forms of guidance or discipline. Over one-half of the cases indicated that they did not use restrictive discipline practices. It was interesting to note, that the most used restrictive guidance was spanking and all but two families noted use of it at one time or another.

The constructive guidance practices most frequently checked were "praising children" and "reasoning with children." The most used questionable or neutral guidance practice was "correcting children by telling children how they should have done." These families indicated almost no use of physical restrictions or depriving children of meals. Their discipline with the exception of spanking was mostly verbal and largely constructive in nature.

Certain routines, namely, feeding, dressing, sleeping and resting, are the responsibility of the mother alone, in more cases than are shared responsibilities. Duties centering around children's cleanliness, care of children during illness, and children's outdoor play, were the responsibility of either the mother alone, or were shared with

the father. He took more part in these activities than he did in the children's feeding, dressing and sleeping routines.

The outside help in these families was almost non-existent. Only when the parents did something together did they have others care for their children, and in most cases this was a relative or friend.

B. The Division of Responsibilities Centered Around the Homemaking Tasks

The second section of the questionnaire asked the spouses to indicate their division-of-labor in the homemaking tasks. They were asked to designate by a check who assumed the major responsibility for preparation of the meals, care of the house, care of the family clothing, repair jobs and outdoor tasks. The counts were converted into percentages and placed in tables from which interpretations were made.

The first area of investigation in this section deals with meal planning and preparation, preparing children's meals, baking and canning. The findings are compiled in Table XIV.

Meal planning and preparation seems to have been predominately the responsibility of the wives. Over three-fourths of the women indicated that meal planning and preparation were done solely by themselves. Incidence of the husbands' sharing in these responsibilities ranged from ten to about twenty per cent of the cases. They carried the sole responsibility in only about three per cent of the cases on the average. However, it must be noted that in some activities the frequency was somewhat greater. For example the fathers alone or jointly prepared breakfast in about twenty per cent of the cases (wives say 24%, husbands, 18%). Generally speaking, however, this area of meal planning was conceded to be the wives' responsibility.

TABLE XIV

DIVISION-OF-LABOR BETWEEN HUSBANDS AND WIVES CENTERING
AROUND MEAL PLANNING AND PREPARATION AS INDICATED BY THEIR
RESPONSES TO SUCH ITEMS, AND THE PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Wife						Percentage Responses of Husband					
	N	M	F	B	O	NR	N	M	F	B	O	NR
1. Meal planning and preparation												
planning meals	33	82	0	18	0	0	33	85	3	12	0	0
preparing breakfast	33	76	9	15	0	0	33	82	12	6	0	0
preparing lunch	33	85	3	12	0	0	32	85	3	12	0	3
preparing dinner	33	82	6	12	0	0	33	82	6	12	0	0
preparing chil- dren's meals	30	76	0	15	0	9	30	82	0	9	0	9
baking	31	91	0	3	0	6	33	94	0	6	0	0
canning	21	54	3	6	0	36	22	54	0	12	0	33
Percentage Response Average		78	3	12	0	7		81	3	10	0	6
Percentage of Agreement								97	100	98	100	99

The next area of investigation pertained to division-of-labor in care of family clothing. This included responsibility for washing, ironing, mending and picking up children's clothing. Data are compiled in Table XV which follows.

TABLE XV

DIVISION-OF-LABOR BETWEEN HUSBANDS AND WIVES AS DENOTED
BY THEIR RESPONSES TO ITEMS ON CARE OF FAMILY CLOTHING
AND PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Wife						Percentage Responses of Husband					
	N	M	F	B	O	NR	N	M	F	B	O	NR
1. Care of clothing												
washing	33	73	3	24	0	0	33	70	3	27	0	0
ironing	33	91	0	6	3	0	33	85	0	12	3	0
mending	33	100	0	0	0	0	32	94	0	3	0	3
picking up children's clothes	33	64	0	33	3	0	33	42	0	51	6	0
Percentage Response Average		82	1	16	2	0		73	1	23	2	1
Percentage of Agreement								91	100	93	100	99

Table XV indicates a division-of-labor pertaining to care of family clothing which awarded the major responsibilities in over three-fourths of the cases, to the wives of the sample. But in about one-fourth of the cases responsibilities were shared by husbands and wives. There were wide differences relative to the type of job, however. For

example more husbands helped keep children's clothing picked up, and helped with the washing and ironing than did any mending.

Again it was evident that more husbands gave themselves credit for helping with the tasks mentioned above (51, 27 and 12% respectively) than their wives indicated for them. There appears in their minds to have been no stigma attached to admitting that they sometimes did "women's work."⁵

Another group of homemaking tasks center around repair and upkeep of the home and its equipment. The following table (XVI) presents the percentage of responses accredited to husbands and wives for such activities and the degree to which spouses agree on this division of responsibilities.

In most cases the husbands assumed the greater responsibility for repair jobs in the household, although they credit themselves with more responsibility than the wives checked for them. A greater number of wives (16%) than husbands did not respond to these items thus indicating that perhaps they thought these were not tasks done in their homes. Painting for example, was left unchecked by thirty-three per cent of the wives. Husbands checked this item, however, and gave themselves the major responsibility for it. The discrepancy in responses on this subject is not clearly shown in these data. Perhaps husbands thought they would do it if it were to be done.

⁵Harold T. Christensen says in Marriage Analysis (p. 126) that men need to take a larger interest in homemaking. Retaining the traditional masculine roles in a modern society makes adjustment to the changing requirements of the family more difficult.

TABLE XVI

DIVISION OF RESPONSIBILITIES RELATIVE TO REPAIR AND UPKEEP
AS INDICATED BY RESPONSES OF HUSBANDS AND WIVES
AND THE PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Wife						Percentage Responses of Husband					
	N	M	F	B	O	NR	N	M	F	B	O	NR
1. Repair jobs												
painting	25	15	36	24	0	24	32	9	58	30	0	3
fixing broken equipment	30	3	82	6	0	9	32	0	94	3	0	3
Percentage Response Average		9	59	15	0	16		5	76	16	0	3
Percentage of Agreement								96	93	99	100	87

Investigators have had reason to believe that household tasks such as those listed in Table XVII on the next page are often shared in the equalitarian families of the present.⁶ Especially is this believed to be true should the wife work. This investigation attempted to learn in what percentage of the homes were the specified household tasks performed by wives alone, by husbands alone, by shared activity, or by others. The findings are presented in the following table.

⁶Gladys Hoagland Groves in Marriage and Family Life, Ch. XX, gives a complete discussion of sharing in the democratic family of today.

TABLE XVII

DIVISION-OF-LABOR BETWEEN HUSBANDS AND WIVES AS DENOTED BY
THEIR RESPONSES TO ITEMS CONCERNING HOUSEHOLD TASKS
AND THE PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Wife						Percentage Responses of Husband					
	N	M	F	B	O	NR	N	M	F	B	O	NR
1. Housekeeping duties												
washing dishes	33	85	0	15	0	0	33	79	0	21	0	0
sweeping floor	33	88	0	12	0	0	33	73	0	27	0	0
moping floor	33	79	9	9	3	0	33	76	6	18	0	0
dusting	33	88	3	9	0	0	33	82	3	15	0	0
making beds	33	91	3	6	0	0	33	82	0	18	0	0
straightening rooms	33	73	0	27	0	0	33	70	0	30	0	0
cleaning bathroom	33	70	0	30	0	0	33	61	0	39	0	0
washing windows	24	45	12	12	3	27	27	33	21	27	0	18
Percentage Response Average		77	3	15	1	3		70	4	24	0	2
Percentage of Agreement								93	99	91	99	99

The division-of labor in the household tasks listed in Table XVII is well defined, in that about seventy per cent of the couples indicated that the wives alone took the responsibility for their performance, the husbands by themselves having been responsible in only three per cent of the cases. The husbands felt, however that in about

one-fourth of the cases they shared in these housekeeping tasks, while only fifteen per cent of the wives indicated that their husbands took part in such duties.

The area of greatest discrepancy had to do with the husbands' and wives' responsibility for washing windows, the husbands rating themselves nine per cent higher in assisting their wives. Twelve per cent more husbands checked that they helped make beds, did the sweeping interchangeably with their wives and helped with moping the floor than their wives gave them credit for. This difference of opinion is an interesting observation in that in the traditional family one might expect the husbands to be a little self-conscious about admitting they did some of these household tasks. In these cases, however, one would rather think that the men were frankly accepting these homemaking duties and it was their wives who were reluctant to acknowledge assistance in these ten to fifteen per cent of the cases. Does this attitude represent a cultural lag on the part of some of the wives in their reluctance to relinquish these functions of their prescribed role as homemakers?⁷

Outdoor work has traditionally been ascribed to the husband-father role.⁸ The investigator determined to find out if being in college affected these prescribed duties to any marked degree. Items listed in Table XVIII on the following page were those included in the questionnaire for consideration in this study.

⁷Carl Menninger in Love Against Hate gives a discussion of the frustrations of women in accepting change in their prescribed roles, pp. 80-134.

⁸Leonard S. Cottrell, Jr., "The Adjustment of the Individual to His Age and Sex Roles," American Sociological Review, 1942, 7, 617-620.

TABLE XVIII

DIVISION-OF-LABOR BETWEEN HUSBANDS AND WIVES AS INDICATED BY
THEIR RESPONSES TO ITEMS GROUPED TOGETHER AS
OUTDOOR TASKS AND PERCENTAGE OF AGREEMENT ON SAME

Items	Percentage Responses of Wife						Percentage Responses of Husband					
	N	M	F	B	O	NR	N	M	F	B	O	NR
2. Outdoor tasks												
washing car	29	0	73	15	0	12	31	0	82	12	0	3
caring for garden	20	12	39	9	0	39	24	9	42	21	0	27
caring for yard	25	6	45	24	0	24	31	3	67	24	0	3
caring for flowers	17	27	12	12	0	48	22	30	21	15	0	33
emptying the garbage	32	30	36	24	6	3	31	24	36	33	0	6
caring for pets	16	9	12	27	0	51	17	12	18	21	0	18
Percentage of Agreement								99	92	9	99	85

A glance at Table XVIII attests to the fact that these outdoor activities can scarcely be grouped together because of the variation in division of responsibility as shown by the percentages under "M," "F," and "B." For that reason only a few generalizations can be drawn from this table. First, the outdoor activities were not the responsibility of one spouse or the other in the average family picture. Many such duties fell to both spouses, for example observe: "emptying the garbage," and "caring for the flowers." A few were assigned to one spouse or the other, however. Note that about three-fourths of the

husbands washed the car. The wives cared for the yard or shared this task with their husbands in about three-fourths of the cases. Likewise, the high percentage of "no responses" indicated that many families did not carry on these particular activities.

The belief that outdoor work is "man's" work is not supported by the findings in this table, except for the item on washing the family car. The other results probably indicate that each family has an individual pattern, or at least, that the idea of outdoor work as a task assigned to the husband-father is breaking down where this sample is concerned. It may well be that the man's preoccupation with school work in the evenings and on holidays prevents him from doing the above-mentioned tasks even if they are prescribed by the culture.⁹

Interest and ability in entertaining is thought to be a feminine attribute. In view of the possible growth of equalitarianism¹⁰ in family living more such responsibilities are thought to be becoming joint or shared. The present study attempted to learn the incidence of such division-of-labor by responses to question three in Table XIX on the following page.

As Table XIX indicates the wife alone was responsible for these entertainment items in well over fifty per cent of the families. The spouses are in perfect agreement, as to the fact that husbands alone

⁹Amram Scheinfeld in his book on Men and Women (op. cit.) gives some common sex differences around which cultural conceptions of prescribed roles are built. Margaret Mead in Males and Females gives the point of view of the anthropologists.

¹⁰Ingersoll in a study on transmission of authority in the family predicts that more marriages of the next generation will become equalitarian, if the trend of the present continues. See Hazel L. Ingersoll, "A Study of Transmission of Authority Patterns in the Family," Genetic Psychology Monographs, 1948, 38, 225-302.

did none of the "planning, preparation or cleaning up afterward" for the family's entertainment. They did however, assist the wives in about twenty-five per cent of the cases, their greatest contribution to the joint effort having to help clean up after the entertainment. Thus we have in this item a clear-cut example of a function that is delegated to the wife as a part of her prescribed role.

TABLE XIX

DIVISION-OF-LABOR AND PERCENTAGE OF AGREEMENT BETWEEN
HUSBAND AND WIFE ON RESPONSIBILITY FOR ENTERTAINMENT

Items	Percentage Responses of Wife						Percentage Responses of Husband					
	N	M	F	B	O	NR	N	M	F	B	O	NR
3, Entertainment												
planning refreshments	32	85	0	12	0	3	31	79	0	15	0	6
fixing refreshments	32	82	0	15	0	3	31	70	0	24	0	6
cleaning up afterwards	31	45	0	48	0	3	31	48	0	45	0	6
Percentage Response Average		71	0	25	0	3		66	0	28	0	6
Percentage of Agreement								95	100	97	100	97

Summary of findings on division-of-labor in homemaking tasks

The home management activities were found to be largely the responsibility of the wives with the exception of certain repair jobs and some outdoor tasks. However, there were certain tasks that the husbands,

while not assuming sole responsibility for, did help their wives in doing. They were picking up and straightening the rooms, helping with entertainment and the more strenuous housekeeping duties such as washing clothes, moping and washing windows. In the case of meal planning and preparation the husbands were only assistants except in a very few cases in which the husbands got the breakfast.

Outside help for household tasks was almost non-existent. In rare cases the ironing was done by others.

The husbands felt they did more sharing of responsibilities in homemaking activities than the wives gave them credit for doing.

C. Evaluation of Family Life While One or Both Parents Attended College as Indicated in Replies to the Opinionnaire.

No claims are made for the validity of this section since it is recognizably based on opinions not facts. It was hoped, however to get some evaluation, in the way of reasons given for the stated opinions, that would serve as some measure of satisfaction or dissatisfaction with the present way of life. For that reason subjects were asked to give their opinions concerning the worth of a college education in relation to its cost in inconveniences and adjustments required. They were asked to give reasons for their replies in order that the investigator might get further insight into why they had answered as they did. These unprompted replies, somewhat like responses to open-end questions were assumed to have greater validity than if they had been suggested in a direct question.¹¹ The reasons that showed relationship were collected

¹¹Albert A. Campbell, "Two Problems in the Use of the Open Question," Journal of Abnormal and Social Psychology, 40 (1945), 340-343.

by inductive method,¹² placed in tables and interpretations were made. Results of the answers to the stated opinions are compiled in charts in the Appendix, p. 77. Compilation of the charts are shown in the tables that follow.

As seen in Table XX, most husbands and wives believe college training was worth the effort expended, and they would make the same decision again, even to the having of children. They would hesitate to advise friends to do likewise, however, perhaps because there are so many variations in situations and in persons as indicated in their qualifying statements. They are saying in effect, "It was a good move for us, but many things determine whether it would be a good move for others."

Seventy per cent believe they have sufficient time for study. The cases are about evenly divided in their opinions on distractions being more than if they were unmarried. Only one-third believed it advisable for the wife to work (24 per cent are working). More husbands were definitely against their wives working than were wives. Many wives qualified the conditions under which they thought they should work. This attitude on the part of husbands and wives shows a reluctance to abandon the traditional roles of husband-provider, and wife-homemaker.¹³ Will these families in which the wife works adopt the conventional pattern as soon as college attendance is completed? This would be an interesting lead to follow in future research.

¹²Inductive method consists of reading all the replies and grouping them according to thought content; the heading of each group being arrived at by inductive thinking such as "This is what these statements all are saying," --a process of generalization.

¹³Harold T. Christensen, op. cit., p. 126.

TABLE XX

EVALUATION OF THE DECISION TO ATTEND COLLEGE IN TERMS OF EFFORT,
 WORTH, TIME FOR STUDY, CONFLICT AND COOPERATION IN RELATIONSHIPS,
 AND THE HAVING OF CHILDREN

Item	Questions	Average Percentage Response of Husbands and Wives			
		Yes	No	UC ¹⁴	NR
16.	Spouse's education worth the effort expended by both.	81	0	12	8
18.	Would make the same decision again to attend school.	82	9	6	3
5.	Would advise a friend to marry while in college.	29	33	38	0
10.- 11.	Have more distractions from studies than if unmarried.	42	48	8	2
2.- 3.	Have sufficient time for study.	70	20	9	2
13.	Having children too great a burden while parents finish education.	15	73	11	2
6.	Believe it advisable for wife to work while husband attends college.	30	36 ¹⁵	29	5
17.	Have made more allowances for personal conflicts with spouse.	34	51	7	6

¹⁴The uncertainties represent qualifications such as "It depends on the situation," as for example, whether they wanted a college education badly enough to make the adjustment.

¹⁵There was marked disagreement between some husbands and wives on this item, 51 per cent of the husbands answering "no" to 21 per cent of the wives giving a negative reply. More wives (39%) than husbands checked the "uncertain" column with a qualifying statement.

Table XXI combines the replies to questions 1, 4 and 12 under the heading of "Altered Situations" and presents a composite picture of such changes as they appear to the subjects.

TABLE XXI

ALTERATION IN FAMILY LIVING THAT HAS ACCOMPANIED HAVING HUSBAND
AND/OR WIFE IN COLLEGE

Item	Altered Situation	Average Percentage Response of Husbands and Wives			
		Yes	No	UC	NR
12.	Life has been altered by spouse attending college.	87	12	2	0
1.	Division of responsibilities different from parents.				
	a. of husband	76	24	0	0
	b. of wife	58	36	0	6
4.	Social life different because of present situation.	93	6	0	0

It is the opinion of the husbands and wives according to the average of their responses that their family life and their social life have been altered by their separate or joint attendance, of college. Twelve per cent indicated an increase in social activities, and eighty-two per cent a decrease.

Division of responsibilities were indicated as different from those in the parental families, the husbands noting difference more often than the wives (76 as compared to 58 per cent). The question that comes to mind is, were the husbands more sensitive to the variations from the traditional pattern of their parents, or were the wives in actuality, from families in which division-of-labor practices were more diverse? It is suspected that the former is more nearly the case

since there is no reason to believe the sample is not fairly homogeneous in authority patterns. A previous finding on the husband's helping with the housework served to substantiate this view further.

Table XXII combines replies to questions 7, 8, and 9 under the heading "Children's Altered Situations" and presents an indication of the alterations in the lives of the children in these families.

TABLE XXII

ALTERATION IN THE LIVES OF THE CHILDREN THAT HAS
ACCOMPANIED HAVING ONE OR BOTH PARENTS IN COLLEGE

Item	Altered Situations of Children	Average Percentage Response of Husbands and Wives			
		Yes	No	UC	NR
7.	Lives of children altered by one or both parents being in college.	58	39	3	0
8.	Time spent by husband with children regarded as sufficient.				
	a. by husband	33	58	9	0
	b. by wife	24	61	12	0
9.	Time spent by wife with children regarded as sufficient.				
	a. by husband	73	21	6	0
	b. by wife	54	42	3	0

An average of fifty-eight per cent of the husbands and wives of the sample believed their childrens' lives had been altered, with thirty-nine per cent indicating in their opinion their childrens' lives had not. Fifty-eight per cent of the husbands believed they spend too little time with their children, their wives agreeing. On the other hand seventy-three per cent of the husbands believed their wives spent sufficient time with the children but forty-two per cent of the mothers

indicated they felt they spent too little time with their children. Is there some degree of guilt¹⁶ on the part of these mothers because they did not spend all their time as homemakers and mothers or is this just an honest difference of opinion based on a different concept of how much is "enough?"

In order to gain some insight into the feelings and attitudes of these couples; the investigator asked them to list what they felt to be the advantages of being a married student, and what they felt were the discouraging aspects of being a married student. These answers were grouped according to content and the results recorded in the following tables.

TABLE XXIII

ADVANTAGES OF BEING MARRIED WHILE GOING TO SCHOOL
AS INDICATED BY HUSBANDS AND WIVES

Groups	Number of times mentioned:		
	Husbands N	Wives N	Tot. N
Mutuality of:			
shared interests	1	2	3
emotional support	10	8	18
family goals	4	2	6
Incentive to succeed:			
in school achievement	10	4	14
in future occupation	2	0	2
Security values of:			
a settled home life	6	6	12
financial support of wife	3	0	3
Maturity-inducing values	5	3	8
Established routines of living	5	2	7
Total	<u>46</u>	<u>27</u>	<u>73</u>

¹⁶Carl Menninger, *op. cit.*, pp. 80-134.

The most important advantages to these couples were those grouped under a feeling of mutuality. These couples had shared interests, shared family goals, and a feeling of emotional support. The husbands often mentioned the value of "companionship and understanding," and "moral support." The wives, too, felt this mutuality. They listed "sharing experiences, good and bad," and "face problems together" as strengths in the situation.

The second most important advantage was the incentive to succeed. As one husband said, "Married students have incentive to succeed, and less desire to neglect studies and go home." Both husbands and wives believed having a family gave them the desire to succeed both in school and in the future.

The third advantage was the security values of a settled home life and the financial support of the wife. These couples felt they could do better school work when they were living in a home environment.

The last two advantages were: maturity-inducing values and established routines of living. Some of the couples felt that being forced to mature made them much more serious about their school work. They also felt that they had better planned and prepared meals and routines of living than they would have had if single.

While there were fewer discouraging aspects of being a married student mentioned the ones listed by the students and wives seemed clearly defined in their thinking. Table XXIV indicates what these couples felt were the most discouraging aspects of being a married student.

TABLE XXIV

THE DISCOURAGING ASPECTS OF BEING A MARRIED STUDENT AS
INDICATED BY HUSBANDS AND WIVES

Groups	Number of times mentioned:		
	Husbands N	Wives N	Tot. N
Limited financial security	15	9	24
Insufficient time for family	2	7	9
Family living a distraction to school work	5	2	7
Sacrifices demanded of spouse	4	3	7
Limitation of social activities	3	2	5
Limited independence for individual and more responsibility	2	2	4
Routine of living disturbed	3	0	3
Total	34	25	59

The one most discouraging thing to these couples was their lack of financial security, a reasonable enough conclusion when one considers that it is usually the husband provider who was in school and financial support for the family was derived largely from federal support to veterans and in one-fourth of the cases, the wife's salary.

The second most important disadvantage was that of insufficient time for the family. This lack was felt more keenly by the wives than by the husbands. Might not this have been due to the husbands' involvement in school and to the exclusion of the family from such activities?

The third disadvantage was that family living is a distraction to school work. The family members who were not in college were probably demanding more of the students time than they were able to give freely, and thereby interfering with their school studies.

Other disadvantages listed by a small number of subjects were: sacrifices demanded of spouse, limitation of social activities, limited independence for individual and more responsibility, and routine of living disturbed.

For the most part these couples felt that the advantages of being a married student outweighed the disadvantages. But as one husband said, "The advantages are not important enough to recommend marriage to single college students."

Summary of findings from the opinionnaire

The subjects were of the opinion that the advantages of attending school while married outweighed the disadvantages. Advantages they gave centered around mutuality, the maturity-inducing values, the incentive to succeed, the security values and the settled way of living experienced in these circumstances. However they would hesitate to advise friends to do likewise because there are so many adjustments to be made. The principle disadvantage listed was that of limited financial security. About three-fourths of them believed they had sufficient time for study although one-half admitted there were distractions.

It was the opinion of husbands and wives that their lives had been altered in the direction of a decrease in family and social activity. Over half of couples believe that the husbands spent too little time with the children.

Husbands noted variation from traditional family patterns in division-of-labor more than wives (76% as compared to 58%). Only one-third of the couples believed it advisable for the wife to work, husbands being more against it than wives.

D. Rank Order of Family Goals and Their Implications

The last section of the questionnaire (item 21 p.76 , Appendix) was devoted to a listing of probable family goals to be numbered in order of their importance to the subjects doing the ranking. Table XXV gives the results of this rank-order exercise and the interpretation of the table in terms of family goals.

As evidenced in Table XXV which follows on the next page, goals listed as the most important by both husbands and wives are "religious and moral training of children," and "college education for husband." College education for husband received more first choices probably because it is an immediate goal to be accomplished as a means to owning a home and achieving financial security; while the religious and moral training of children was second in rank of first choices and was high in the subsequent ratings probably because it is seen as both a present and long time goal.

Coming next in order of importance in accordance with the weighted scores were the goals of: "optimum development of each individual in the family," "making home living more satisfactory," "financial security," "comfortable living," "a home of your own," and last, "college education for wife." Of the above the ranking of "education for the wife" was so low as to indicate it was not considered a goal by many families, but was indicated by both husband and wife in second, fifth, and sixth places in families where the wife is attending or has attended school. A few families, at least, place value on the wife and mother enriching her educational experience.¹⁷

¹⁷Ernest W. Burgess and Leonard S. Cottrell found that a high level of education was predictive for marital success of women. These couples seem to be losing sight of this fact in their ignoring of the importance of a near-equal education for the wife.

TABLE XXV

NUMBER OF TIMES EACH FAMILY GOAL WAS PLACED
UNDER EACH RANK BY THE HUSBANDS AND WIVES OF THE SAMPLE
TOGETHER WITH THEIR WEIGHTED SCORES¹⁸

Rank Items in Order of Importance	Rank Order							Weigh- ted NScores
	1 N	2 N	3 N	4 N	5 N	6 N	7 N	
1. College education for husband.								
Husbands' ranking	14	1	1	4	5	2	3	2 148
Wives' ranking	14	4	2	6	1	1	0	0 161
2. Religious and moral training of children.								
Husbands' ranking	10	3	5	6	3	1	2	1 150
Wives' ranking	9	7	5	5	2	2	0	0 160
3. Optimum development of each individual in family.								
Husbands' ranking	4	9	5	5	2	3	1	1 140
Wives' ranking	2	4	4	9	2	3	4	0 110
4. Making home living more satisfactory.								
Husbands' ranking	3	6	7	3	5	6	1	1 132
Wives' ranking	2	6	6	2	7	2	3	0 116
5. Financial security.								
Husbands' ranking	3	5	6	4	5	6	1	1 125
Wives' ranking	2	4	8	3	5	3	4	0 115
6. Comfortable living.								
Husbands' ranking	1	5	3	4	6	6	3	1 101
Wives' ranking	1	3	2	2	9	7	4	2 88
7. A home of your own.								
Husbands' ranking	1	1	3	4	3	5	12	0 75
Wives' ranking	1	1	4	2	1	5	9	4 63
8. College education for wife.								
Husbands' ranking	0	1	0	0	1	2	4	9 18
Wives' ranking	0	0	0	0	1	3	0	13 9

¹⁸ Weights were assigned to the ranks on an arbitrary basis, first place getting a weight of seven points, second place six points, and so on down to eighth place which was weighted zero. Weighting was done in order to get some comparative scores on the various rankings.

Note the emphasis on optimum development of the individual, a component of the democratic way of life in the American family. Equal education for the wife appears not to be one of the ways to achieve that optimum growth in the minds of most of these young people; either that, or they have rationalized a necessity. They appear to be conforming to the common opinion that educations are valuable for the husband-provider because they give greater opportunity for satisfactory home living, financial security, comfortable living, owning a home, but not for the wife whose primary task it is to keep that home.

Note that the weighted scores indicate husbands gave higher ranking to all the items than did the wives except for their own education and the religious and moral training of the children. The wives' belief that a college education is a valuable goal for the husbands probably helped to give him the emotional support that came out in the husbands' replies to questions of the opinionnaire (see Table XXIII, p. 51). Note the husbands' concern for optimum development of each individual in the family. Why he rated this higher than did the wife is not known. They are concerned, likewise, with having financial security and comfortable living. Owning their own home comes lower in the list possibly being less immediate at this time, and college education for the wife appearing the least important of all.

Summary of findings from the goal analysis

The results of rank-order listing of goals in their importance to husbands and wives of the sample indicate that the immediate goal of a college education for the husband is paramount on the list. This is followed by religious and moral training of the children in second place, and goals related to present home comfort and financial security, home

security, and home ownership in that order. Education for the wife was ranked last in order of importance of the eight possible goals listed. Perhaps as Ameran Scheinfeld has indicated in his book Women and Men there needs to be rearrangement in our system so that women's education will conform to the usual course of their lives with time out for marrying, getting settled, bearing children and home making.

CHAPTER IV

RESULTS AND IMPLICATIONS

A. Summary and Conclusions

The purpose of this study was to survey the division-of-labor practices being used by student-parents. It was found that child guidance was a shared responsibility in these families. About three-fourths of the parents used constructive guidance in the rearing of their children. Only about one-fourth employed questionable or neutral practice, and about forty per cent of the cases used restrictive discipline.¹ When restrictive discipline was used the mother alone, used it in more cases than did the fathers alone.

Certain routines of the children's daily lives were the sole responsibility of the mothers, although responsibilities for cleanliness, care during illness and children's outdoor activities were sometimes shared by the father. Outside help in these families was negligible.

The division-of-labor in homemaking tasks was marked in these families. The wives assumed the major responsibility for meal-planning and preparation and care of the home. The husbands major contributions were those of assisting in the heavier housekeeping tasks such as mopping, window washing; in repair jobs, and in some of the out door work.

¹Total percentage is greater than 100% because some families use more than one type of guidance or discipline.

There was indication of little outside help in these families, even in cases where wives were working.

There was some indication that the husbands felt they shared in the homemaking tasks more than the wives credit them with doing.

These couples believed that the advantages of attending school while married outweighed the disadvantages. Assets listed were, greater mutuality, gains in maturity, incentives to succeed, security values and established routines of living. The chief liability was a lack of financial security.

It was the opinion of these husbands and wives that their lives and those of their children have been altered. There was less social life than there might otherwise have had. Over one-half of the couples believed that the husbands spent too little time with the children.

There was some variation from the traditional attitude toward husband and wife responsibilities in that one-third of the families approved of the wives' working.

The immediate goal in the families of the sample was for the husband to get a college education. The next goal in importance was for the religious and moral training of the children; the others were relatively unimportant at this time but were indicated as long-time goals.

The question arises how does a study of the family goals relate to division-of-labor in family living and to evaluation of the home living experience as shown in replies to the opinionnaire? In order to make this connection it is necessary to see the basic family goal "college education for the husband" as a motivating force that is resulting in acceptance of, adjustment to, and even appreciation, of a way of life different from that traditionally accepted as "good" for family living.

Expectancy roles have been altered to some extent in order that the principle family goal can be accomplished and family life maintained.

The investigator believes that the findings of this study indicate some change from the traditional well-defined division-of-labor in the home in the direction of shared responsibility for husband and wife especially in the guidance of the children. However it is believed that the immediate situation is affecting division of responsibility in the home because of the adjustments and accommodations required to insure that the family achieve its primary goal, that of a college education for the husband. Although it is assumed that some of the interchange of responsibilities will continue after the present necessity is no longer operating, there is no evidence to guarantee that some of the families will not immediately assume the traditional pattern and its corresponding division-of-labor assignments of husband-provider and wife-mother and homemaker roles.

B. Implications for Family Life Education

Results of the findings on division of responsibilities in homemaking and child-rearing point to the need for further education of college men and women for family living. Those that are experiencing marriage and family living are confronted with real life situations that would serve as motivating forces in such education. This becomes the "teachable moment."² Either college courses or parent classes outside of school might broaden their knowledge and increase their skills in child rearing. Perhaps fathers could be helped to see their joint

²Robert J. Havighurst. Developmental Tasks and Education, University of Chicago, 1948.

responsibility for the rearing of children more completely, and mothers could be helped to accept and assimilate the help of the other parent.

In marriage education spouses might come to understand and have insight into the significance of joint role-playing in many homemaking activities with no feeling of threat to loss of status on the part of either. Much more adjustability can be achieved if roles in division of responsibility are not too rigidly defined. Some role definition, however, seems to avoid confusions and uncertainties and makes for greater efficiency in home living.³ It is assumed that such attitudes and skills as those related to role-taking may be learned in educational situations.

As this study indicated the fathers are participating more in child guidance and child care activities than they are in other homemaking tasks. These findings would indicate that fathers may need training for their father roles in the nature of child development and guidance instruction. It is suggested that schools and colleges include education for family living in a program of general education. Knowledge and abilities in family living are as essential for effective living as are the languages and sciences. Girls are more often reached than are boys in the present attempts at education for family living. Until such time as family life education has become part of the general education program, students, parents and out-of-school youth, may receive some help from church organizations, Parent Teachers Association, child study clubs and groups organized under the health agencies such as courses for prospective parents. These groups could serve to assist

³The conclusions drawn from studies of primitive tribes by Margaret Mead support this belief. (See Bibliography.) She says, however, society should use the gifts of both sexes for the development of a richer culture.

prospective parents in their adjustments to a new family member by teaching them both skills and assumption of new member roles. The prevailing practice of parents and teachers of nursery school children meeting for study and for conferences is a move in the right direction.

Parents need help in accepting the developmental concept of parenthood. This philosophy "emphasizes the importance of growth and healthy development of personality in line with the child's potentialities rather than with the parents' goals."⁴ Waller and Hill goes on to state:

. . . The concept of personality development has been broadened, however, to apply to all members of the family--mother and father as well as child--and attempts are made to organized family life to support the growth of all members.⁵

An interesting study by Elder⁶ indicated, in a comparison of developmental fathers with traditional fathers. She found that developmental fathers were more active in father-child projects, franker in answering questions, more permissive in discipline, and more likely to share house-keeping responsibilities with the mother and children. If the ideal is to promote the developmental philosophy of child-rearing, then both parents must have an opportunity for learning.

So long as youth decide to marry and rear children while finishing their college training, education for family living will continue to be a pressing need.

⁴Alfred L. Baldwin, "Socialization and the Parent-Child Relationship," Child Development, 19 (1948), 127-136.

⁵Willard Waller and Reuben Hill. The Family (New York, 1951), 419.

⁶Rachel Ann Elder, "Traditional and Developmental Conceptions of Fatherhood," Marriage and Family Living (1949), pp. 98-104.

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APPENDIX

MARRIED STUDENT'S FACE SHEET

Family Code Number _____, Male _____, Female _____, Age _____

Educational background (Please circle years)

Grade School 1, 2, 3, 4, 5, 6,

High School 7, 8, 9, 10, 11, 12,

College 1, 2, 3, 4, 5, 6, Degrees _____

Special _____

Years married before becoming a student _____

Total years married _____

Number of children _____ Ages _____

Education completed before marriage. (Please circle years)

Grade School 1, 2, 3, 4, 5, 6,

High School 7, 8, 9, 10, 11, 12,

College 1, 2, 3, 4, 5, 6, Degrees _____

Special _____

School Major now, if any, _____

Number of credit hours enrolled in now, if any, _____

Classification: Check the combination that best represents your family set-up

_____ 1. Husband, a student; wife a housewife

_____ 2. Husband, a student; wife employed

_____ 3. Husband, a student; wife a student

_____ 4. Husband and wife both in school and employed

_____ 5. Other arrangements

Husband employed? yes ___ no ___ Number of hours per week _____

Wife employed? yes ___ no ___ Number of hours per week _____

Are you attending school under the G. I. Bill? Yes ___ no _____

At the present time, who usually assumes the responsibility for the following:

Children's feeding

breakfast

lunch

dinner

Children's dressing and undressing

in the morning

after nap

getting ready for bed

Children's sleep and rest

morning nap

afternoon nap

bedtime at night

Children's cleanliness

brushing teeth

taking bath

washing hands and face

brushing and combing hair

toileting

Who usually supervises the children's outdoor activities?

During the morning

After supper

On Sunday and holidays

When your child is ill, who takes care of him?

Week days

State whether it is a relative, an employee, a friend, etc.

	MOTHER	FATHER	BOTH TOGETHER	INTER-CHANGEABLE	OTHERS STATE WHO*
<u>Children's feeding</u>					
breakfast					
lunch					
dinner					
<u>Children's dressing and undressing</u>					
in the morning					
after nap					
getting ready for bed					
<u>Children's sleep and rest</u>					
morning nap					
afternoon nap					
bedtime at night					
<u>Children's cleanliness</u>					
brushing teeth					
taking bath					
washing hands and face					
brushing and combing hair					
toileting					
Who usually supervises the children's outdoor activities?					
During the morning					
After supper					
On Sunday and holidays					
When your child is ill, who takes care of him?					
Week days					

	MOTHER	FATHER	BOTH TOGETHER	INTER- CHANGEABLE	OTHERS STATE WHO*
Nights					
Sundays and holidays					
When recreation is planned for the children, who does the planning?					
Here is a list of things some families do. Check who usually does them with your children. (Do not check these if they do not apply)					
Reads to, or with children					
Sings to, or with children					
Takes walks with children					
Plays outdoor games					
Plays indoor games					
Works with children in					
housework					
yardwork					
carpentry					
painting					
mending toys					
others					
Listens to radio					
Views television					
Plays and listens to records					
Shares in hobbies					
Write in any others that are not listed above					
Who assumes the major responsibility for guidance of children?					

In disciplining or helping your children toward more acceptable behavior, check the methods usually used by family members, or others.

Suggesting

Substituting

Depriving of a meal

Depriving of a pleasure

Threatening

Spanking

Letting have own way

Slapping

Correcting by telling children how they should have done

Sending to bed

Shutting in own room

Setting a good example through parents' own behavior

Shutting in closet or other room

Bribing

Giving children help as needed

Promising reward

Praising

Overlooking or ignoring

Allowing to choose between certain alternatives

Letting suffer natural consequences

Sitting on chair

Forcing to do as directed

Scolding

Reassuring

MOTHER

FATHER

BOTH

TOGETHER

INTER-

CHANGEABLE

OTHERS

STATE WHO*

	MOTHER	FATHER	BOTH TOGETHER	INTER- CHANGEABLE	OTHERS STATE WHO*
Reasoning with children					
Comparing child unfavorably with another					
Rewarding					
Others					
Who "baby sits" with the children?					
During class time					
When spouse is marketing					
While parents do something together					
During church					
Other times					
In the household tasks who usually does the following?					
Washing the dishes					
Sweeping the floor					
Moping the floor					
Dusting					
Making the beds					
Straightening the rooms					
Planning the meals					
Preparing the meals					
breakfast					
lunch					
dinner					
children's meals					

	MOTHER	FATHER	BOTH TOGETHER	INTER- CHANGEABLE	OTHERS STATE WHO*
Baking					
Washing the clothes					
Ironing the clothes					
Mending the clothes					
Picking up children's clothes					
Caring for pets					
Painting					
Fixing broken equipment					
Canning					
Cleaning the bathroom					
Others					
2. Who takes over the <u>outdoor</u> tasks?					
Washing the car					
Caring for the garden					
Caring for the yard					
Caring for the flowers					
Emptying the garbage					
Washing the windows					
Others					
3. Who takes over the task of entertainment?					
Planning the refreshments					
Fixing the refreshments					
Cleaning up afterward					
Others					

	MOTHER	FATHER	BOTH TOGETHER	INTER- CHANGEABLE	OTHERS STATE WHO*
Who usually makes the <u>decisions</u> regarding how the family money is to be spent?					
For the car					
For the house furnishing					
For the house equipment					
For the house utilities					
For medical care					
For insurance					
For savings and investments					
For education					
<u>husband's</u>					
<u>wife's</u>					
<u>children's</u>					
For entertainment and recreation					
<u>travel</u>					
<u>books</u>					
<u>phonograph records</u>					
<u>radio and television</u>					
For other expenses					
Who is chiefly responsible for selection and cash purchasing in your family?					
Who does most of the <u>spending</u> ?					
For groceries					
For the wife's clothing					
For the husband's clothing					
For the car					

	MOTHER	FATHER	BOTH TOGETHER	INTER-CHANGEABLE	OTHERS STATE WHO*
For the house					
furnishings					
equipment					
utilities					
For entertainment and recreation					
For education					
husband's					
wife's					
children's					
Who attends to the <u>paying</u> of the bills?					
For rent					
For utilities (phone etc.)					
For extra help					
For installment payment					
on car					
on furniture					
on appliances					
For doctor bills					
For grocery bills					
For other expenses					

How is money handled and who handles it, in your family?

 Husband, by passing it out to the wife when she asks for it

 Wife, by passing it out to husband when he asks for it

 Joint checking account

 Both by passing it out to the children when they ask for it

 Both husband and wife operating on an allowance

 Children on an allowance

 Comments, and additions, if the statement above do not fit your case

OPINIONNAIRE

Do you feel that the way you and your spouse divide up responsibility is the same, or different, from the way your parents did? The same ____, different ____
In what way? _____

(Husband) Do you feel that you have sufficient time for study?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

(Wife) Do you feel that your husband has sufficient time for study?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you think your social life is different than it might have been were you or your spouse not attending school? ____ Is your family in more activities ____; or fewer activities ____ than it might have been were you not in school?

Would you advise a friend to marry while in school?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel it is advisable for the wife to work outside the home while the husband attends school?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel your children's lives are different than they might otherwise have been, because you or your spouse attends school?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel you are able to spend enough time with your children?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel your spouse is able to spend enough time with the children?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

(Husband) Do you feel that you have more distractions from studies than you would have if you were single?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

(Wife) Do you feel that your husband has more distractions from studies than he might have had if he were single?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel that your way of life has been altered from what it might have been because you or your spouse are attending college?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel having children is too great a burden on parents while they are finishing their education?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

(Husband) Do you feel that your wife is a help to you in your effort to get a college degree?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

(Wife) Do you feel that your husband appreciates your cooperation while he is in school?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel you or your spouse's education is worth the effort expended by both of you?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Do you feel you have to make more allowances for conflicts in personality in your spouse than you would if you weren't in the married-student situation?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

Knowing what you know now would you make the same decision again to attend school while married?

a. Yes ___ b. No ___ c. Uncertain ___ Comments _____

In your opinion what are the discouraging aspects of being a married student? (if any) List _____

List the chief advantages (if any) of being married while going to school.

This is a list of family goals, some of which may be those of your family. Select the one you think is foremost in your thinking and number it (1). Number the next in importance (2) and on down in order of their importance to your family:

_____ A college education for the husband

_____ A college education for the wife

_____ Making home living more satisfactory

_____ Optimum development of each individual in the family

_____ A home of your own

_____ Financial security

_____ Comfortable living

_____ Religious and moral training of children

_____ Others (List)

CHARTS COMPILED IN TABLE XX

Item 16. Do you feel yours or your spouse's education is worth the effort expended by both of you?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	73%	0	15%	12%
WIFE	88%	0	9%	3%
AVERAGE	81%	0	12%	8%

Item 18. Knowing what you know now would you make the same decision again to attend school while married?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	76%	9%	9%	6%
WIFE	88%	9%	3%	0
AVERAGE	82%	9%	6%	3%

Item 5. Would you advise a friend to marry while in school?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	30%	30%	39%	0
WIFE	27%	36%	36%	0
AVERAGE	29%	33%	38%	0

Item 10. (Husband) Do you feel that you have more distractions from studies than you would have if you were single?

11. (Wife) Do you feel that your husband has more distractions from studies than he might have had if he were single?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	36%	54%	9%	0
WIFE	48%	42%	6%	3%
AVERAGE	42%	48%	8%	2%

Item 2. (Husband) Do you feel that you have sufficient time for study?

3. (Wife) Do you feel that your husband has sufficient time for study?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	73%	24%	3%	0
WIFE	67%	15%	15%	3%
AVERAGE	70%	20%	9%	2%

Item 13. Do you feel having children is too great a burden on parents while they are finishing their education?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	12%	82%	6%	0
WIFE	18%	64%	15%	3%
AVERAGE	15%	73%	11%	2%

Item 6. Do you feel it is advisable for the wife to work outside the home while the husband attends school?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	27%	51%	18%	3%
WIFE	33%	21%	39%	6%
AVERAGE	30%	36%	29%	5%

Item 17. Do you feel you have to make more allowances for conflicts in personality in your spouse than you would if you weren't in the married-student situation?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	36%	48%	6%	9%
WIFE	33%	54%	9%	3%
AVERAGE	34%	51%	7%	6%

Items 14. (Husband) Do you feel that your wife is a help to you in your effort to get a college degree?

15. (Wife) Do you feel that your husband appreciates your cooperation while he is in school?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	94%	3%	3%	0
WIFE	79%	6%	6%	9%
AVERAGE	87%	5%	5%	5%

CHARTS COMPILED IN TABLE AXI

Item 12. Do you feel that your way of life has been altered from what it might have been because you or your spouse are attending college?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	88%	9%	3%	0
WIFE	85%	15%	0	0
AVERAGE	87%	12%	2%	0

Item 1. Do you feel that the way you and your spouse divide up responsibility is the same, or different, from the way your parents did?

	SAME	DIFFERENT
HUSBAND	24%	76%
WIFE	36%	58%

Item 4. Do you think your social life is different than it might have been were you or your spouse not attending school?

	YES	NO	MORE ACTIVITIES	FEWER ACTIVITIES
HUSBAND	94%	6%	9%	88%
WIFE	91%	6%	15%	76%
AVERAGE	93%	6%	12%	82%

CHARTS COMPILED IN TABLE XXII

Item 7. Do you feel your children's lives are different than they might otherwise have been, because you or your spouse attends school?

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	58%	39%	3%	0
WIFE	58%	39%	3%	0
AVERAGE	58%	39%	3%	0

Item 8. Do you feel you are able to spend enough time with your children?

9. Do you feel your spouse is able to spend enough time with the children?

Husband's time with the children.

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	33%	58%	9%	0
WIFE	24%	61%	12%	0

Wife's time with the children.

	YES	NO	UNCERTAIN	NO REPLY
HUSBAND	73%	21%	6%	0
WIFE	54%	42%	3%	0

VITA

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Master of Science

Thesis: A SURVEY OF DIVISION-OF-LABOR IN CHILD-REARING AND HOME-MAKING
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THESIS TITLE: A Survey of Division-of-Labor in
Child-Rearing and Homemaking Tasks in Families in Which one or Both Parents are Attending Oklahoma Agricultural and Mechanical College

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The content and form have been checked and approved by the author and thesis adviser. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

TYPIST: Mrs. Roy G. McBride